

Annex 1a: Pupil premium strategy statement

1. Summary information					
School	Ark Chamberlain				
Academic Year	2016/17	Total PP budget	420,552	Date of most recent PP Review	09/2016
Total number of pupils	600	Number of pupils eligible for PP	271	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving Level 4b or above in reading, writing and maths	47%	42% (53%)
Progress in reading	-1.69	-2.14
Progress in writing	-1.11	-1.51
Progress in maths	-0.70	-0.63

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment in Reading, Writing and Maths for PP children is lower than other non pupil premium children

B.	High ability pupils who are eligible for PP are making less than expected progress	
C.	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement and support for learning at home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve combined attainment of Pupil Premium children	Combined attainment in RWM for PP children is in-line with non pupil premium children and at least 85%. Measured through robust teacher assessments and internal tests results.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3,4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Behavioural issues of small number of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Improved parental engagement and support for learning	Develop vital partnerships between the academy and home. Parent are empowered to support children's learning outside of academy hours..

5. Planned expenditure

Academic year

- 2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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 implementation? Cost
Improved combined attainment of PP children	To continue to utilise the Read Write Inc Phonics programme to improve the reading capacities of our underachieving pupils	RWI is an effective intervention in ensuring that disadvantaged pupils attain National expectations in reading and phonics. It has been adopted as a whole school approach and to address the underachievement of pupils.	Whole school training x 2 days RWI lead will receive extra training and share expertise by coaching teachers during the sessions. RWI trainer to support RWI Lead and take part in joint monitoring of quality of RWI teaching.	Jamie Taylor	Jan 2017 Cost of 5 days training = £2500 Cost of resources = £500 Total = £3000
Improved combined attainment of PP children Improved progress for high attaining pupils	Opportunities for teachers to improve their teaching, through observations, team teaching, Subject specific CPD, support with planning, targeted pupil support	We want to offer high quality teaching to all pupils to drive up results. CPD delivered will offer both pedagogical knowledge and subject knowledge (weaknesses identified in previous inspections) These things are said to be effective in the Teacher Development Trust research review on professional development.	Planned monitoring of quality of planning, teaching and assessment by SLT.	AVP for T and L Network leads	Jan 2017 Network Lead 1 day a week = £9,000
Improved combined attainment of PP children Improved progress for high attaining pupils	Staff training on use of assessment to inform teaching and high quality feedback	Many different evidence sources suggest high quality feedback is an effective way to improve attainment - this something we can embed across the school. Targeted feedback which creates a dialogue between teachers and PP pupils will accelerate progress.	CPD session delivered to all staff Weekly monitoring of books focusing on identified vulnerable pupils.	AVP for T and L Subject Leads Network Leads	AVP SD £35,000

Improved progress for high attaining pupils	<p>Co planning to focus on ensuring planned challenge for these pupils.</p> <p>CPD on providing challenge for high attaining pupils.</p> <p>Peer observation of good practice</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>HMI and Ark monitoring reports have highlighted a lack of challenge for more able pupils.</p>	<p>Co planning sessions supported by Network Leads</p> <p>CPD sessions to deliver training</p>	<p>English lead</p> <p>Network Lead</p>	<p>Jan 2017</p> <p>Network Lead 2 days a week= £18,000</p>
Total budgeted cost					£65,000
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 implementation?
Improve combined attainment of PP children	Intervention staff deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.	Some of the pupils need targeted support to catch up. These sessions will contribute to improving results for PP students in English and Maths in order to close the attainment gap.	Organise timetable to ensure high quality staff are delivering these interventions across all year groups. Monitor the quality of these interventions through observation and tracking of progress on a half termly basis.	Heads of Year	Jun 2017 3 x TAs £72,000
B. Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils	We want to provide extra support to accelerate progress for higher attaining pupils.. 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, not sought on a voluntary basis. Impact overseen by Heads of Year. Teaching assistant (TA) CPD for TAs supporting the sessions. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Heads of Year	Mar 2017 3 x teachers £141,000

<p>Improve combined attainment of PP children</p>	<p>HLTA employed - additional staffing expertise to target individual/small group EAL PP support.</p>	<p>Children identified as new to English are assessed, grouped and then follow a planned programmed of lessons from <i>Teaching Children English as an Additional Language</i>. This is a ten-week teaching programme of units and lesson activities for children aged seven–eleven (Key Stage 2) new to English. It will help these children learn some very basic English sentences, questions and vocabulary, to get them through regular day-to-day routines more easily. By offering a flexible step by step approach this book helps EAL teachers to:</p> <ul style="list-style-type: none"> • identify learners' individual needs • teach grammar and vocabulary • support teaching through speaking and listening • assess pupils to inform future planning 	<p>HLTA overseen by AVP for Inclusion and works closely with VP from Ark Tindal for support.</p> <p>Progress of children is reviewed regularly by HLTA with AVP.</p>		<p>1 x TA £24,000 1 day targeted interventions (VL) £8288</p>
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<p>Improve combined attainment of PP children</p>	<p>Speech and Language therapist Additional Language assessment, intervention and support.</p> <p>To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech</p>	<p>Individualising support at all levels: targeted speech and language and Additional speech and language will support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech.</p> <p>HMI monitoring reported pupils were not given the opportunity to develop their ideas orally or answer in full sentences.</p> <p>Oral language interventions (EEF Toolkit)</p>	<p>SENCO and AVP for Inclusion Monitor speech and language interventions and progress of children involved.</p>	<p>AVP Inclusion SENDCo Graduate TAs TAs</p>	<p>Jan 2017</p> <p>SALT £12,000</p>
<p>Improve combined attainment of PP children</p> <p>Improved progress for high attaining pupils</p>	<p>To provide targeted small group teaching to accelerate SATs attainment levels.</p> <p>Booster classes / Easter school/ early start for Y6 pupils – LA/HA.</p>	<p>Some pupils need targeted support to catch up - identified underachieving PP pupils targeted for extra support through booster classes and an early start to the day. High quality staff and resources used to run these sessions.</p> <p>EEF Toolkit – Moderate impact for moderate cost</p>	<p>Impact of sessions monitored through progress of children on a half termly basis.</p>	<p>AVP for T and L Heads of Year</p>	<p>Jan 2017</p> <p>Intervention teacher (QA) £17,000</p>

	Total budgeted cost £274,288
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 implementation?
<p>Improve attainment of PP children in reading and writing</p> <p>Improved parental engagement and support for learning</p>	To deploy Learning Mentors to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils	78% of pupils identified as needing support with behaviour are PP.	<p>Thorough briefing of support worker about existing issues for underachieving vulnerable pupils.</p> <p>SLT, support worker will collaborate to ensure new provision and standard school processes work smoothly together.</p>	Inclusion AVP – M Bowles.	<p>Jan 2017</p> <p>2x Learning mentors £60,195</p>
Improved parental engagement and support for learning	To deploy Parent Support Workers to improve, develop and enhance parental engagement with the Academy and the learning of their children	This will provide parents with regular day to day contact to seek guidance on issues both in and out of school; in addition this person will be organizing parental engagement events targeted at parents of disadvantaged and more vulnerable pupils.	Weekly inclusion meetings with AVP, information fed back to SLT.	<p>AVP for Inclusion</p> <p>Parent support workers – K.Hussain R.Pinnock</p>	<p>Jun 2017</p> <p>1 x parent support worker £23,000</p>
<p>Improve attainment of PP children in reading and writing</p> <p>Improved progress for high attaining pupils</p> <p>Improved parental engagement and support for learning</p>	Weekly homework club for children identified as vulnerable	<p>Feedback from parents has shown that they often struggle to support their children with their learning at home especially when their own English language may be at an early stage.</p> <p>A homework club for identified pupils will support them with their learning outside the classroom.</p>	<p>Monitor progress of children attending homework club</p> <p>Pupil / parent voice of children in homework club.</p>	<p>D.Hayre (Senior Learning mentor)</p> <p>Heads of Year</p>	<p>Jan 2017</p> <p>Resources = £1,000</p>

Improved parental engagement and support for learning	<p>INSPIRE workshops</p> <p>Strategies to address hard to reach parents e.g. bilingual newsletter, Dads' reading project...</p>	<p>Feedback from parents has shown that they often struggle to support their children with their learning at home especially when their own English language may be at an early stage.</p> <p>Workshops will support parents with strategies and resources to support their children at home.</p>	<p>SLT to oversee planned workshops</p> <p>Parent questionnaire to evaluate effectiveness.</p>	English Lead Heads of Year	<p>Spring 1, post workshops</p> <p>Resources = £1000</p>
<p>Children are inspired into deeper love of learning through the provision of enriched learning opportunities and experiences.</p> <p>Improve attainment of PP children in reading and writing</p> <p>Improved progress for high attaining pupils</p>	<p>Enrichment activities within the curriculum – support funding for trip / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities.</p> <p>Resources to enhance target curriculum areas across all year groups.</p>	<p>If we ensure all children have access to a wide range of new and challenging enrichment opportunities this will engage and motivate pupils to succeed, improving progress for all pupils including pupil premium.</p>	<p>Overview of enrichment opportunities planned onto curriculum map for the year.</p>	AVP curriculum Heads of Year	<p>Cost = £7,000</p>
Total budgeted cost					£92,195