

Review of Pupil Premium expenditure				
Previous Academic Year		Ark Chamberlain 2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve progress.	Extra teaching staff	Additional support in each year group. In year 6 this meant 6 teaching groups. In other year groups this was intervention teachers. AVP from future leaders trust for the year, she focused on the highest attaining children. End of year test data across the school shows that there was increased progress and attainment for targeted children, although not always as much or as quickly as needed. In the year 6 higher attaining group, 85% of PP children made at least expected progress and 100% of children reached the expected standard in writing.	The extra teacher in year 6 (AVP) was more successful due to her experience and knowledge. Interventions were not planned as thoroughly at the beginning of the year as they were later on. When the changes to Ark assessment were brought in (KPIs), delivery was more focused. With the improvement in skills over the course of the year of the heads of year, meant that they were able to take more ownership of the interventions. Interventions were therefore better targeted.	90,000
Improve staff knowledge and skills when working with EAL children	Mary Maybank to support staff and additional resources bought	Evidence showed an increase in staff knowledge, but this is yet to have a big impact upon pupils. Data shows that progress for EAL children is now improving across the school. However, attainment has not yet caught up. For example, EAL progress in reading in year 3 from year start to year end was from 39% to 76% and attainment 42% to 65%.	Mary Maybank delivered training and the feedback from staff varied. A review and new approach to EAL children will be looked at in the autumn term, along with additional training for new staff.	5,000

Raise the quality of teaching and learning.	Staff training	Examples are: the co-planning model has been successful in teachers seeing the whole learning journey. This has impacted upon all children and will continue to do so as lessons are more focused. Instructional leadership began to have an impact towards the end of the summer term with the rise in good teaching. This in turn raised attainment, but not as quickly as needed. For example in year 4, attainment moved from 31% combined at the beginning of the year to 57% at the end.	Co-planning to take place more often and across more subjects. Middle leaders had training towards the end of term in instructional leadership with a view to them rolling this out to their teams in September.	20,000
Increase TA impact	TA training to deliver interventions	Interventions had varying success. Bespoke SEND ones e.g. speech and language were successful. This seemed dependent on the skill of the person delivering. For example a child that received 1:1 reading support daily, moved from working below to reaching age related expectation at the end of the year. Parents also commented on how much more he was reading by himself at home.	Some TAs have really benefitted, some have not. An individual needs analysis and training plan was put together. Continue with this to focus further training.	3,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Additional support for EAL children	HLTA employed to support EAL children	Newly arrived children to the academy now receive a planned induction programme and additional support. Aip 2.6. Children that are not eligible for PP funding also benefitted from this. Data shows that progress for EAL children is now improving across the school. However, attainment has not yet caught up. For example for writing in year 5 EAL children's progress started at 46% at the beginning of the year and rose to 67% at the end of the year. Attainment for the same group went from 41% to 55%.	The HLTA (supply) left at the end of the summer term. Although she received a large amount of training, her impact was not as great as it could have been if she had been more skilled. She was also only 4 days per week. Action – review when and how EAL support is given to PP children.	17,000
Support for targeted pupils	Extra teaching assistant support	TA led interventions had varying success. This was largely due to the TA leading the intervention. Observations of interventions demonstrated that it was a mixed picture. The end of year data from tests did also.	Further TA training is needed for some to be able to lead interventions.	35,000
Increased attainment at end of year 6.	Booster groups for year 6 children	Easter school, after and before school boosters were deemed successful. Progress is evident from raise online data. The progress in reading of all children -2.14 compared to PP children -1.69 For writing -1.51 and -1.11 for PP. Attainment for reading was 48% and for PP children was 53%. Maths attainment for all was 58% and for PP children was 79 % which is matched to national.	These will continue this year and will begin earlier in the year. A clearer strategy will be put together from the beginning; this will ensure that the correct children are matched to the correct adult to maximise progress.	10,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improve basic English skills	Lexia	This had varying success throughout the year. How it was used was evaluated half termly and following feedback from HMI and Ark. Feedback from parents was positive.	This programme is useful for children to be able to access basic skills particularly at home. After school clubs were offered to children without internet access.	14,000
Improve basic maths skills.	Maths Whizz	This had varying success throughout the year. How it was used was evaluated half termly and following feedback from HMI and Ark. Feedback from parents was positive.	This programme is useful for children to be able to access basic skills particularly at home. After school clubs were offered to children without internet access.	21,000
Improve access to the whole curriculum	Laptops and iPads	All children benefited from the additional resources.	Encourage further usage of IT in lessons where appropriate. Urgently review and implement a computing curriculum that is accessible for all.	40,000

### Additional detail

The biggest lesson learnt from 2015-16 is that the planning stage of PP spending needs to have more shared input, involving all senior leaders and middle leaders. Following the latest guidance on spending from NCTL and Ark's new PP policy there will be a much more structured and focused approach. The update in assessment systems for 2016-17 will also enable all staff to be able to monitor the progress of PP children more closely. Overall, the data shows us that at the end of year 6 there remained no gap between PP and non. The PP children actually outperformed those that are not eligible. Over time, it appears that the number of pupil eligible for PP is dropping slightly each year with only 40 children out of 150 (27%) eligible, compared to 90 out of 147 (61%) who have just left year 6.