

Annex 1a: Pupil premium strategy statement

1. Summary information					
School	Ark Chamberlain				
Academic Year	2017/8	Total PP budget	£359,000	Date of most recent PP Review	09/2017
Total number of pupils	600	Number of pupils eligible for PP	272	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (non PP)</i>	<i>All pupils (national average)</i>
% achieving ARE or above in reading, writing and maths	52% (60%)	61%
Progress in reading	-2.7 (-4.2)	
Progress in writing	-1.5 (-2.2)	
Progress in maths	-0.1 (-0.1)	

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 combined for PP children is lower than other non pupil premium children in most year groups.

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 national figures. Measured through robust teacher assessments; internal and external 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.		

5. Planned expenditure

Academic year

- 2017/8

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	Cost When will you review implementation?
Improved combined attainment of PP children (reading focus)	<p>To continue to utilise the Read Write Inc. Phonics programme to improve the reading capacities of our underachieving pupils</p> <p>To develop current reading provision through the introduction of new reading planning and every lesson is a reading lesson across the curriculum.</p>	<p>RWI is an effective intervention in ensuring that disadvantaged pupils attain National expectations in reading and phonics. It is being used as an intervention strategy to target underachieving pupils.</p> <p>Data shows that pupil premium children underachieve in reading, therefore combined attainment decreases. Ofsted report that although standards in reading are improving pupils are making slower progress in understanding what they read.</p>	<p>RWI lead will receive training and share expertise by coaching teachers during the sessions.</p> <p>RWI trainer to support RWI Lead and take part in joint monitoring of quality of RWI teaching.</p> <p>Professional development of staff; co-planning and rigorous monitoring by English Lead to ensure high quality teaching of reading across the curriculum.</p> <p>High quality texts available across the curriculum.</p>	<p>RWI - Kim Banks</p> <p>English – Becky Walker</p>	<p>3 x training days = £1500</p> <p>Release time for coaching = £500.</p> <p>Total = £2000</p> <p>Review progress of PP RWI children on a half termly basis.</p>
Improved combined attainment of PP children (writing focus)	Develop a systematic approach to the teaching of spelling and grammar.	Ofsted report that pupils are given increasing opportunities to write independently but many are not making enough progress in learning to spell and punctuate accurately.	<p>Regional network lead for English to support newly appointed English Lead in developing the revised approach to spelling.</p> <p>This will be implemented, monitored and evaluated by English Lead supported by SLT.</p>	<p>English – Becky Walker</p> <p>Teaching and Learning Lead – DH.</p>	<p>Resources = £3000</p> <p>Release time = £1000</p> <p>Total = £4000</p> <p>Review writing outcomes for PP children on a half termly basis.</p>

<p>Improved combined attainment of PP children</p> <p>Improved progress for high attaining pupils</p>	<p>Opportunities for teachers to improve their teaching, through observations, team teaching, subject specific CPD, support with planning, targeted pupil support</p>	<p>We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress. Professional development delivered will include CPD sessions; peer observation through lesson study; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Planned monitoring of quality of planning, teaching and assessment by SLT.</p>	<p>Teaching and Learning Lead - DH</p> <p>Heads of Year / Subject Leads</p> <p>Regional Network Leads.</p>	<p>Regional network Lead 1 day = £10,000</p> <p>Lesson study cover = £2,000</p> <p>Review quality of teaching and learning alongside outcomes for PP children on a half termly basis.</p>
<p>Improved combined attainment of PP children</p> <p>Improved progress for high attaining pupils</p>	<p>Staff training and development on use of assessment to inform teaching and high quality feedback</p>	<p>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.</p> <p>Ofsted report tasks planned for pupils are not always adapted or changed enough to identify and address misconceptions or misunderstandings. Work in books also shows that teachers are not checking for gaps in pupils' knowledge and understanding so they can pick these up and address them during subsequent lessons.</p>	<p>CPD session delivered to all staff</p> <p>Weekly marking parties in year groups</p> <p>Support sessions for identified staff</p> <p>Weekly monitoring by SLT focusing on identified vulnerable pupils.</p>	<p>Teaching and Learning Lead – DH</p> <p>Assessment Lead - AHT</p> <p>Subject Leads</p> <p>Regional Network Leads</p>	<p>Regional network Lead 4 days = £40,000</p> <p>Immersion day, cover costs = £3,000</p> <p>Weekly learning walks with a focus on feedback in lessons and books for pp children.</p> <p>Half termly work scrutiny based on progress, focus on pp children.</p>

<p>Improved progress for high attaining pupils</p>	<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 attaining pupils, including those with high prior attainment, eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Those with high prior attainment should be making strong progress with at least 20% making substantial progress.</p> <p>Ofsted report that in some lessons, teachers do not provide work that is at the right level of challenge or difficulty. This slows learning for pupils who have the ability to reach or exceed age-related standards.</p>	<p>Co planning sessions led by Heads of Year; planning monitored by subject leads on a weekly basis.</p> <p>CPD sessions to deliver training.</p> <p>Use of IRIS system to enable all staff to observe outstanding practice; discuss and reflect on their own practice.</p>	<p>Subject Leads</p> <p>Heads of Year</p> <p>Teaching and Learning Lead – DH</p> <p>Assessment Lead- AHT.</p>	<p>Specialist teachers to cover classes for co-planning session (Art, Music and PE)</p> <p>= £37,805 + £23,968 + £26,128 = £87,901</p> <p>IRIS resources = £13,650</p> <p>Quality of planning monitored on a weekly basis.</p> <p>Weekly learning walks focused on challenge particularly for high prior attaining pp children.</p>
Total budgeted cost					£162,551
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?
<p>Improve combined attainment of PP children</p>	<p>Intervention staff deployed to provide targeted additional maths and English support and reinforcement work to specifically targeted Pupil Premium groups across the year groups.</p>	<p>Although all pupils receive high quality teaching in the classroom, some of the pupils will also need targeted support to ensure sustained progress so they can catch up. These sessions will contribute to improving results for PP students in English and Maths in order to close the attainment gap.</p>	<p>Organise timetable to ensure high quality staff are delivering these interventions across all year groups.</p> <p>Heads of year to oversee the planning and delivery of these sessions.</p> <p>Monitor the quality of these interventions through observation, work scrutiny and data to track progress on a half termly basis.</p>	<p>Heads of Year</p> <p>Intervention staff</p> <p>Class teachers</p>	<p>Intervention teacher RB = £32,400</p> <p>Y6 TA = £24,000</p> <p>Progress of pp children monitored and evaluated on a half termly basis.</p> <p>Learning of pp children monitored on a weekly basis.</p>

<p>B. Improved progress for high attaining pupils</p>	<p>Weekly small group sessions in maths and English for high-attaining pupils</p>	<p>High prior attaining pupils are not making strong enough progress and as a result are falling behind. These children will be targeted through whole class teaching but for some children who are significantly behind an intervention group will support them in making the sustained progress necessary. 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.</p>	<p>Extra teaching time and preparation time.</p> <p>Impact overseen by Heads of Year and reported back to SLT on a half termly basis</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Heads of Year Intervention staff</p>	<p>Intervention teacher UH = £24,128</p> <p>Progress of high prior pp children monitored and evaluated on a half termly basis.</p> <p>Learning of pp children monitored on a weekly basis.</p>
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<p>Improve combined attainment of PP children</p>	<p>Unqualified EAL teacher to lead interventions from children at early stages of English language acquisition.</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>There will also be whole staff CPD sessions with strategies on how to support EAL children in the classroom.</p>	<p>HLTA overseen by AHT for Inclusion and Regional Network Lead for Inclusion</p> <p>Progress of children is reviewed regularly by HLTA with AHT and reported back half termly to SLT.</p>	<p>1 x TA £24,000</p> <p>Progress of pp children who are also EAL children tracked on with assessments at the end of each unit.</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>Ofsted reported that in some classes pupils were not given the opportunity to explain their answers fully. This stifles their use of language and vocabulary.</p> <p>Oral language interventions (EEF Toolkit)</p>	<p>SENDCO and AHT / Regional Network Lead for Inclusion to monitor speech and language interventions and progress of children involved. Progress reported back to SLT on a half termly basis.</p>	<p>AHT Inclusion SENDCo SENDCo assistant TAs</p>	<p>SALT £12,000 Progress of PP SEND pupils tracked on a half termly basis.</p>
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<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 SAT's attainment levels.</p> <p>Booster classes / Easter school/ Saturday School / early start for Y6 pupils – LA/HA.</p>	<p>Some pupils need targeted support to make sustained progress and catch up - identified underachieving PP pupils targeted for extra support through booster classes and an early start to the day (Action Tutoring) 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 weekly basis using Venn diagram in Y6 / SLT meeting.</p>	<p>Head of Year 6</p> <p>AHT – assessment</p>	<p>Overtime for teachers for Booster classes / Easter school/ Saturday School = £8,000</p> <p>Action tutoring = £2,500</p> <p>Y6 progress discussed in weekly meetings – pp children identified as needing extra support are allocated extra support. This reviewed every 3 to 4 weeks.</p>
Total budgeted cost					£127,028
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?
Improve attainment of PP children in reading and writing	To deploy Learning Mentors to improve pupil engagement and behaviour for learning of more vulnerable pupil groups, and deliver enrichment activities for disadvantaged pupils	75 % of pupils identified as needing 1:1 mentoring support are PP.	Thorough briefing of support worker about existing issues for underachieving vulnerable pupils. SLT, support worker will collaborate to ensure new provision and standard school processes work smoothly together.	AHT for Inclusion	2 x Learning mentors £32,486
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 AHT, information reported back to SLT.	AHT for Inclusion Parent support workers – K.Hussain R.Pinnock	1 x parent support worker= £23,000
Improve attainment of PP children in reading and writing Improved progress for high attaining pupils Improved parental engagement and support for learning	Weekly homework club for children identified as vulnerable	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. A homework club for identified pupils will support them with their learning outside the classroom.	Monitor progress of children attending homework club. Pupil / parent voice of children in homework club.	D.Hayre (Senior Learning mentor) Heads of Year	Extended hours for HLTA plus resources = £1,000

Improved parental engagement and support for learning	INSPIRE workshops	<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	Resources = £1000
<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>	If we ensure all children have access to a wide range of new and challenging enrichment opportunities, including a residential, this will engage and motivate pupils to succeed, improving progress for all pupils including pupil premium.	Overview of enrichment opportunities planned onto curriculum map for the year.	AHT curriculum Heads of Year	Cost = £12,000
Total budgeted cost					£69,486