



Ark Paddington Green Primary Academy

Ark Paddington Green Primary Academy

Review of 2016-17 Pupil Premium Spending

What is Pupil Premium?

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.



Pupil Premium at Ark Paddington Green: closing the attainment gap:

At Ark Paddington Green Primary Academy we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuses culture, setting children up to have the skills, knowledge and confidence to succeed. Our mission is to ensure that every pupil achieves academic success and has the opportunity to be successful at university and beyond when they are eighteen years old.

We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

Many interventions are adopted on a whole school basis and are not restricted to pupil premium eligible pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. It is also important that low attaining pupils grow in confidence and independence. As a result, quality social experiences in and outside school 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 attainment. We must focus on supporting all disadvantaged children to achieve the highest levels.

As an inclusive school, Ark Paddington Green Primary Academy strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the academy's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

Aims:

At Ark Paddington Green we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- 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 and LAC pupils
- Track the attainment and progress of disadvantaged pupils as a group and ensure this is in line with the progress and attainment of the wider cohort
- Measure the success of the PPG investment against the extent to which we overcome educational disadvantage by closing the achievement gap between disadvantaged pupils and their peers

Pupil Premium at Ark Paddington Green Academy¹:

	2016-17	2017-18
Disadvantaged pupils in the school community	55.8%	57.9%
Pupil Premium income	£183,994	£175,230 ²

The success in closing the achievement gap at Ark Paddington Green Academy:

KS2 outcomes from the 2016-17 academic year demonstrates the improved performance of pupils in nationally standardised assessment. They also highlight the performance of disadvantaged pupils at the academy compared to disadvantaged pupils nationally.

Academic Year 16-17:

- The academy had a positive progress score in Writing and Maths, placing it in the top 5% of schools nationally. The overall (averaged R/W/M) progress for disadvantaged pupils was in line with the other pupils in the school, i.e. much higher. In reading, for disadvantaged pupils as for other pupils, progress was broadly in line with national average progress.
- Attainment at KS2 of disadvantaged pupils was higher than for non-disadvantaged pupils, and higher than national average for disadvantaged pupils
- Phonics attainment is well above national average for disadvantaged pupils

Key Stage 2	Disadvantaged pupils (all pupils) at Ark Paddington Green	England state-funded schools disadvantaged pupils (all pupils)
Progress score (average of RWM)	+ 2.9 (+3.3)	+ 0.3 (0.0)
Age Related Expectation in R, W, M (%)	50% (45%)	43% (57%)
Key Stage 1		
Age Related Expectation in R	72% (79%)	79% (76%)
W	67% (69%)	72% (68%)
M (%)	83% (88%)	75% (79%)
Phonics	100% (97%)	81% (84%)

Pupil Premium Expenditure 2016/17:

Ark Paddington Green Academy categories its Pupil Premium Expenditure in three ways: raising aspirations, raising attainment and providing pastoral support

Raising Aspirations	
Item or initiative	Cost
Subsidising trips	

¹ All figures financial and otherwise are as accurate as they can be at the time of publishing. All data is reviewed periodically and relevant documents updates as appropriate.

² At the time of writing, final payments are yet to be received for the academic year 2017/18 and as such, this is a projection

<p>APG runs a series of day trips, visiting museums, galleries, cultural locations</p> <p>[In 2017-18 there is also a residential trip planned to Sayers Croft]</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£1,000</p>
<p>Raising Attainment</p>	
<p>Teacher Coaching</p> <p>The appointment of skilled and senior staff with the specific responsibility for coaching and improving teacher effectiveness across the school</p> <p><i>(Rapidly improving rates of teacher performance at APG, especially amongst new staff leads to excellent pupil outcomes)</i></p>	<p>£50,000</p>
<p>Tutor Fellow Programme</p> <p>Providing subject specialist in-class support and tuition for learners who are furthest behind national expectations in core subjects in Key Stage 1 and 2</p> <p><i>(APG recognises EEF guidance about the potential for low impact of Teaching Assistants, however its Tutor Fellow Programme provides university educated subject specialists)</i></p>	<p>£50,000</p>
<p>Additional staffing to allow for data driven intervention</p> <p>The staffing model allows for daily intervention from the class teacher across all year groups for pupils with gaps in learning</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£25,000</p>
<p>Teacher-led revision classes and boosters</p> <p>Additional lessons in Years 5 and 6 after school and the</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£15,000</p>
<p>Fresh Start Phonics and ReadWriteInc</p> <p>Staff training, resourcing and coordinating the teaching of phonics from early-years to Key Stage 2 for the pupils that need it</p> <p><i>(EEF Moderate impact for very low cost, based on moderate evidence)</i></p>	<p>£12,000</p>

<p>Speech and Language Therapy</p> <p>Targeted support for pupils with development concerns relating to their speech, language and communication skills coordinated by the local authority</p> <p><i>(Accredited professional expands the reach of SEN provision beyond those pupils who have funded support from the local authority)</i></p>	<p>£4,025</p>
<p>Education Psychology Outreach and Support</p> <p>Additional hours of expert support bought-in from the local authority to identify complex learning needs and to advise class teachers in addressing them</p>	<p>£10,800</p>
<p>Breakfast Club</p> <p>Provision to support the most vulnerable pupils who lack family support to make the rush hour journey successfully and / or eat a decent meal before the school day starts.</p> <p><i>(EEF Moderate impact for very low cost, based on moderate evidence)</i></p>	<p>£4,000</p>
<p>Pastoral Support and Social, Emotional aspects of learning</p>	
<p>Place 2Be</p> <p>Place 2Be provides weekly, multi-tooled therapy for around thirty pupils in addition to a drop-in counselling service and targeted support for teachers in meeting the pastoral needs of their pupils and classes, all of which is led by a full-time project manager (shared with King Solomon Academy)</p> <p><i>(Moderate impact for moderate cost based on extensive evidence)</i></p>	<p>£8,000</p>
<p>Home Visits and Induction</p> <p>Engaging parents and ensuring parent involvement in the transition into the school or through key moments in their school journey</p> <p><i>(EEF Moderate impact for moderate cost, based on moderate evidence)</i></p>	<p>£5,000</p>
<p>Total Expenditure</p>	<p>£184, 825</p>