

Pupil Premium: closing the attainment gap

General Context

The Pupil Premium is a per pupil payment, additional to main school funding, which is intended to address underlying socioeconomic inequalities between pupils. The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM pupils) in that year. From April 2012, this was replaced by the 'Ever6' measure i.e. it is paid for every pupil who has been FSM eligible at any point in the last six years.

The rate of funding is £1320 per pupil. Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in performance tables that will capture the achievement of pupils covered by the Pupil Premium. Schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

At Ark Byron Academy we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed. Our motto is "Courage to reach for the sky!" Through our values of "Explore," "Endeavour" and "Excel" we aim for every child to achieve their full potential regardless of the starting point.

Our mission is to maximise all pupils' potential and to begin to prepare them for university or an appropriate career of their choice. Our key objective is to narrow the gap between pupil groups.

Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

Pupil Premium Policy: Aims and approach

This policy aims to outline how pupil premium funding is used at Ark Byron Primary Academy to raise achievement amongst disadvantaged children. We are using the additional funding to ensure that our most disadvantaged pupils benefit from the same educational opportunities as pupils from wealthier families.

The DfE states that “Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.”

At Ark Byron Primary Academy we will:

- Make decisions about the spending of Pupil Premium funding based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM pupils
- Track the attainment and progress of pupils on FSM as a group and ensure this is in line with the progress and attainment of the whole class
- Measure the success of intervention programmes through impact analysis

The Education Endowment Foundation 2017 reports that: *there is growing evidence that children’s social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood, such as stable employment, physical and mental health, and well-being. However, despite a growing interest in these skills, much less is known about what can be done to develop them.*

We also take into account the words of the Sutton Trust in 2012: *The challenge to establish a clear link between educational expenditure and pupils’ learning is harder than you would think. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience, but the evidence suggests that it is not simply a question of spending more to get better results.*

To ensure transparency over how we are spending the Pupil Premium funding, we will update this policy annually to explain to parents and families how funds are being spent and why we have made the decisions we have. This will be shared on our school website.



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Planned Application of Pupil Premium Funding 2017-2018

- Pupils entitled to FSM/PP: 31
- Expected Pupil Premium funding £ 40,920
- Planned PP spending £ 40,920

Any additional spend will be financed from the main academy budget

Approach/rationale	£	Strategy	Detail	Impact and impact measurement
<p>Education Endowment Foundation.</p> <p>There is growing evidence that children's social and emotional skills – their ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations – are associated with success at school, as well as positive outcomes in adulthood</p>	£2,420	<p>Take part in Enabling Enterprise: the not-for-profit organisation works in partnership with top employers to bring the world of work to the classroom through lesson projects and trips to the business supporters.</p>	<p>All pupil premium children are funded to take part in two projects and a Challenge Day with Enabling Enterprise and targeted PP children will take part in linked visits to firms/companies during the Summer term.</p> <p>Funds include allowance for class supply cover for visit days.</p>	<p>Build skills for life: teamwork and leadership skills. All children will be measured in key character areas (via the EE Skills Builder Tool) in Autumn 2017 and Summer 2018 with the aim that all PP pupil make progress on the Skills Builder assessments during the year 2017-2018.</p> <p>Inspire children for future careers through first hand experiences of businesses.</p>



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<p>Targeted interventions – structured interventions using evidence-based programmes to close identified gaps.</p>	<p>£20, 000</p>	<p>Intervention co-teacher</p>	<p>Enables keep up/catch ups based upon effectiveness of day’s lesson.</p> <p>Provides small group teaching targeted to children’s needs.</p> <p>Delivery of Talkboost, Colourful Semantics, Keep Up not Catch Up (Maths Mastery). Read Write Inc: pinny time, 1:1 tutoring, cracking comprehension.</p>	<p>Close gaps in attainment: minimising any gaps as they develop as a keep up programme and contributing to the overall attainment of the PP children.</p> <p>Education Endowment Fund and Sutton Trust based research suggests and concludes that the best teachers are needed for intervention and advocates the hiring of new teachers who have a good track record in raising attainment in all areas.</p> <p>Ark Byron tracks pupil progress and attainment and will compare PP and non PP performance across the year. Reception target: average total EYFSP points score for PP pupils to be at least 34 points. Year 1 target: Improve Autumn 1 levels (Reading and maths combined data shows 50% are at age related) to meet the targets set of 65% achieving age related expectations. Year 2 target: Improve KS1 baseline % of pupils at age expected levels (Reading writing and maths combined 35%) to 65%.</p>
<p>Improve punctuality and attendance. There is a gap between non PP and PP children and a higher persistent absentee rate for PP children.</p>	<p>£10,000</p>	<p>Funded breakfast club places</p>	<p>Fund a breakfast club for up to 30 PP children. Provide healthy food to start the day. Improve punctuality.</p>	<p>The EEF has found (“Magic Breakfast” November 2017 trial report) that funded breakfast clubs can have significant impact on pupil outcomes on behaviour, concentration and attendance. Outcomes were improved in KS1 by two months.</p> <p>Pupils attending the breakfast club will have their performance and progress tracked through the data systems and compared against PP children/other children not attending. The aim is to:</p>



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				<ul style="list-style-type: none"> • reduce persistent absenteeism for PP children below 10% • reduce the 2016/2017 gap in attendance rates.
Life experiences contribute to development and progress, inspiring learning in other areas. Pupils manage behaviour and develop understanding of the world.	£7,000	Fund a club for each PP child	Ensures PP children are able to benefit from enrichment experiences.	This is less tangible to measure but should result in greater engagement with school and improved attendance as shown above.
Building relationships with families.	£1,500	Support for expenses – uniform costs, trip money etc.	In-case-of-need funding.	Builds productive relationships and encourages engagement with school. Engenders collegiality and alignment to school values, ethos and high expectations. Impact will be measured through attendance levels, percentages of persistent absentees.
Total	£40,920			



Application of Pupil Premium Funding 2016-2017 and review

Notes on application of funding

- Pupils entitled to FSM/PP: 27
- Expected Pupil Premium funding £ 35,640
- Planned PP spending £ 35,640

Approach	£	Breakdown	Detail	Impact									
Enrichment Club Subsidies	£7300	All pupil premium children are funded to receive one after school club per week.	After school clubs.	<p>Developed academy ethos and belonging, relationships, application and concentration levels. Also built relationships with families.</p> <p>The attendance gap between PP and non PP pupils was improved over 2015/6:</p> <table border="1"> <thead> <tr> <th>Attendance:</th> <th>2015/2016</th> <th>2016/2017</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93.4%</td> <td>95.2%</td> </tr> <tr> <td>Non PP</td> <td>97.2%</td> <td>97.9%</td> </tr> </tbody> </table> <p>Attainment gaps were narrowed: see below.</p>	Attendance:	2015/2016	2016/2017	PP	93.4%	95.2%	Non PP	97.2%	97.9%
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Intervention and keep up groups	£27740	Intervention teacher	Enabled keep up/catch ups based upon effectiveness of day's lesson.	<p>Closed gaps in attainment: minimising any gaps as they develop as a keep up programme and contributing to the overall attainment of the PP children.</p> <p>Year 1: in 2016-2017 the gaps in attainment between PP and non PP children (taken on the combined Reading, writing and maths data as a percentage of the cohort) were closed from a 25% gap at the start of the year.</p> <table border="1"> <thead> <tr> <th>% pupils</th> <th>Autumn 2016 RWM at age expected levels</th> <th>Summer 2017 RWM at age expected levels</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>58%</td> <td>83%</td> </tr> <tr> <td>Non PP</td> <td>83%</td> <td>81%</td> </tr> </tbody> </table>	% pupils	Autumn 2016 RWM at age expected levels	Summer 2017 RWM at age expected levels	PP	58%	83%	Non PP	83%	81%
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				<p>Reception: at the end of summer 2 2017 the GLD gap had been closed between PP and no PP children in Reception.</p> <table border="1"> <thead> <tr> <th>% pupils</th> <th>Baseline 2016 On track for GLD</th> <th>Summer 2 2017 At GLD</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>25%</td> <td>88%</td> </tr> <tr> <td>Non PP</td> <td>75%</td> <td>84%</td> </tr> </tbody> </table> <p>Education Endowment Fund and Sutton Trust based research suggests and concludes that the best teachers are needed for intervention and advocates the hiring of new teachers who have a good track record in raising attainment in all areas.</p>	% pupils	Baseline 2016 On track for GLD	Summer 2 2017 At GLD	PP	25%	88%	Non PP	75%	84%
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Class trips	£600	Subsidised transport and entry costs for curriculum linked trips.	Ensures PP children are able to benefit from enrichment experiences.	Life experiences contributed to development and progress, inspiring learning in other areas. Pupils develop a better understanding of the world. See data on outcomes above.									
Total	£35,640												