



ARK Blacklands
Primary Academy

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

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| Description | Tag |
|------------------------------|--------------------------------|
| The Principal of the academy | Lorraine Clarke |
| The academic year | 2016/17 |
| Chair of Governors | Micky Sandell |
| The academy name | Ark Blacklands Primary Academy |

POLICY INFORMATION

Named personnel with designated responsibility for (insert)

| Academic year | Designated Senior person | Deputy Designated Senior person | Nominated Governor | Chair of Governors |
|----------------|--------------------------|---------------------------------|--------------------|--------------------|
| 2016/17 | Lorraine Clarke | Mary Quinn | | Micky Sandell |
| [ACADEMICYEAR] | | | | [GOVERNOR] |

Policy review dates (frequency of review: tbc)

| Review Date | Changes made | By whom |
|-------------|-----------------|-----------------|
| September | Policy reviewed | Lorraine Clarke |
| | | |

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Introduction

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
 - special schools (for children with special educational needs or disabilities)
 - pupil referral units (PRUs - for children who can't go to a mainstream school)
- academies and free schools, including
 - special academies (for children with special educational needs or disabilities)
 - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

Funding

Financial year 2016 to 2017

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Evidence of what works

The Education Endowment Foundation has produced a [teaching and learning toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an [evaluation tool](#) to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

Pupil Premium Reviews

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the [regional schools commissioner](#)
- the Department for Education

Accountability

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on [what must published online](#) is available from the Ark Central Team.

Pupil premium reporting

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to address those barriers and the reasons for that approach
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

If your school receives [PE \(physical education\) and sport premium funding](#), you must publish:

- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable

Performance Tables

[School and college performance tables](#) also report on the performance of disadvantaged pupils compared with their peers.

Templates

The Teaching Schools Council has produced [templates](#) to help schools present their pupil premium strategy. Examples below demonstrate good practice for publishing your pupil premium strategy – there are two examples –one for primary and one for secondary. Both examples show a populated strategy statement and a blank template.



Pupil Premium Strategy Statement: Ark Blacklands Primary Academy

| 1. Summary information | | | | | |
|------------------------|---------------------------------|----------------------------------|----------|--|----------|
| School | Ark Blacklands Primary Strategy | | | | |
| Academic Year | 2016/17 | Total PP budget | £130,680 | Date of most recent PP Review | Sep 2016 |
| Total number of pupils | 548 | Number of pupils eligible for PP | 99 | Date for next internal review of this strategy | Feb 2017 |

| 2. Current attainment | | | |
|--|------------|------------------------|----------------------------|
| | All Pupils | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving expected standard or above in reading, writing and maths | 70% | 60% | 74% |
| progress in reading | 2.6 | 1.7 | 2.9 |
| progress in writing | 3.2 | 1.7 | 3.7 |
| progress in maths | 3.7 | 1.4 | 4.5 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|--|
| Pupils in receipt of PP who also have significant special educational needs | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| 1. | Language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
| 2. | A few of our most vulnerable pupils have social, emotional & mental health issues leading them at times to exhibit extremely challenging behaviour |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
|---|---|
| 3. | Attendance rates for PP pupils are 93% (below our target for all children of 96%). Persistent absence is high for PP at 15% compared with 11% for non PP. |
| 4. | Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement |
| 5. | Increasing number of pupils joining the school with English as an additional language |
| 6. | In year admissions: Pupils joining the academy who have not benefitted from excellent EYFS and KS1 teaching & learning |
| 7. | Each year, more pupils are entering EYFS significantly below national expectations due to lack of access to good nursery provision prior to starting school |

| 4. Outcomes | | |
|--------------------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral language skills for pupils eligible for PP in Reception class. | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP achieve a Good Level of Development |
| B. | Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1 | Pupils eligible for PP identified make as much progress as 'other' pupils across Key Stage 1 in reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT). |
| C. | Improve the quality of teaching, learning & assessment for all pupils. | Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measure by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 & Y5. |
| D. | Improve the intervention for reading, writing and maths across KS2 | Pupils eligible for PP identified make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT). |
| E. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils. |

| 5. Planned expenditure | | | | | | |
|--|---|--|--|------------------|---------------------------------|--|
| Academic year | 2016/17 | | | | | |
| i. Quality of teaching for all | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? | Cost |
| Improved literacy skills in EYFS & KS1 | <p>Staff training on high quality feedback.</p> <p>Staff training on developing language skills in EYFS</p> | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. | <p>Course selected using evidence of effectiveness.</p> <p>Use INSET/Twilight sessions days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> <p>Lessons from training embedded in school feedback policy.</p> | Assistant Head | Feb 2017 | £3,436 |
| Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1 | <p>All new staff to undertake RWI training in London.</p> <p>RWI lead to monitor classes daily</p> <p>Masterclasses to be held for staff PD</p> <p>Development of reading comprehension – staff training and improved teacher/pupil resources</p> | <p>Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in reading. This is leading to lower attainment for this group of pupils compared to other pupils in school.</p> <p>We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of RWI programme.</p> | <p>Course selected using evidence of effectiveness.</p> <p>Use INSET/Twilight sessions and masterclasses to deliver training.</p> <p>Peer observation and support, ILT coaching to embed learning</p> <p>RWI tracking grids to monitor impact</p> | RWI Lead Teacher | <p>Dec 2016</p> <p>Feb 2017</p> | <p>£2,750</p> <p>£7,851</p> <p>£10,000</p> |

| | | | | | | |
|--|--|---|---|-----------------------|-----------|--------------------|
| Improve the teaching of maths for pupils eligible for PP in EYFS, KS1 & Y3 | All new staff to undertake maths mastery training in London. | Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in maths. This is leading to lower attainment for this group of pupils compared to other pupils in school. We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of Maths Mastery programme. | Course selected using evidence of effectiveness. Use INSET/Twilights and masterclasses to deliver training. Peer observation and support, ILT coaching to embed learning CCR! & KPI tracking grids to monitor impact | RWI Lead Teacher | Dec 2016 | £7,211 |
| | MML to monitor classes daily | | | | Feb 2017 | £4,000 |
| | Masterclasses to be held for staff PD | | | | | £1,350 |
| | Development of critical thinking skills in pupils | | | | | £11,250 |
| Increased attendance rates for pupils eligible for PP. | Target pupils with attendance rates below 95% Identify provision to improve attendance levels (e.g. breakfast club' after-school enrichment activities) | Research shows that achievement and attendance levels are linked. The more time a pupil is in school, the more opportunity there is to experience high quality teaching. Pupil's absence affects all pupils in a class as adult time is directed towards catch up rather than stretch and challenge. | Attendance officer deployed to rack and monitor attendance levels Inclusion team to work with identified families with low attendance rates | Inclusion Manager | Dec 2016. | £8,172 £450 |
| Improve the quality of teaching in Y2 and LKS2. | Employ network instructional lead teacher to work with target year groups Co-planning ILT | We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Sutton Trust, suggest that tailored PD to raise the quality of QFT is the most effective way to raise attainment rather than relying solely on an intervention approach. This is an approach that we can embed across the school. | Weekly monitoring of the quality of teaching, learning & assessment over time. Learning walks Book Looks KIT meetings with ILT Lead and her line manager | Assistant Headteacher | Dec 2016 | £12,000 |
| Total budgeted cost | | | | | | £68,470 |

| ii. Targeted support | | | | | | |
|---|--|---|---|----------------|-----------------------|-----------------------|
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? | Cost |
| A. Improved oral language skills in reception | 121 and small group provision of Nuffield Early Language & Talk Boost Intervention for children in Reception. | Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | EYFS Lead | Jun 2017 | £ 3,552 |
| Improve the intervention for writing across KS2 | Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Extra teaching time and preparation time paid for out of PP budget Impact overseen by Writing Lead Teaching assistant (TA) CPD. HLTA CPD Engage with parents and pupils before intervention begins to address any concerns or | Writing Lead | Feb 2017 | £5,575 £4,826 |
| Improve the intervention for maths across KS2 | Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths mastery lead. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or | Assistant Head | Feb 2017 | £ 4,540 £4,312 |
| Improve the intervention for reading across KS2 | Daily small group sessions in reading for targeted pupils with experienced teacher, in addition to standard lessons. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths mastery lead. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to | Assistant Head | Feb 2017 | £ 4,670 |

| | | | | | | |
|---|---|--|---|-------------------|------------------------------|---|
| Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education | Identify targeted behaviour interventions for identified students. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. | Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Monitor exclusion rates Observation of provision provided a nearby specialist school, which has been judged to have a positive impact on pupil behaviours. Use ESBASS support to identify best practice for nurture groups Support Inclusion Manager with National Professional Qualification for Senior Leadership project in the MAT for developing positive behaviours. | Inclusion Manager | Jan 2017 | £13,692 |
| | Use highly skilled behaviour support staff to engage with parents before intervention begins. | | | | | Ofsted guidance on Alternative Provision/Nurture Groups followed. |
| | Develop Learning & Engagement mentors to deliver enrichment activities for disadvantaged & disengaged students. | | | | | £2,250 |
| | Develop restorative approaches and focus on positive behaviours. Provide alternative provision to identified students to support their engagement with mainstream education | | | | | £5,633 |
| Total budgeted cost | | | | | | £61,110 |
| iii. Other approaches | | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? | Costs |
| Improve attendance and achievement for most vulnerable pupils Contingency for 'in year' use | Invest in whole school training in THRIVE project | Research has shown that a whole school approach to THRIVE can improve attendance and achievement for pupils who are identified as most vulnerable | Monitor attendance levels Monitor exclusion rates | Inclusion Manager | Weekly attendance reviews | £1,100 £2,500 |
| Total budgeted cost | | | | | | £3,600 |

| 6. Review of expenditure | | | | | | |
|--|---|--|--|--------|---|---------------------------------|
| Previous Academic Year | | 2015/16 | | | | |
| i. Quality of teaching for all | | | | | | |
| Desired outcome | Chosen action/approach | Impact | | | Lessons learned (and whether you will continue with this approach) | Cost |
| | | Target | Actual | | | |
| | | | PP | Non PP | | |
| Improved attainment in reading for EYFS and KS1 pupils | RWI programme and associated staff training | 90% of all pupils to achieve GLD | 85% | 92% | Pupil outcomes continue to improve using this programme. We will continue to pay the salary costs for the RWI Lead teacher, plus training for staff and resources needed. We also continue to invest in RWI support assistant who led the 1:1 interventions and provide more focus on Y2 phonics retakes than in previous years. | £32,552 £9762 |
| | | | 89% of all pupils achieved GLD | | | |
| | | 89% of Y1 pupils to pass phonics screen | 97% | 57% | | |
| | | | 93% of all Y1 pupils passed phonics screen | | | |
| | | | 80% | | | |
| | | | 85% of KS1 pupil to reach ARE in reading | | | |
| Improve the teaching of maths for pupils eligible for PP in EYFS, KS1 & Y3 | Maths Mastery | 90% of EYFS to achieve Maths ELG | | | This year we need to invest in the associated training and salary costs for a Maths Mastery Lead. We will continue to pay for the costs of training new staff and refresher training for existing staff. We will continue to roll out the programme into Y3 and will purchase the necessary resources required. | £36,265 + £936 £7,548 |
| | | 92% of KS1 pupils to reach ARE in maths | 73% | | | |
| | | 88% of KS2 pupils to reach ARE in maths | 60% | | | |
| | | 92% of EYFS pupils achieved GLD in maths 86% of KS1 pupils achieved ARE in maths 78% of KS2 pupils achieved ARE in maths | | | | |

| ii. Targeted support | | | | | | |
|---|---|---|----------------------------|----------------------------|--|----------------------|
| Desired outcome | Chosen action/approach | Impact | | | Lessons learned (and whether you will continue with this approach) | Cost |
| | | Target | Actual | | | |
| | | | PP | Non PP | | |
| Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education | Identify targeted behaviour interventions for identified students. Develop Learning & Engagement mentors to deliver enrichment activities for disadvantaged & disengaged students. | Zero fixed term exclusions | Zero fixed term exclusions | Zero fixed term exclusions | High quality recruitment is key to the success of the project. Then investing in good professional development and training ensures retention. | £14,186 + £12,502 |
| | | Zero permanent exclusions | Zero permanent exclusions | Zero permanent exclusions | | |
| Improve the intervention for writing across KS2 | Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons. | 88% of KS2 pupils to achieve ARE in writing | 70% | 96% | Daily writing sessions (in addition to their classroom activities) for pupils who are at risk of under-achievement has to be a successful intervention. This is our second year with evidence of significant impact with this approach, so we will continue to invest in the time, staffing, training and resources needed. We will place a strong focus on pupils in receipt of pupil premium this year. | £7,106 |
| | | 89% of KS2 pupils achieved ARE in writing | | | | |
| Improve the intervention for maths across KS2 | Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons. | 81% of KS2 pupils to achieve ARE in maths | 60% | 85% | Daily maths sessions (in addition to their classroom activities) for pupils who are at risk of under-achievement has to be a successful intervention. We will continue to invest in the time, staffing, training and resources needed to continue this intervention. We will place a strong focus on pupils in receipt of pupil premium this year. | £4,787 |
| | | 78% of KS2 pupils achieved ARE in maths | | | | |

| iii. Other approaches | | | | | |
|---|---|---|----------------------------|--|--------|
| Desired outcome | Chosen action/approach | Impact | | Lessons learned (and whether you will continue with this approach) | Cost |
| Improved parental engagement from parents of disadvantaged pupils | <p>Have a Parent Information & Communication Contact available at the start and end of each school day.</p> <p>Make use of Parent workshops and coffee mornings/afternoons to engage parents of pupils in receipt of PP to work with the academy to support their child's learning.</p> | <p>Attendance at the Parent workshops were inconsistent but the less formal coffee mornings and afternoons were better received.</p> <p>The availability of the PICC enabled parents to access direct support from the academy or be signposted to other agencies as appropriate.</p> | | We will continue financing this role for the next academic year to see if we can build on the momentum created last year. Now that parents know that this facility exists we hope that more will access it and benefit from it. | £1,373 |
| Improved attendance and achievement for most vulnerable pupils | Invest in whole school training in THRIVE project | Target | Actual | <p>Training all staff (from site Manager to Teachers and Office staff) enabled us to develop a consistent approach to managing vulnerable pupils. This has enabled the academy to avoid any exclusions for 2015/16 and to reduce the percentage of persistent absences for our most vulnerable pupils.</p> <p>Although we reduced the number of absences there is further work to do in this area, so we will continue to support this project; particularly as it is seen as an area of good practice and has now been adopted across the town.</p> | £1100 |
| | | Zero fixed term exclusions | Zero fixed term exclusions | | £7,033 |
| | | Zero permanent exclusions | Zero permanent exclusions | | £1,780 |
| | | 97% attendance rate | | | |
| | | Reduction in number of persistent absences | | | |

Performance of Pupils in receipt of Pupil Premium

| PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF THE EYFS | | | | | |
|---|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 |
| No. of pupils | 13 | 3 | 13 | | |
| % of PP pupils achieving a Good Level of Development (GLD) | 57% | 0* | 85% | | |
| % of non PP achieving a Good Level of Development (GLD) | 75% | 86% | 90% | | |

*In 2015 there were only three PP pupils in EYFS; all three were SEND with learning barrier needs

| PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN | | | | | |
|---|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 |
| Number of pupils | 10 | 14 | 7 | | |
| % of PP pupils passing Y1 Phonics Screen | 70% | 79% | 57% | | |
| % of non PP pupils passing Y1 Phonics Screen | 72% | 88% | 97% | | |

| PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS1 | | | | | | |
|--|------|------|--|------|------|------|
| | 2014 | 2015 | | 2016 | 2017 | 2018 |
| % of PP pupils achieving ARE in reading | 71 | 87 | | 80 | | |
| % of PP pupils achieving ARE in writing | 86 | 73 | | 67 | | |
| % of PP pupils achieving ARE in maths | 86 | 87 | | 73 | | |
| % of PP pupils achieving above ARE in reading | 0 | 7 | | 20 | | |
| % of PP pupils achieving above ARE in writing | 0 | 0 | | 0 | | |
| % of PP pupils achieving above ARE in maths | 0 | 7 | | 13 | | |

| PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS2 | | | | | | |
|---|-------------|-------------|--|-------------|-------------|-------------|
| | 2014 | 2015 | | 2016 | 2017 | 2018 |
| % of PP pupils achieving ARE in reading | 85 | 87 | | 65 | | |
| % of PP pupils achieving ARE in writing | 73 | 80 | | 70 | | |
| % of PP pupils achieving ARE in maths | 58 | 80 | | 60 | | |
| % of PP pupils achieving ARE in reading, writing and maths | 54 | 67 | | 60 | | |
| % of PP pupils achieving above ARE in reading | 38 | 40 | | 20 | | |
| % of PP pupils achieving above ARE in writing | 23 | 13 | | 0 | | |
| % of PP pupils achieving above ARE in maths | 27 | 33 | | 25 | | |
| % of PP pupils achieving above ARE in reading, writing and maths | 83 | 13 | | 0 | | |
| % of PP pupils making expected progress in | 87 | 100 | | 1.7 | | |
| % of PP pupils making expected progress in | 87 | 100 | | 1.7 | | |
| % of PP pupils making expected progress in maths | 80 | 100 | | 1.4 | | |



Introduction

Ethos

Blacklands has a strong competitive sporting history, particularly in indoor and outdoor athletics, cross country and both girls' and boys' football. One of the main aims for ARK Blacklands sports' funding was to ensure that there are no financial barriers to sport. We want every child to be able to access a rich and varied sporting experience. Programmes have been put in place to encourage active lunchtime and afterschool activities in addition to those already in place. Additionally there has been a focus on encouraging all children, in particular those who historically may have been less active and those who find accessing the academic curriculum challenging. As a seaside town, we place great importance on teaching our children to swim and develop a sense of water safety.

All providers of sport at ARK Blacklands are local businesses with strong links to the school: this gives the children the opportunity to extend their interest in sport locally at weekends, outside term time and beyond.

Context of our Academy

Ark Blacklands Primary Academy is a large community school situated in Hastings. There are 542 pupils on roll, which is well above the national average.

The school is organised into 19 classes with some classes containing mixed age groups.

Pupil Premium & Deprivation Indicators

Eligibility for Pupil Premium is 19.4% which is below the national average of 26.4%.

SEND

3.7% of our pupils are on the SEND register; below the national average 15.4%. The percentage of pupils with statements, 0.7% is below the national average of 2.8%.

How we are spending the money

Hastings and Rother Sports Partnership Membership

- Running of all area competitions: including boys and girl's football, cross-country, netball, hockey and indoor and outdoor athletics.
- Support for school sports leaders and training.
- One whole days developmental training for 2 KSI and early years teaching staff (TAs to cover)
- Ongoing support for teacher development (9 sessions).
- Support with transport for the children to some competitions.
- Primary Link Teacher Training; whole day teacher release (course fee included in partnership fee)

Boom Active:

- 1 afternoon (including 1 hours active support at lunchtime).
- £88 per afternoon (including after-school club)
- Afterschool clubs are charged at just £2.50 per pupil to enable access for children from all backgrounds. Currently 48 children attend the Boom active sessions afterschool. The cost of the club is now wholly funded through this payment.
- Clubs are primarily focused on less active and pupil premium children, giving them a lifelong enjoyment of exercise and teamwork.
- Support for teachers with professional development for lower KSI every Thursday afternoon is included

within this session. Sessions to continue through the year.

- Thursday's after-school club focuses on 25 less active girls and boys from years 3 and 4.
- Years 1 and 2 attend the lunchtime clubs on a Thursday on a rotation basis (half hour per session) and years 5 and 6 attend the lunchtime clubs on a Thursday on a rotation basis as well. On average between 40 and 50 children attend these sessions during one hour.

6 – Love Sports Academy

- Two full afternoons of targeted PE support for teachers and children, including Wednesday and Friday lunchtime support. (£55 per afternoon)
- Two focused teaching sessions of Hockey, Rugby, Tennis and Football to year 4, 5 and year 6 classes every Wednesday and Friday afternoon. Cricket will also be developed from the spring term onwards.
- **Lunchtime gifted and talented competitive sports club.** This is targeted at 25 gifted boys and girls to encourage and extend their achievement in sport. This is currently focused on tag rugby and will also develop hockey and cricket later through the year. Key targets are to challenge these children's abilities and develop ARK Blacklands competitiveness within these areas.
- Multi-sports afterschool clubs for years 4, 5 and 6 on Wednesday and Friday. Priced at £2 per pupil to enable participation of children from all backgrounds. This club operates on a rotational basis whereby the children can experience a wide range of fun and competitive sports. These range from football, rugby, cricket, tennis, team building games and orienteering. A high proportion of the children attending this club sometimes find accessing the academic curriculum challenging.

Swimming Provision

- All children in year 3 have a weekly swimming lesson in the summer term at Summerfields Leisure Centre.
- We have enhanced pupils swimming experience by taking them to a specialist provision. This has involved additional costs: hire costs, costs of travel and paying for specialist swim teachers rather than just relying on class teachers to teach.
- Teachers accompany the pupils to ensure that they are also learning from specialists swimming teachers.

Equipment

It is anticipated that any requirements for PE equipment this year will be made through the Sainsbury's voucher scheme.

Afterschool clubs currently running that are not funded through school sports funding: Girls and boys football, Dance, Karate, Tennis, Brighton Football.

Impact

- Three additional afterschool and lunchtime clubs have been developed with excellent participation. This has led to an observed increased confidence in the children who take part, whilst improving their skills.
- Currently 48 children attend the Boom active sessions after school. These pupils were not attending afterschool clubs before. This has helped these children develop their social skills in working with other pupils who they would not usually have communication with. It has been particularly successful in encouraging girls' participation in sport.
- Clubs are primarily focused on less active and pupil premium children, giving them a lifelong enjoyment of exercise and teamwork. This has led to an improvement in the health and well-being of the pupils who have participated.
- Support for 9 teachers with professional development for KS1, lower KS2 and upper key stage 2 every Wednesday and Thursday and Friday afternoon. The teachers are now delivering high quality lesson as

they have developed a greater understanding of how to teach and assess the progress of key skills.

- Teachers across all key stages have been able to access high quality professional development courses in PE, leading to improved planning and teaching of PE skills.
- Before intervention, a high proportion of the children attending the new lunchtime and afterschool clubs found accessing the academic curriculum challenging. Access to Boom Active and Love Sports Academy has led to a reduction in unwanted playground incidents, including bullying.
- Gifted children are targeted. 25 gifted boys and girls are regularly encouraged to extend their achievement in sport during lunchtime sessions. Key targets are to challenge these children's abilities and develop ARK Blacklands competitiveness within these areas. All sessions are superbly well attended. As a result the academy has achieved considerable sporting success this year including: winning the area Town Sports for the seventh year running; 4th in the County Athletic Finals and Quad Kids at the Sussex School Games; Girls' Football Area Champions and Sierra Leon Trophy winners; Boy's Football runners up and hockey bronze medallists.
- Wednesday's after-school club partly focuses on 25 less-active girls and boys from upper KS2. This has led to greater physical activity participation both in and out of school. It has increased their confidence and helped improved their health and lifestyle.
- Friday's after school club is targeted at children in years 3 and 4.
- On average between 40 and 50 children attend these high-energy sessions during one hour of lunchtime three times a week.
- Children in year 3 receive quality swimming tuition in a purpose built facility in order to develop swimming skills essential for pupils living in a seaside town.

Summary of Expenditure

| | |
|--|---------------|
| Amount of funding 2016/17 | £10180 |
| Carried forward from 2015/16 | £1500 |
| Total | £11680 |
| 6 – Love | £3200 |
| Boom Active | £3800 |
| Hastings and Rother Sports Partnership Membership | £2000 |
| Swimming for Year 3 | £2500 |

Reviewing and Improving our Sports Offer

We will review the quality of the sports offer provided at Ark Blacklands Primary Academy on an annual basis.