

Pupil Premium Statement 2017-18



Children who qualify for pupil premium grant at Ark Franklin Primary Academy attain as well as their non-disadvantaged peers. We are committed to accelerating the progress for all our vulnerable pupils.

Principles

At Ark Franklin Primary Academy:

- We ensure that teaching and learning opportunities meet the needs of all our pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.
- Pupil premium resources may also be used to target able children receiving PPG to exceed age related expectations at the end of KS1 or KS2.
- The academy will publish information on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap', for disadvantaged pupils.

Usage

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PP.

Impact Statement 2016-17

- Children eligible for PP are making accelerated progress across Franklin, this is particularly evident in end of KS2 SATs results, where disadvantaged pupils' progress scores far exceed those of their non-disadvantaged peers nationally.
- There is a rising profile of attainment for disadvantaged pupils in KS2 as measured by SATs at the end of year six: +23% from baseline in the combined measure of RWM in the 2016-17 academic year.
- End of KS2 results in 2017 reveal that disadvantaged pupils are achieving just below their peers nationally in the combined measure of RWM, at 59%, compared to the national 61%, and 7% at the higher standard compared with 9% nationally.
- Children receiving small group interventions make better than expected progress in literacy and maths.
- Ten children and their families eligible for PP have benefitted from accessing The Corner House, resulting in better engagement with school.
- A reduction in the number of persistently absent PP pupils year-on-year from 13.4% in 2014-15 to 5% in 2016-17 and in persistent lates from 24.2% to 0.6% in the same timeframe, that is, from 36 PP pupils to 1.
- An 'outstanding' judgement from Ofsted in June 2016 for our pupils' personal development and welfare.

Pupil Premium Action Plan 2017-18

Number of Pupils and Pupil Premium Grant Allocation (based on January 2017 census)	
Total pupils on roll (R-6)	560
Total pupils eligible for PPG (R-6)	176
Amount of Grant per pupil	1320
Allocation main School	232,320
Early Years Pupil Premium (based on Autumn 2017 Headcount)	1,500
Total	233,820

Objective	Success Criteria	Actions
<p>Outcomes for Pupils</p> <ul style="list-style-type: none"> To close the gap between PP and non PP children in school and with their peers nationally, with a focus on reading To continue to provide targeted early speech and language interventions for underperforming groups – including those in receipt of PPG Analyse progress of those children in receipt of PP termly to identify barriers to learning 	<ul style="list-style-type: none"> Pupils make at least expected progress year on year and meet / exceed national age related expectations in RWM Analysis of children taking part in early targeted interventions demonstrates accelerated progress Analysis of data demonstrates a closing / narrowing of the gap with peers in school and nationally 	<ul style="list-style-type: none"> Upper and lower school leads out of class, EYFS lead 0.2 out of class Embed formative and summative assessment practices, including the new reading tracker Termly Pupil Progress Analysis meetings
<p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> To improve the quality of teaching to ensure 80% Good+, with 25% Outstanding Co-teachers are highly trained, plus understand and use effective strategies to support accelerated progress 	<ul style="list-style-type: none"> Teaching to be 80% Good+, with 25% outstanding – see teaching profile Targeted interventions for underperforming groups embedded and impacting on quality of teaching Targeted early intervention (EYFS/KS1) in reading, writing and maths Monitoring, scrutiny and feedback systems are routine and robust 	<ul style="list-style-type: none"> All coaches use real time feedback model to improve teaching profile Scheduled time out for Phase Leaders across the school to raise quality of teaching, and to devise and monitor 1:1 and small group interventions Full-time PE coach employed to facilitate teacher-led interventions CoT training led by SLT and driven by CoT rubric CPD tracker
<p>Personal Development, Behaviour and Welfare</p> <ul style="list-style-type: none"> Attendance / punctuality and behaviour of children in receipt of PP is monitored and is in-line with other children in school and nationally 	<ul style="list-style-type: none"> Improvement in PA for any PP pupil below 90% attendance Over twenty-five enrichment clubs on offer, PP children given priority, 100% of PP pupils to attend one or more clubs. 	<ul style="list-style-type: none"> Link attendance to progress tracker Target PP for attendance at clubs, to ensure all attend at least one club this year
<p>Leadership and Management</p> <ul style="list-style-type: none"> Ensure high quality early intervention Analyse progress of children in receipt of PP to determine and identify strategies / interventions to address any issues in performance Ensure all staff are aware 	<ul style="list-style-type: none"> Provisions for PP and other vulnerable groups are carefully tracked and evaluated for accelerated outcomes Link governor for SEND has clear overview of provisions, rationale, cost and impact 	<ul style="list-style-type: none"> Case studies support accelerated outcomes for PP pupils SEND governor visits arranged

	<p>of vulnerable groups and that they track their progress and provision to ensure best possible outcomes</p> <ul style="list-style-type: none"> Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 		
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Use of Funding	Percentage of intervention accessed by pupils in receipt of PPG	Total cost of intervention	Total PPG spent
Talk Boost Early language development. (15 hpw)	75%	£8,775	£6,581
NHS Speech and Language Support SLA Weekly speech and language therapy sessions. (10 hpw)	80%	£2,500 £5,850	£6,680
Booster Classes Reading, writing & maths, 3hrs each per week	90%	£12,285	£11,057
Daily Interventions 1:1 and small group led by CoTs (6hrs a week for all CoTs R-Y6)	80%	£70,200	£56,160
The Corner House Holistic FamilyTherapy	100%	£1,000	£1,000
Subsidised Breakfast and After School Clubs Breakfast from 8.00-8.50am LMP from 3.30-6.00pm	100%	£8,325	£8,325
Attendance and Punctuality Designated attendance lead and inclusion/office staff Activities to promote good attendance and punctuality	80%	£22,730 £1,200	£19,144
Inclusion Provide targeted support for vulnerable children	80%	£49,920	£39,936
Specialist Subject Support Support from Ark Central and regional specialists for Early Years; English; Maths Mastery; Music; Read Write Inc; SEN.	31%	£121,000	£38,030
Talk For Writing Ongoing CPD and support to embed program	31%	£8,250	£2,593
HT/DHT/AHT Support Additional booster classes in KS2; Co-teaching; Co-planning; ILT	100%	£111,150	£111,150
Outdoor Learning Lead Learning outside the classroom	31%	£46,500	£14,615
PE Lead	100%	£28,150 (-£20 740 PE Grant)	£7410
Music Lead	31%	£41,500	£ 13 043
Spanish Lead	31%	£41,500	£12,415
Behaviour Support Dojos to embed ARISE values	100%	£2,500	£2,500
Early Years support Additional support in nursery/reception Phase Leader time out Specialist CPD for Early Talk boost	8%	£22,170	£1,847
CPD to raise % of quality first teaching NQT training; Friday sessions at Central; weekly CoT training	31%	£9,750	£3,064
Development of library resource	31%	£5000	£1,572
Development of science lab	31%	£38 000	£11 943
TOTAL			£369 065