



# Ark Blacklands Primary Academy

## PUPIL PREMIUM AND SPORTS PREMIUM POLICY



Description	Tag
The Head of school for the academy	Natalie Rankin
Executive Principal	Lorraine Clarke
The academic year	2017/18
Chair of Governors	Micky Sandall
The academy name	Ark Blacklands Primary Academy

## POLICY INFORMATION

### Named personnel with designated responsibility for Pupil Premium

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016/17	Lorraine Clarke	Mary Quinn		Micky Sandall
2017/18	Lorraine Clarke	Natalie Rankin		Micky Sandall

### Policy review dates (frequency of review: tbc)

Review Date	Changes made	By whom
September	Policy reviewed	Lorraine Clarke
September	Policy reviewed	Natalie Rankin

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## Introduction

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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:

1. local-authority-maintained schools, including:
  1. special schools (for children with special educational needs or disabilities)
  2. pupil referral units (PRUs - for children who can't go to a mainstream school)
2. academies and free schools, including
  1. special academies (for children with special educational needs or disabilities)
  2. alternative provision (AP) academies (for children who can't go to a mainstream school)
3. voluntary-sector alternative provision (AP), with local authority agreement
4. 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

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### Financial year 2017 to 2018

In the 2017 to 2018 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. £1,320 for pupils in reception year to year 6
2. £935 for pupils in year 7 to year 11
3. £1,900 for pupils who are currently Looked After Children

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:

1. adoption
2. a special guardianship order
3. a child arrangements order
4. 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

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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

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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:

1. the academy trust
2. the [regional schools commissioner](#)
3. the Department for Education

## Accountability

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### 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

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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:

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

For the previous academic year, you must include:

1. how you spent the pupil premium allocation
2. 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

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

1. how much funding you received
2. a full breakdown of how you've spent the funding or will spend the funding
3. the effect of the premium on pupils' PE and sport participation and attainment
4. 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

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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

• Summary information					
<b>School</b>	Ark Blacklands Primary Strategy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£142,560	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total number of pupils</b>	567	<b>Number of pupils eligible for PP</b>	89	<b>Date for next internal review of this strategy</b>	Apr 2018

• Current attainment (Y6)			
	<i>All Pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	74%	59%	81%
<b>progress in reading</b>	3.1	2.4	3.4
<b>progress in writing</b>	1.7	0.7	2.2
<b>progress in maths</b>	4.3	3.8	4.5

• Barriers to future attainment (for pupils eligible for PP, including high prior attaining pupils)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
1.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
2.	Limited speech and language skills. This slows reading progress in subsequent years.
3.	Several of our most vulnerable pupils have social, emotional & mental health issues leading them at times to exhibit extremely challenging behaviour
4.	Pupils in receipt of PP who also have other significant special educational needs

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
5.	Attendance rates for PP pupils are 93% (below our target for all children of 96%). Persistent absence is very high for PP at 24% compared with 9% for non PP and 12% overall
6.	Each year, more pupils are entering EYFS significantly below national expectations due to lack of access to good nursery provision prior to starting school
7.	Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement
8.	Access to resources, such as books, libraries, life experiences (especially cultural)
9.	In year admissions: Pupils joining the academy who have not benefitted from excellent EYFS and KS1 teaching & learning

<b>• Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 11% or below. Overall PP attendance improves from 93% to 96% in line with 'other' pupils.
<b>B</b>	Continue to refine and improve the teaching of phonics and reading for pupils eligible for PP.	Pupils eligible for PP identified make as much progress as 'other' pupils in reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C</b>	Continue to ensure the quality of teaching, learning & assessment for all pupils is at least good using comprehensive ILT model.	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 through teacher assessment.
<b>D</b>	Improve oral language skills for pupils eligible for PP in Reception class and into year 1.	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>E</b>	Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Pupils are ready to learning in class without the need for intervention. Thrive assessments undertaken and action plans acted upon. Number of interventions to ensure pupils are ready to learn are reduced.
<b>F</b>	Ensure the quality of 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).
<b>G</b>	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/viist places they would not usually be exposed to.

• **Planned expenditure**

**Academic year**

**2017/18**

• **Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Date of review?</b>	<b>Cost</b>
Continue to refine and improve the teaching of phonics and reading for pupils eligible for PP.	<p>RWI programme used across EYFS and KS1.</p> <p>Quality first teaching for all pupils.</p> <p>Attendance at training for all new reading teachers.</p> <p>Attendance at Phonics Lead training in London, Sandys Row</p> <p>Targeted 1-1 and small group teaching for those vulnerable to underachievement.</p> <p>10% of cohort eligible for PP</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>It has been shown by the EEF in 2011 that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Use INSET/Twilights and masterclasses to deliver training.</p> <p>Peer observation and support, ILT coaching to embed learning</p> <p>RWI tracking grids to monitor impact and identify underperformance</p>	<p>RWI Lead Teacher BHE</p> <p>RWI Support TAs KO/DC/AT</p> <p>Regional Lead RWI SB</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>% RWI programme costs £5500</p> <p>%RWI Lead £8,000</p> <p>EYFS 1-1 Tutor 6 hours/week £1500</p> <p>KS1 1-1 Tutor 6 hours/week £1500</p> <p>EYFS Phonics Support TA 5 hours/week £1200</p>
Continue to ensure the quality of teaching, learning & assessment for all pupils is at least good using comprehensive ILT model.	<p>Development of quality first teaching, including induction of newly qualified teachers.</p> <p>Staff training in effective planning in English &amp; Maths:</p> <ol style="list-style-type: none"> <li>1. Framing the Learning</li> <li>2. Maths Mastery</li> <li>3. Critical Thinking</li> <li>4. Lead Practitioner</li> <li>5. Feedback &amp; Marking</li> </ol>	<p>We want to invest some of the PP in longer term change which will help all pupils.</p> <p>It has been shown by the EEF in 2011 that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil Premium.</p> <p>This is an approach that we can embed across the school and is particularly necessary this year due to large proportion of new and inexperienced teachers on staff.</p>	<p>Weekly monitoring of the quality of teaching, learning &amp; assessment over time.</p> <p>Learning walks Book Looks KIT meetings with ILT Lead and her line manager</p>	<p>HoS NR</p> <p>AHT for Teaching Learning MQ</p> <p>Regional Leads SB/VH</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>% HoS £15,000</p> <p>% T&amp;L Lead £12,000</p> <p>% Regional Leads £8000</p> <p>Attendance at Training (including cost of travel) £300</p> <p>Printed Resources £970</p> <p>MM Renewal £2880</p>

						Practical Resources £2700
	<p>Development of the Outdoor Learning Curriculum</p> <p>Attendance at EVC training</p> <p>Attendance at Outdoor Classroom Leader training, Hever Castle</p> <p>Whole staff CPD in developing outdoor learning opportunities</p> <p>Purchase of curriculum resources, such as outdoor learning cards.</p> <p>Development of outdoor gardening areas in EYFS, KS1 and KS2</p> <p>Engage with Sussex Wildlife Trust to ensure best use made of outdoor environment</p>	<p>Research states that prisoners in UK prisons spend longer outside than children in schools.</p> <p>EEF states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>AIP Priority</p> <p>Staff member to take on responsibility for this development</p> <p>Pupil voice</p>	<p>HoS</p> <p>Outdoor Learning Lead: AB</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>Attendance at Training (including cost of travel) £100</p> <p>Outdoor Learning Resources £120</p> <p>Development of Garden Areas: £500</p>
<b>Total budgeted cost</b>						60,270

• 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	Date of review?	Cost
Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.	Continue to invest and grow the Thrive approach in school. Ensure consistent opportunities for Thrive work to be completed for identified pupils. Children who need support in developing emotional regulation and control enjoy 1-1 sessions with a specially trained support assistant. This cost includes training of staff	Research has shown that a whole school approach to 'Thrive' can improve attendance and achievement for pupils identified as most vulnerable. (Maslow's hierarchy of need)  These are strategies are specifically aimed at individual children who are eligible for the Pupil Premium and are costed individually.  They range from targeting social and emotional needs (+ 4 months progress in Sutton Trust research or supporting children's individual needs on a 1-1 basis in certain lessons.(+3-5 months in Sutton Trust research)	Ensure Thrive Practitioner's time is protected from other day-to-day distractions (such as behaviour)  Track pupil attendance and outcomes	Regional Inclusion Lead SH  SENCo RS  Pastoral Manager KJ  E&L Mentors EW,MC,	Regular attendance reviews  PPMs 3x annually	% Regional Lead Inclusion £10,000  %SENCo £14,000  Thrive Licences: £1000  Additional Thrive Practitioner £250
	Continue to invest in the Alternative Provision model.  An additional E&L Mentor to be recruited to join inclusion team as specialists, and they have allowed greater capacity for the inclusion team to work across the school with vulnerable and disadvantaged children		Thorough interview process to identify best person for the role  Careful review of roles and responsibilities across the inclusion team.  SENCo to use Performance Management / Probation cycle to hold team to account for identified responsibilities	SENCo RS  Pastoral Manager KJ  E&L Mentors EW,MC,tbc	Dec 2017  April 2018	% Pastoral Manager £11,000
	Provision of a 'Lunchtime Club' for children who find it challenging to be on the playground, or in the dinner hall. The children experience calm, nurturing activities and learn to manage their emotions. The aim is for there to be a KS2 & KS1 club.		A reduction in lunchtime or afternoon behaviour incidents involving Pupil Premium children.  Improved engagement in afternoon sessions due to reduced lunchtime incidents	SENCo RS  Pastoral Manager KJ  E&L Mentors EW,MC,tbc	Dec 2017  April 2018	Additional MDSA 5 hours/week £1500

	<p>Develop opportunities for our most vulnerable pupils to develop socially and emotionally through the development of an outdoor area in the Inclusion Department.</p> <p>Children to plant and grow their own plants and/or vegetables</p> <p>Children to engage in upkeep of other outdoor areas within the school</p>	<p>Research states that prisoners in UK prisons spend longer outside than children in schools.</p> <p>EEF states that overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Careful planning and development of outdoor area</p> <p>E&amp;L mentor with outdoor learning responsibility to plan for meaningful learning, nurture and social skill development to take place.</p>	<p>SENCo RS</p> <p>E&amp;L Mentor EW</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>Resources for outdoor area £250</p>
<p>Pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met.</p>	<p>Improved parental engagement through:</p> <ul style="list-style-type: none"> <li>• 1-1 meetings</li> <li>• referrals to outside agencies</li> <li>• coffee mornings</li> <li>• literacy/numeracy courses</li> <li>• healthy eating courses</li> </ul>	<p>EEF: Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.</p> <p>The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>	<p>AIP Priority – termly review</p> <p>Parent view</p> <p>Improved attendance</p>	<p>Attendance Officer JC</p> <p>Senior Inclusion TA DB</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>£500</p>
<p>Increased attendance rates for all pupils including those eligible for PP.</p>	<p>Training for Attendance Officer</p> <p>Careful tracking of attendance of PP children</p> <p>Increased parental engagement with pupils whose attendance falls below academy targets – coffee mornings and training courses for parents</p> <p>Supplement cost of breakfast club for a term for targeted pupils if attendance &lt;90</p>	<p>Research shows that achievement and attendance levels are linked.</p> <p>The more time a pupil is in school, the more opportunity there is to experience high quality teaching.</p>	<p>Attendance officer deployed to track and monitor attendance levels</p> <p>Inclusion team to work with identified families with low attendance rates</p> <p>AIP Priority – termly review</p> <p>Parent view</p> <p>Improved attendance</p>	<p>SENCo RS</p> <p>Attendance Officer JC</p>	<p>Dec 2017</p> <p>April 2018</p>	<p>% Attendance Officer Salary £7500</p> <p>Breakfast Club Supplements £ 450</p> <p>Year 6 incentives for 100% attendance £450</p>

<p>Improve oral language skills for pupils eligible for PP in Reception class and into year 1.</p>	<p>Talk Boost / Speech Link</p> <p>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.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>EYFS Lead DJ</p>	<p>PPMs 3x annually</p>	<p>TA 4x afternoons £2000</p>
<p>Ensure the quality of intervention for reading, writing and maths across KS2.</p>	<p>Targeted intervention based on gap analysis and prior attainment in reading 1-1 opportunities to develop skills in reading including fluency; comprehension and inference</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>Extra teaching time and preparation time paid for out of PP budget</p> <p>Pupil Progress Meetings to track pupil progress in PiRA and PuMA and arithmetic/SPAG assessments.</p>	<p>Reading Lead TA3 KB</p>	<p>PPMs 3x annually</p>	<p>£7,000  TA3 4x pms £2000</p>
	<p>Targeted intervention based on gap analysis and prior attainment in writing TA to work with individual or small groups of writers helping them to edit and self-improve their writing against end of Key Stage assessment criteria.</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Evidence indicates that one to one tuition can be effective. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to</p>	<p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Writing Lead HLTA LB</p>	<p>PPMs 3x annually</p>	<p>£5,000  HLTA 4x pms £2800</p>

	Targeted intervention based on gap analysis and prior attainment in maths TA to work with individual or small groups of identified pupils using CGP and Rising Stars resources – including online content. Digital resources to be invested in to engage reluctant learners in maths intervention	result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  Using technology to boost individual performance (+4 months in Sutton Trust research)		Maths Lead  Computing Lead  TA3 CV	PPMs 3x annually	£5,000  £3,000  TA3 4x pms £2000  Printed resources £500  Online digital resources £2000
<b>Total budgeted cost</b>						£78,200
<b>• Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Date of review?</b>	<b>Costs</b>
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Supporting children and families meet small costs, such as breakfast club, music tuition and school trips		Children are carefully targeted using assessment / attendance criteria Parental engagement key to assessing need	HoS NR  Attendance Officer JC	Dec 2017  April 2018	£1500
Contingency for 'in year' use.						£2500
<b>Total budgeted cost</b>						£4000

• Review of expenditure						
Previous Academic Year		2016/17				
• Quality of teaching for all						
Desired outcome	Chosen action/approach	Impact			Lessons learned (and whether you will continue with this approach)	Cost
		Target	Actual			
Improved literacy skills in EYFS & KS1  Improve the teaching of reading & phonics for pupils eligible for PP in EYFS and KS1	Staff training on high quality feedback.		PP	Non PP	Pupil outcomes in phonics continue to be well above national attainment for all pupils using this programme and in Phonics PP children at Blacklands outperform PP and All pupils nationally with 100% having passed the screen in 2017.  We should continue to pay the salary costs for the RWI Lead teacher, plus training for staff and resources needed. We will also contribute to the salary of a regional lead for EYFS/RWI who will support the new in school lead.  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.  In year 2 there remains a significant gap between PP and Non-PP children. This needs to be investigated and additional provision may be required to help reduce this gap.  We will continue to carefully track PP children during pupil progress meetings to ensure they are making at least expected progress.	£3,436
	Staff training on developing language skills in EYFS	87% of all pupils to achieve GLD	53.8%	85.7%		£2,750
	All new staff to undertake RWI training in London.	81% of all pupils achieved GLD	100%	90.7%		£7,851
	RWI lead to monitor classes daily					
	Masterclasses to be held for staff PD	94% of Y1 pupils to pass phonics screen	93% of all Y1 pupils passed phonics screen	£10,000		
	Development of reading comprehension – staff training and improved teacher/pupil resources	85% of KS1 pupil to reach ARE in reading	40%			87.3%
		84% of all pupils reached ARE in reading				
Improve the teaching of maths for pupils eligible for PP in EYFS, KS1 & Y3	All new staff to undertake maths mastery training in London.	87% of EYFS to achieve Maths ELG	94%	90%	£7,211	
	MML to monitor classes daily	88% of KS1 pupils to reach ARE in maths	40%	87%	£4,000	
		86% of KS2 pupils to reach ARE in maths	77%	87%	£1,350	

	<p>Masterclasses to be held for staff PD</p> <p>Development of critical thinking skills in pupils</p>	<p>91% of EYFS pupils achieved ELG in number</p> <p>84% of KS1 pupils achieved ARE in maths</p> <p>84% of KS2 pupils achieved ARE in maths</p>	<p>Careful analysis is needed to identify reasons for the large gap in KS1 attainment in particular and investigate different approaches in order to reduce the gap for this cohort as they move through into KS2 as well as for 2018 in KS1.</p>	£11,250												
<p>Improve the quality of teaching in Y2 and LKS2.</p>	<p>Employ network instructional lead teacher to work with target year groups</p> <p>Co-planning ILT</p>	<p>Quality of teaching continued to improve throughout the year. By July quality of teaching was judged as:</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Good</th> <th>Outstanding</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>100%</td> <td>66%</td> </tr> <tr> <td>3</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>4</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table>	Year Group	Good	Outstanding	2	100%	66%	3	100%	0%	4	100%	0%	<p>We will continue to use the ILT programme to support the development of teaching and learning as we have several new and experienced teachers joining the team this year.</p> <p>Next year we will contribute in part to the salary for regional leads for writing who will support teaching &amp; learning in LKS2 and assessment / moderation in year 2.</p> <p>We will continue to carefully track PP children during pupil progress meetings to ensure they are making at least expected progress.</p>	12,000
Year Group	Good	Outstanding														
2	100%	66%														
3	100%	0%														
4	100%	0%														
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Target pupils with attendance rates below 95%</p> <p>Identify provision to improve attendance levels (e.g. breakfast club' after-school enrichment activities)</p>	<p>Current attendance to July 2017 is 96%, academy target is 97%.</p> <p>Current attendance to July 2017 of PP children was below target at 93%</p> <p>Percentage of pupils persistently absent has risen overall from 11% (2015) to 12% in July 2017 for all pupils on roll for the period Sept '16 – July '17.</p> <p>47% of PA children were entitled to PP</p>	<p>This year our attendance officer has worked closely with parents of families where children's attendance becomes a concern. She tracks attendance, sends letters and invites families in for supportive meetings.</p> <p>We will continue to pay the salary of our attendance officer as she has a positive impact on the attendance of some of our most vulnerable pupils.</p> <p>She will more closely track PP children in the coming year with a view to raising attendance closer to our academy target.</p> <p>Reasons for high absence amongst PP children needs further investigation so that new approaches can be considered to help raise attendance rates and support vulnerable families getting their children to school.</p>	<p>£8,172</p> <p>£450</p>												

• Targeted support						
Desired outcome	Chosen action/approach	Impact			Lessons learned (and whether you will continue with this approach)	Cost
A. Improved oral language skills in reception	121 and small group provision of Nuffield Early Language & Talk Boost Intervention for children in Reception.	Target	Actual		CEM baseline assessments were completed at the beginning of the year. The talk boost programme was timetabled and delivered to children who demonstrated low levels. We will continue to use the Talk Boost programme and pay to train staff new to EYFS in order to ensure successful delivery. Reasons for the significant gap between PP and NON-PP children in EYFS needs to be investigated. Careful monitoring of the PP pupils not reaching GLD will be required with appropriate intervention to ensure the gap is reduced by the end of Y1 and subsequently year 2.	£ 3,552
			PP	Non PP		
		87% of pupils reaching GLD	53.8%	85.7%		
			81% of all pupils reached GLD			
		89% of all pupils achieved ELG Speaking. 83% of PP children 90% of non PP				
Improve the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils with experienced teacher, in addition to standard lessons.	88% of KS2 pupils to achieve ARE in reading	68%	85%	Thorough gap analysis of tests allows teachers to identify children's areas for support. This feeds into regular additional interventions to help close the gap in learning. This in conjunction with additional daily reading sessions for pupils who are at risk of under-achievement has proven to be a successful intervention for many pupils.  We should continue to invest in the time, staffing, training and resources needed however careful analysis of our new year 6 cohort is required in order to ensure PP spend is targeting the right pupils in terms of progress and attainment.  We will place a strong focus on pupils in receipt of pupil premium again this year, making them a focus group at PPMs.	£ 3,552
		84% of all KS2 pupils achieved ARE in reading				
Improve the intervention for writing across KS2	Daily small group sessions for writing	85% of KS2 pupils to achieve ARE in	77%	90%	We should continue to invest in the time, staffing, training and resources needed however careful analysis of our new year 6	£ 4,540

	for targeted pupils with experienced teaching staff, in addition to standard lessons.	86% of all KS2 pupils achieved ARE in writing			cohort is required in order to ensure PP spend is targeting the right pupils in terms of progress and attainment.  We will place a strong focus on pupils in receipt of pupil premium again this year, making them a focus group at PPMs.	£4,312
Improve the intervention for maths across KS2	Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons	86% of KS2 pupils to achieve ARE in maths	77%	87%	Thorough gap analysis of tests allows teachers to identify children's areas for support. This feeds into regular additional interventions both in the afternoons and before school to help close the gap in learning. This has proven to be a successful intervention. 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 again this year, making them a focus group at PPMs.	£ 4,540
		84% of all KS2 pupils to achieve ARE in maths				

• Other approaches					
Desired outcome	Chosen action/approach	Impact		Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attendance and achievement for most vulnerable pupils</p> <p>Contingency for 'in year' use</p>	<p>Invest in whole school training in THRIVE project</p>	<p>Current attendance to July 2017 is 96%, academy target is 97%.</p> <p>Current attendance to July 2017 of PP children was below target at 93%</p> <p>Percentage of pupils persistently absent has risen overall from 11% (2015) to 12% in July 2017 for all pupils on roll for the period Sept '16 – July '17.</p> <p>47% of PA children were entitled to PP</p>		<p>Changes in staffing has led to a reduction in the number of children thrive assessed and the follow up thrive work taking place.</p> <p>Where there has been consistency, positive impact is noted. For this reason, we should continue to purchase thrive licences and ensure current Thrive practitioners attend update training and new SENCo should be trained to become a practitioner</p>	<p>£1,100</p>
					<p>£2,500</p>
<p>Alternative provision provided for pupils who exhibit extremely challenging behaviour in mainstream education</p>	<p>Identify targeted behaviour interventions for identified students.</p> <p>Use highly skilled behaviour support staff to engage with parents before intervention begins.</p> <p>Develop Learning &amp; Engagement mentors to deliver enrichment activities for disadvantaged &amp; disengaged students.</p> <p>Develop restorative approaches and focus on positive behaviours. Provide alternative provision to identified students to support their engagement with mainstream education</p>	Target	Actual	<p>Although the Alternative Provision has had its success 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> <p>Training should be sought for L&amp;E mentors to increase their skill set to deliver quality engagement activities rather than responding to poor behaviour episodes.</p> <p>3 of our most challenging pupils in year 1 are entitled to PP. The impact of their behaviour on their own and others learning is detrimental. How to best support these vulnerable pupils for the benefit of all should be considered in future spend.</p> <p>Of the 11 children identified as our most challenging, 7 are in receipt of PP and are regularly supported by the AP.</p>	£13,692
		Zero fixed term exclusions	One fixed term exclusion		£9,560
		Zero permanent exclusions	Zero permanent exclusions		£2,250
		97% attendance rate	Current attendance to July 2017 is 96%, academy target is 97%.		£5,633
		Reduction in number of persistent absences	Current attendance to July 2017 of PP children was below target at 93%		

## Performance of Pupils in receipt of Pupil Premium

<b>PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF THE EYFS</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>No. of pupils</b>	13	3	13	16	
<b>% of PP pupils achieving a Good Level of Development (GLD)</b>	57%	0*	85%	75%	
<b>% of non PP achieving a Good Level of Development (GLD)</b>	75%	86%	90%	82%	

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

<b>PERFORMANCE OF PP ELIGIBLE PUPILS YEAR 1 PHONICS SCREEN</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Number of pupils</b>	10	14	7	13	
<b>% of PP pupils passing Y1 Phonics Screen</b>	70%	79%	57%	100%	
<b>% of non PP pupils passing Y1 Phonics Screen</b>	72%	88%	97%	91%	

<b>PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS1</b>						
	<b>2014</b>	<b>2015</b>		<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>% of PP pupils achieving ARE in reading</b>	71	87		80	40%	
<b>% of PP pupils achieving ARE in writing</b>	86	73		67	40%	
<b>% of PP pupils achieving ARE in maths</b>	86	87		73	40%	
<b>% of PP pupils achieving above ARE in reading</b>	0	7		20	0%*	
<b>% of PP pupils achieving above ARE in writing</b>	0	0		0*	0%*	
<b>% of PP pupils achieving above ARE in maths</b>	0	7		13	0%*	

\*In 2015 there were only 5 PP pupils in Y2; all were SEND with learning barrier needs

<b>PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS2</b>						
	<b>2014</b>	<b>2015</b>		<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>% of PP pupils achieving ARE in reading</b>	85	87		65	59%	
<b>% of PP pupils achieving ARE in writing</b>	73	80		70	77%	
<b>% of PP pupils achieving ARE in maths</b>	58	80		60	77%	
<b>% of PP pupils achieving ARE in reading, writing and maths</b>	54	67		60	59%	
<b>% of PP pupils achieving above ARE in reading</b>	38	40		20	18%	
<b>% of PP pupils achieving above ARE in writing</b>	23	13		0	5%	
<b>% of PP pupils achieving above ARE in maths</b>	27	33		25	23%	
<b>% of PP pupils achieving above ARE in reading, writing and maths</b>	83	13		0	5%	
<b>% of PP pupils making expected progress in</b>	87	100		1.7	2.4	
<b>% of PP pupils making expected progress in</b>	87	100		1.7	0.7	
<b>% of PP pupils making expected progress in maths</b>	80	100		1.4	3.8	



### **Introduction**

#### **Ethos**

Blacklands has a strong competitive sporting history, particularly in indoor and outdoor athletics, cross country, hockey 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 567 pupils on roll, which is well above the national average.

The school is organised into 20 classes with one class containing mixed age groups.

#### **Pupil Premium & Deprivation Indicators**

Eligibility for Pupil Premium is 20.4% which is below the national average of 25.4%.

#### **SEND**

1.1% of our pupils are on the SEND register; below the national average 2.6%. The percentage of pupils with statements, 0.002% is well below the national average of 2.8%.

### **How we are spending the money**

#### **Hastings and Rother Sports Partnership Membership**

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

#### **Boom Active:**

1. 1 afternoon (including 1 hours active support at lunchtime).
2. £88 per afternoon (including after-school club)

3. Afterschool clubs are charged at just £2.50 per pupil to enable access for children from all backgrounds. Currently approximately 48 children attend the Boom active sessions afterschool. The cost of the club is now wholly funded through this payment.
4. Clubs are primarily focused on less active and pupil premium children, giving them a lifelong enjoyment of exercise and teamwork.
5. Support for teachers with professional development for lower KSI every Thursday afternoon is included within this session. Sessions to continue through the year.
6. Thursday's after-school club focuses on 25 less active girls and boys from years 3 and 4.
7. 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**

1. Three full afternoons of targeted PE support for teachers and children, including Tuesday, Wednesday and Friday lunchtime support. (£55 per afternoon) This is an additional afternoon for 2017/18 using new funding available.
2. Three focused teaching sessions of Hockey, Rugby, Tennis and Football to year 2,3 4, 5 and year 6 classes every Tuesday, Wednesday and Friday afternoon. Cricket will also be developed from the spring term onwards. Again, an additional spend from last year.
3. **Lunchtime gifted and talented competitive sports clubs two afternoons per week.** 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.
4. 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**

1. All children in year 3 have a weekly swimming lesson in the summer term at Summerfields Leisure Centre.
2. 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.
3. Teachers and Teaching Assistants accompany the pupils to ensure that they are also learning from specialists swimming teachers.

## **Equipment**

It is anticipated that the majority of requirements for PE equipment this year will be made through the Sainsbury's voucher scheme. A notional sum has been allocated for unexpected / additional costs. *Afterschool clubs currently running that are not funded through school sports funding: Girls and boys football, Dance, Karate, Kick Boxing, Tennis, Brighton Football.*

## Impact

4. Three additional afterschool and lunchtime clubs have continued with excellent participation. This has led to an observed increased confidence in the children who take part, whilst improving their skills.
5. Currently 48 children attend the Boom active sessions after school. These pupils were not attending regular 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.
6. 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.
7. Support for 11 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 the teachers stay with their coach for PE.
8. 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.
9. 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.
10. 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.
11. Friday's after school club is targeted at children in years 3 and 4.
12. On average between 40 and 50 children attend these high-energy sessions during one hour of lunchtime three times a week.
13. Children in year 3 receive quality swimming tuition in a purpose-built facility to develop swimming skills essential for pupils living in a seaside town.
14. In our current Year 6 cohort 51% of are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

## Summary of Expenditure

Amount of funding 2017/18	£20770
Debit carried forward from 2016/17	<u>-£387</u>
Total	£20383
6 – Love	£5500
Boom Active	£3800
Hastings and Rother Sports Partnership Membership	£2000
Swimming for Year 3	£2500
Equipment	£ 600
Notional spend on MUGA	£6000

**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.