



Ark Kings
Academy

PUPIL PREMIUM AND SPORTS
PREMIUM POLICY

Ark

The word 'Ark' is written in a black serif font. Below the letters 'A', 'r', and 'k' are four solid blue circles arranged in a horizontal row.

Description	
The Principal of the academy	Roger Punton
The academic year	2017 – 2018
Chair of Governors	Lauren Hartigan-Pritchard
The academy name	Ark Kings Academy

POLICY INFORMATION

Named personnel with designated responsibility for Pupil Premium & Sports Funding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017 – 2018	Katie Marshall	Jennifer Gregson	TBC	Lauren Hartigan-Pritchard

Policy review dates

Review Date	Changes made	By whom
October 2017	Policy to be ratified	Governors

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1 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)

2 FUNDING

Financial year 2017 - 18

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:

- £1,320 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.

3 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.

4 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

5 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 be published online](#) is available from the Ark Central Team.

6 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.

7 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.

8 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.

Annex 1a: Pupil premium strategy statement

1. Summary information					
School	Ark Kings Academy (Primary Phase)				
Academic Year	2017/18	Total PP budget	£212,520	Date of most recent PP Review	n/a
Total number of pupils	213	Number of pupils eligible for PP	161	Date for next internal review of this strategy	Jan 2018
Current attainment	N/A due to closure of Ark Rose Primary				

1. Summary information					
School	Ark Kings Academy (Secondary Phase)				
Academic Year	2017/18	Total PP budget	£238,425	Date of most recent PP Review	n/a
Total number of pupils	371 (reality is circa 520)	Number of pupils eligible for PP	255	Date for next internal review of this strategy	Jan 2018
Current attainment					
	<i>Pupils eligible for PP (your school)</i>			<i>All pupils (national average)</i>	
% 9 – 4 including English and Maths	54% (61% non-PP)			62%	
% 9 – 5 including English and Maths	18% (28% non-PP)			n/a	
Attainment 8	3.6 (4.5 non-PP)			TBC	

Barriers to future attainment	
A.	Pupil premium students achieve lower grades at GCSE and at the end of KS2 than non pupil premium students (Average GCSE attainment of non PP students 4.5, compared to 3.6 for PP students)
B.	Students with HPA make less progress than their peers. At GCSE HPA students made on average less progress compared to the rest of the cohort.
C.	A considerable proportion of students have reading ages lower than their chronological age.
D.	Too many students leave the primary phase without the skills to access the secondary curriculum.
E.	Attendance rates for pupil premium students are lower than non pupil premium students, with too many pupils with persistent absence.
F.	Many students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education.
G.	Many students do not have a balanced diet and do not regularly participate in physical exercise.
H.	Many students do not have access to instrumental lessons outside of school and have low levels of confidence.
I.	A considerable proportion of students choose to study at a level below or equal to their GCSE attainment when they enter post-16 education.

<i>Desired outcomes</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Narrow the attainment gap between PP and non-PP students across the curriculum</p> <p>In primary, narrow the attainment gap between PP and non-PP students in RWM combined in all year groups</p>	<p>Pupils eligible for PP will make better than expected progress by the end of year 11 so that a greater proportion of pupils attain a pass at GCSE. Pass rates in English and Maths will be 70% 9 – 4 including English and Maths and 50% 9 – 5 including English and maths</p> <p>85% of pupils achieve ARE in Reading, Writing and maths</p>
B	Improved attainment for high attaining pupils	Pupils eligible for PP identified as high ability make as much progress as ‘other’ pupils identified as high ability. Measured by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C	Improved reading attainment across the whole school	Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT and other approved reading tests.
D	Improved outcomes at primary phase across all year groups, especially in Year 6 to ensure secondary readiness	
E	Improved attendance rates and reduced persistent absence	Reduce the number of persistent absentees among pupils eligible for PP to % or below. Overall PP attendance improves to 96%.
F	Improved character and personal development of students to ensure success in life, education and employment	<p>Reduced number of behaviour incidents, and reduced number of pupils regularly receiving negative logs for pupils eligible for PP.</p> <p>Reduced number of fixed term and permanent exclusions for pupils eligible for PP.</p>
G	Improved mental and physical well-being	Improved levels of physical fitness, measured through participation in sports and extra-curricular opportunities such as Duke of Edinburgh. Measured using baseline testing in PE lessons, which is moderated across the Ark network.

H	Access and exposure to instrumental practice and improved confidence in musical performance	Increased participation in musical ensembles within school. Increased attainment for pupil premium students in GCSE music and in KS3 music; measured through moderation of aligned assessment within the Ark network.
I	Improved quality of post-16 provision that students access	Increased number of pupils studying at a level above their expected GCSE attainment. Increased number of pupils attending a good or better institution. Increased number of pupils attending 6 th form at Ark St Albans

2. Planned expenditure (Primary Phase)

Academic year 2017/18

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?
A. Narrow the attainment gap between PP and non-PP students in RWM combined in	Additional SENCo Assistant (£27,945)	PP pupils with SEND are not making the progress needed to attain well. With a SENCo Assistant, the Inclusion Lead will be able to ensure all pupils receive appropriate support in lessons and through intervention sessions	Tracking of intervention sessions during pupil progress meetings Weekly intervention learning walks	JG	November 2017
	Two-teacher model in EYFS and Year 2	Two qualified teachers as opposed to a teacher and a teaching assistant will	Monitoring and evaluation cycle	JG	November 2017

all year groups	(£54,000)	ensure pupils receive targeted input and intervention (challenge and support) in order to make accelerated progress			
B. Improved attainment for high attaining pupils	Weekly release time and TLR payment for the Maths and English Subject Leads (£8536)	Complete weekly work scrutiny alongside pupils to ensure appropriate support and challenge Complete weekly planning scrutiny and feedback to teachers before lessons start for the week	Monitoring and evaluation cycle Line management meetings	JG & JHa	December 2017
C. Improved reading attainment across the whole school	Purchase 1:2 copies of core texts as outlined in the Ark Literature Spine (£12,000)	Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the National Curriculum assessments	Reading work scrutiny, including Pupil Voice inCAS, PIRA and SATs assessments	JG & MWa	December 2017
Total budgeted cost					£102,481
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?
D. Improved outcomes in Year 6 to ensure secondary readiness	Secondary specialist in maths (£8541) Additional teacher in reading and writing (£8541) Before and after school targeted interventions	Specialist teaching will ensure excellent subject knowledge so that pupils are appropriately supported and challenged Revision and intervention sessions will support pupils by consolidating learning and closing gaps. Pupils will feel well-prepared for national assessments	Monitoring and evaluation cycle Going for Gold meetings RWM work scrutiny, including Pupil Voice inCAS, PIRA and SATs assessments	JG JG & TR JG JHa	November 2017 November 2017 December 2017 December 2017

	Revision guides to support pupils through SATs (£300)				
Total budgeted cost					£17382
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?
E. Improved attendance rates and reduced persistent absence	Additional Student Support Manager focusing on Attendance (£39,379)	Pupils need to attend school every day in order to make progress	Attendance tracker and Spotlight records	LA & JHo	November 2017
	Acting AHT for Culture & Ethos (£40,005)	Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves	Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)	TR	December 2017
F. Improved character and personal development of students to ensure success in life, education and employment	Additional Student Support Managers focusing on Attendance and Behaviour (as above)	Pupils need to attend school every day in order to make progress	Attendance tracker and Spotlight records	LA & JHo	November 2017
	Acting AHT for Culture & Ethos (as above)	Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves	Pastoral plans, behaviour reports and behaviour tracker (number of PEX and FTEs)	TR	December 2017
	Compass Curriculum resources (£500)	All pupils need to develop self-regulation skills and an understanding of the world around them in order to develop their personal, social and emotional skills	Pupil Voice and learning walks	LA & ER	January 2018
		Develop pupils' cultural capital and	Pupil and Parent Voice,	LA & ER	January 2018

	Enrichment opportunities (£1000)	exposure to a wider curriculum so they are able to access challenging content confidently	quality of RWM and non-core work, assessment data		
G. Improved mental and physical well-being	Specialist PE teaching from the Secondary Phase including Healthy Lifestyles (£12,253)	Pupils' health and mental well-being will impact their success in education	Lesson observations, Pupil Voice	JG & AM	December 2017
Total budgeted cost					£93,137

3. Planned expenditure (Secondary Phase)

Academic year 2017/18

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.

ii. 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?
A. Narrow the attainment gap between PP and non-PP students across the curriculum	Longer school day in the secondary phase – 30 hours taught per week (£65,000) Additional maths and English lessons	Ability to develop depth before breadth without compromising the balanced curriculum offer, including English and maths teaching	Regular monitoring and evaluation of the quality of T, L and A Termly review of moderated assessment	KM	December 2017

	(£60,000)		data		
B. Improved attainment for high attaining pupils	Additional target group for high ability readers (£3000)	Exposure to academically challenging texts with high levels of cultural capital	Regular monitoring and evaluation of teaching within the group through walkthroughs and observations. Analysis of reading age data on a regular basis.	KM & CJ	February 2018
C. Improved reading attainment across the whole school	Accelerated reader programme (£2000)	Reading age improves access to the wider curriculum	Analysis of reading age and English attainment data for all pupils. Regular monitoring of provision through walkthroughs and observations.	KM & CJ	February 2018
Total budgeted cost					£130,000
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?
B Improved attainment for high attaining pupils	Mentoring schemes in the secondary phase: Brilliant Club (£2000)	Exposure to academic work at the level above their stage in learning through regular tutoring with a postgraduate student	Review data from HPA students at termly data drops.	KM & ER	December 2017

			Evaluate quality of sessions delivered through observation & pupil voice.		
B Improved attainment for high attaining pupils	Daily Reading for Pleasure sessions (£36,000)	As above plus the ability for teachers to model what great reading looks like	Regular monitoring and evaluation of teaching within the group through walkthroughs and observations. Analysis of reading age data on a regular basis.	KM & CJ	February 2018
C. Improved reading attainment across the whole school	Specialist literacy teaching: RWI tutoring, Fresh Start and corrective writing (£3500)	Impact of high quality SSP on pupils' ability to read Deliberate practise of grammar	Review phonics, reading age and English attainment data.	CJ	December 2017 & February 2018
Total budgeted cost					
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 ?
E Improved attendance rates and reduced persistent absence	Dedicated Attendance Officer (£15,500)	Allows greater focus on attendance on a daily basis with first day calling and follow up with families and pupils. Allows capacity for longer term strategic intervention to support students and families struggling with attendance.	Attendance data is reviewed on a weekly basis in pastoral meetings, and is evaluated as part of the AIP reviews.	SM & JH	December 2017
G Improved mental and	Place 2 Be (£5000)	Creates capacity to support students on a one off basis with stress, anxiety or other	Review of Place2Be data	SM	January 2018

physical well-being		mental health issues. On a longer term basis allows students to have regular counselling support.			
F Improved character and personal development of students to ensure success in life, education and employment	Additional Student Support Managers in the secondary phase for behaviour (£40,000)	Additional capacity to support students to be prepared for learning and to engage positively in education and the range of opportunities available.	Review of behaviour statistics and rewards	SM	December 2017
A. Improved quality of post-16 provision that students access	On-site careers advisor once a week (£6000)	Enables all students to have one to one careers guidance from a trained and impartial professional. Allows additional support to be directed towards PP students and those at risk of becoming NEET.	Review of destinations data & quality of college applications.	ER & SH	September 2018
Total budgeted cost: £454,000					