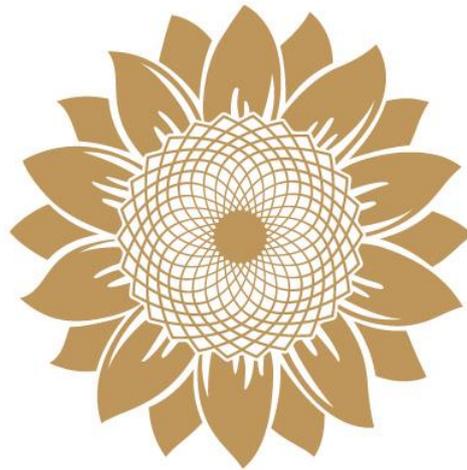


Ark Bentworth Primary Academy



Aiming High, Achieving Together

Pupil Premium

Policy, Allocation, Spend & Impact

2017/2018



Ark Bentworth Primary Academy: Pupil Premium Strategy

Purpose of Report

Ark Schools Board has asked individual school LGBs to consider and discuss the application of Pupil Premium funding. This report gives the context and information to support that discussion.

Recommendation

The LGB is asked to discuss the information below and to indicate its support for the school's approach to the use of Pupil Premium funds.

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 2017/18 rate of funding has been increased to £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.
- From September 2012, 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.

Ofsted Recommendations

Ofsted conducted a survey of Pupil Premium usage during April/May 2012. Recommendations from the findings included the following:

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively

Ark Bentworth Primary Academy: Pupil Premium: Closing the attainment gap

Aims:

This policy aims to outline how pupil premium funding is used at Ark Bentworth Primary Academy to raise achievement amongst disadvantaged children. We will use 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 Bentworth 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 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. (Sutton Trust 2012)

To ensure transparency over how we are spending the Pupil Premium funding, we will produce an annual report for parents and families explaining how funds are being spent and why we have made the decisions we have. This will be shared on our school website and a hard copy will be sent to all families.

Ark Bentworth Primary Academy: Strategic Plan for Pupil Premium Spending 2017/2018

Attainment & Progress					
Objective	Why?	Action	Cost	Research	Impact/Review
To ensure all children pass the Phonics screening in Year 1	100% of children in Year 1 passed their phonics screening in 2017. Aiming for 92- 100% this year and ensuring future reading success for all pupils	1:1 additional Phonics tuition – Support Staff to provide a minimum of 3 additional sessions a week for targeted Year 1, Year 2 and Reception children – catch up programs	£6,000	Phonics (EEF- toolkit: Moderate impact for very low cost)	
To ensure that between 83 – 90% of pupils leave Reception achieving a Good Level of Development	Pupils attainment on entry is typically below national expectations, particularly in language development	Intervention TA to ensure that early intervention is in place for pupils that require catch-up All pupils that meet the threshold for Early Talk Boost and Talk Boost receive the intervention programme	£6,000	EEF Toolkit: Early Years Intervention (High impact, high cost); Oral Language Interventions (High impact, low cost)	
To provide support for teachers to raise attainment for Pupil Premium Children including the more able that are eligible for Pupil Premium. Quality first teaching with 100% being at least 'Beginning Proficiency +' by the end of the Academic Year 17/18	Lower performers need additional support to attain this accelerated progress in order to close the gap – quality first teaching Traditionally the focus has been on raising the performance of the lowest attaining Pupil Premium Children. In 17/18 the focus will be on ensuring the most able are also making accelerated progress Subject specialist teaching in KS2 continues in September 2017 (Years 5 & 6)	ILT and phase leads coaching and weekly co-planning (includes planning for all groups of pupils Inc. Pupil Premium) Half Termly Pupil Progress Meetings to focus on raising achievement levels of Pupil Premium children Weekly Learning Dialogues conducted by the ILT Weekly Maths Learning Walks and Book looks (bi-weekly) by Maths Lead	£57,000 for Non-Class based KS2 Phase Lead and Release time for EYFS & KSI Phase Leads	Leverage Leadership Programme	

<p>To ensure the % of Pupil Premium Children meeting age related expectations matches or is improving towards that of other pupils in the school</p>	<p>Targeted progress is higher than national average. Lower performers need additional support to attain this accelerated progress in order to close the gap</p>	<p>Teacher Intervention Program Teachers provide an additional 2 x ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.</p> <p>Intervention programmes from Wave 1 and 2 targeted intervention charts</p>	<p>£6,000</p>	<p>Individual Instruction (EEF Tool Kit- low impact/low cost)</p>	
<p>To provide targeted small group teaching to accelerate progress especially for Pupil Premium Children in Reading, Writing & Maths to ensure there is more Pupil Premium Children Working At Greater Depth</p>	<p>Lower performers need additional support to attain this accelerated progress in order to close the gap – quality first teaching</p> <p>Traditionally the focus has been on raising the performance of the lowest attaining Pupil Premium Children. In 17/18 the focus will be on ensuring the most able are also making accelerated progress</p> <p>Subject specialist teaching in KS2 continues in September 2017 (Years 5 & 6)</p>	<p>Teacher Intervention Program Teachers provide an additional 2 x ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.</p> <p>ILT and phase leads coaching and weekly co-planning (includes planning for all groups of pupils Inc. Pupil Premium)</p> <p>Half Termly Pupil Progress Meetings to focus on raising achievement levels of Pupil Premium children</p> <p>Weekly Learning Dialogues conducted by the ILT</p> <p>Weekly Maths Learning Walks and Book looks (bi-weekly) by Maths Lead</p>	<p>£8,000</p>	<p>Individual Instruction (EEF Tool Kit- low impact/low cost)</p>	

To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	A phonics workshop to be held to support learning at home for both Reception & year 1 Pupils. Reading Lead to provide master classes to parents on a 1:1 and small group basis of targeted pupils	£1,000	Parental involvement (EEF- Moderate impact for moderate cost)Phonics (EEF- Moderate impact for very low cost)	
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Equality of Access					
Objective	Why?	Action	Cost	Research	Impact/Review
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer 50 – 100% subsidy dependent on need	£15,000	After School Programs (EEF Foundation- Low impact for high cost)	
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips Costs of school trips subsidised to ensure that no trip costs more than £3. Years 5 & 6 UKS2 Model; Drop Down Week subsidised	£5,000	Social and emotional learning (EFF- Moderate impact for very low cost)	
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£500	After School Programs (EEF Foundation- Low impact for high cost)	
To provide all parents, siblings and pupils the opportunity to attend the Year 6 Graduation at either CLSB or	We want all children to be able to celebrate their success with their family and feel proud of their achievements. Raising the aspirations of all.	Graduation at the CLSB transport provided to all parents/siblings to the CLSB. Gown and photographs to be provided to all pupils.	£800	Parental involvement (EEF- Moderate impact for moderate cost)	

St. Mary's University					
To enable equal access to music tuition	All children are able to learn a musical instrument.	Ark Schools Music All children have the opportunity to learn an instrument. They also have the opportunity to participate in Ark Schools Music Gala and other events	£9,200	EEF Toolkit: Arts participation (low impact, low cost)	

Well-Being & Attendance

Objective		Action	Cost	Research	Impact/Review
To improve attendance	Attendance for 2016/2017 <ul style="list-style-type: none"> 94.2% with Nursery & Reception 94.9% without Nursery 94.8% without Nursery & Reception Sharpen up routines at the beginning of the day to ensure maximum time for learning	Rewards for good attendance. Prize for the Class with the Top Attendance of the Year Prizes for 97 – 100% attendance for the year 2 x bikes Focus on developing purposeful early morning work All SLT actively involved in getting pupils into school promptly with early gate closure	£400	School attendance and absence document www.gov.uk (medium cost, high impact)	
To enable equal access to outside agencies to support well-being and learning	All children are able to access appointments to CAMHs, alternative provisions and other outside agencies that will support their overall emotional well-being and will in turn improve their learning	Oyster Cards and Taxis will be made available for parents, children and families to attend appointments or to attend alternative provisions to improve learning and emotional well-being	£4,000	Social and emotional learning (EFF-Moderate impact for very low cost)	
To develop a pupil guarantee for experiences beyond the curriculum	All children receive a guarantee of optional experiences whilst attending Ark Bentworth.	Please link this to children being given opportunities to go on school trips, school journey (residential), after school clubs/enrichment.		Social and emotional learning (EFF-Moderate impact for very low cost)	

To support the well-being and learning needs through pastoral care of identified pupils	Identified children will receive support from West London Zone at least twice a week Attendance will	Children will be selected based on the outcomes from the Parent Survey	£9,000	Social and emotional learning (EFF- Moderate impact for very low cost)	
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Numbers of Pupils receiving Premium funding	Premium funding per pupil	Total (predicted) Pupil Premium Income for 2017/2018	Total Pupil Premium spending for 2017/2018
97	£1320	£127,380	£127,900

Ark Bentworth Primary Academy



Aiming High, Achieving Together

Pupil Premium

Allocation, Spend & Impact

2016/2017

Ark Bentworth Primary Academy: Strategic Plan for Pupil Premium Spending 2016/2017

Attainment and Progress						
Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1	90% of children in Year 1 passed their phonics screening 3 pupils did not pass	1:1 additional Phonics tuition – Support Staff to provide a minimum of 3 additional sessions a week for targeted Year 1 & Year 2 children – catch up programs	£8,000	Phonics (EEF- toolkit: Moderate impact for very low cost)	100% pass rate in Year 1 100% Pass rate in Year 2 (re-takes)	100% Pass rate in Year 1 97% Re-Screens in Year 2
To ensure all pupils make at least typical progress in a year & across the key stage.	2015/2016 Progress KS2: Reading: -2.3 (-4.7 to 0.1) Writing: 0.3 (-2.1 to 2.7) Maths: -0.3 (-2.3 to 1.7)	Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£8,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	85% of all pupils to be at Age Related Expectations at the end of the year Progress at the end of KS2 for Year 6 Reading: +2.5 Writing: +3.3 Maths: +2.9 RWM: +2.9	Reading: +1.4 Writing: +1.7 Maths: +2.0 RWM: +1.5
To provide targeted small group teaching to accelerate progress especially in Reading	2015/2016 Working at Expected Standard in Reading Years 1 – 6; 68% Years 1 – 5; 71% Year 5; 56% Year 6 SATS; 52% (national 66%) There were 5 children who did not each expected standard in Reading in their SATs, RWM therefore was 44% The AIP focus is to accelerate progress in Reading across the school	Reading Acceleration Program Small group of children with a Reading intervention from the Years 5 & 6 teachers, DH & HoS for daily reading focused on inference and deduction Daily Reading for identified children	£10,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	85% of all pupils to be at Age Related Expectations Progress at the end of the year: Yr 6: Reading: +2.9 Yr 5: Reading +1.8 Yr 4: Reading +4.0 Yr 3: Reading 0 Yr 2: +4.6	71% of all pupils at EXS Progress at the end of the year: Yr 6: Reading: +1.1 Yr 5: Reading -1.1 Yr 4: Reading -2.3 Yr 3: Reading 0.0

						Yr 2: 0.0 Yr 1: Reading 0.0
To provide targeted small group teaching to accelerate progress especially for Pupil Premium Children in Reading, Writing & Maths to ensure they reach Expected Standard	<p>2015/2016 End of KS2 Results Expected Standard Reading: 52% (PP 45%) Writing: 81% (PP 75%) Maths: 74% (PP 75%) RWM: 44% (PP 40%)</p> <p>Across the Academy Yrs 1 – 6 63% at Expected Standard 13% working at Greater Depth</p> <p>Pupil Premium 52% at Expected Standard (71% NPP) 8% working at Greater Depth (18% NPP)</p>	<p>Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.</p>	£8,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	<p>85% of all pupils to be at Age Related Expectations</p> <p>RWM Progress at the end of the year: Yr 6: Reading: +2.9 Yr 5: Reading +2.5 Yr 4: Reading +3.2 Yr 3: Reading 0 Yr 2: +4.2</p>	<p>71% of all pupils at EXS Progress at the end of the year: Yr 6: Reading: +1.1 Yr 5: Reading -1.1 Yr 4: Reading - 2.3 Yr 3: Reading 0.0 Yr 2: 0.0 Yr 1: Reading 0.0</p> <p>Pupil Premium: 63% EXS This is an AIP Priority Area</p>
To provide targeted small group teaching to accelerate progress especially for Pupil Premium Children in Reading, Writing & Maths to ensure there is more Working At Greater Depth	<p>2015/2016 End of KS2 Results Working At Greater Depth Reading: 52% (PP 5%) Writing: 81% (PP 5%) Maths: 74% (PP 10%) RWM: 44% (PP 0%)</p> <p>13% of pupils across the Academy were working at Greater Depth 8% of Pupil Premium Children</p>	<p>Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.</p>	£8,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	<p>85% of all pupils to be at Age Related Expectations</p> <p>RWM Progress at the end of the year: Yr 6: Reading: +2.9 Yr 5: Reading +2.5 Yr 4: Reading +3.2 Yr 3: Reading 0 Yr 2: +4.2</p>	<p>71% of all pupils at EXS Progress at the end of the year: Yr 6: Reading: +1.1 Yr 5: Reading -1.1 Yr 4:</p>

	were working at Greater Depth across the Academy					Reading - 2.3 Yr 3: Reading 0.0 Yr 2: 0.0 Yr 1: Reading 0.0 Pupil Premium: 0% GDS This is an AIP Priority Area
To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	A phonics workshop to be held to support learning at home.	£650	Parental involvement (EEF- Moderate impact for moderate cost) Phonics (EEF- Moderate impact for very low cost)	20 parents or more to attend the workshop.	19 parents attended
To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	Summer Reading Project. To support children to read at home with their families. Each child to be given a free book to share with family at home.	£2,000	Parental involvement (EEF- Moderate impact for moderate cost, based on moderate evidence)	100% of pupils to receive a Summer reading pack – with reading book. Reading tracked using 'Accelerated Reader'	Did not implement
To provide support for teachers to raise attainment for Pupil Premium Pupils	2015/2016 End of KS2 Results <i>Expected Standard</i> Reading: 52% (PP 45%) Writing: 81% (PP 75%) Maths: 74% (PP 75%) RWM: 44% (PP 40%) <i>Working At Greater Depth</i> Reading: 52% (PP 5%) Writing: 81% (PP 5%)	Instructional Lead Teacher to co-plan on a fortnightly basis targeting groups of children such as pupil premium. Maths & Literacy Lead Teachers to conduct weekly book looks Half Termly Pupil Progress Meetings to focus on raising achievement levels of Pupil Premium children	£8,000	Doug Lemov 'Leverage Leadership' Program	Teachers to plan appropriately to support children who receive Pupil Premium 85% of Pupil Premium children across the school to reach Age Related Expectations RWM Progress at the end of the year: Yr 6: Reading: +2.9	Pupil Premium Children: 63% EXS; 0% GDS Across the Academy Reading: 73% EXS Writing:

	<p>Maths: 74% (PP 10%) RWM: 44% (PP 0%)</p> <p>Across the Academy Yrs 1 – 6 63% at Expected Standard 13% working at Greater Depth</p> <p>Pupil Premium 52% at Expected Standard (71% NPP) 8% working at Greater Depth (18% NPP)</p>				<p>Yr 5: Reading +2.5 Yr 4: Reading +3.2 Yr 3: Reading 0 Yr 2: +4.2</p>	<p>70% EXS Maths: 76% EXS</p> <p>Progress of PP Children Reading: -0.2 Writing: +0.3 Maths: 0.0</p>
<p>To provide support for teachers to raise attainment for Pupil Premium Pupils within the classroom</p>	<p>2015/2016 End of KS2 Results <i>Expected Standard</i> Reading: 52% (PP 45%) Writing: 81% (PP 75%) Maths: 74% (PP 75%) RWM: 44% (PP 40%)</p> <p><i>Working At Greater Depth</i> Reading: 52% (PP 5%) Writing: 81% (PP 5%) Maths: 74% (PP 10%) RWM: 44% (PP 0%)</p> <p>Across the Academy Yrs 1 – 6 63% at Expected Standard 13% working at Greater Depth</p> <p>Pupil Premium 52% at Expected Standard (71% NPP) 8% working at Greater Depth (18% NPP)</p>	<p>Teaching assistants to be assigned to support teachers who have children with the most need in their classrooms.</p> <p>Half Termly Pupil Progress Meetings to ensure Pupil Premium children's needs are met and progress maximised,</p>	<p>£30,000</p>	<p>Teaching assistants (EFF-Low impact for high cost, based on limited evidence)</p>	<p>Teachers to plan for teaching assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.</p> <p>RWM Progress at the end of the year: Yr 6: Reading: +2.9 Yr 5: Reading +2.5 Yr 4: Reading +3.2 Yr 3: Reading 0 Yr 2: +4.2</p>	<p>Pupil Premium Children: 63% EXS; 0% GDS</p> <p>Across the Academy Reading: 73% EXS Writing: 70% EXS Maths: 76% EXS</p> <p>Progress of PP Children Reading: -0.2 Writing: +0.3 Maths: 0.0</p>

Equality of Access

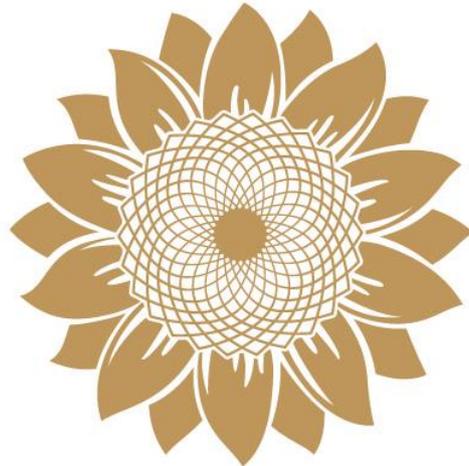
Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer (free for all PP pupils with over 75% attendance at the clubs)	£8,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 50% of pupils are taking part in at least one after school club	Due to the restructure there was a change in after school clubs and provision. This is an AIP priority for this year
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips- Costs of school trips subsidised to ensure that no trip costs more than £3. Years 5 & 6 UKS2 Model; Drop Down Week subsidised	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children have the opportunity to attend all school trips All Y6 pupils have the opportunity to attend the school residential trip/activity week/drop down weeks	All pupils attended school trips and was heavily subsidised by the school
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£5,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 15 children to attend Breakfast Club each morning.	On average 15 children attend breakfast club each morning
To provide all parents, siblings and pupils the opportunity to attend the Year 6 Graduation at either CLSB or St. Mary's University	We want all children to be able to celebrate their success with their family and feel proud of their achievements. Raising the aspirations of all.	Graduation at the CLSB transport provided to all parents/siblings to the CLSB. Gown and photographs to be provided to all pupils.	£2,000	Parental involvement (EEF-Moderate impact for moderate cost)	100% of Y6 children and families will be able to attend the ARK Bentworth CLSB graduation.	Year 6 & 5 pupils attended the CLSB Graduation. 30 Year 6 parents/families attended the graduation
To enable equal access to music tuition	All children are able to learn a musical instrument.	Ark Schools Music All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.	£5,000	Arts participation (EEF-Low impact for low cost, based on moderate evidence)	All children to have weekly music lessons through Ark Schools music programme. Ukulele, Samba Drums & Singing	From Nursery to Year 6 children engage in music sessions through Ark Schools Music

Well-Being & Attendance

Objective		Action	Cost	Research	Expected Outcomes	Review
To enable equal access for all to after school clubs	All children are able to enjoy the extra-curricular activities the school offers.	After school club To provide children an opportunity to experience a wide variety of activities with peers.	£5,000	Social and emotional learning (EFF-Moderate impact for very low cost)	Over 15 children to attend after school club each night.	Let Me Play now provide after school care; on average 10 pupils attend on average
To improve attendance	Attendance year 2015/2016 was 95.3% (exc Nur) & 95.2% (inc Nur)	Rewards for good attendance. Weekly prize draw for 100% attendance, yearly prize draw for attendance, termly class award for attendance for a visit of the children's choice; half termly class award – activities afternoon	£3,000	School attendance and absence document www.gov.uk (medium cost, high impact)	96.2% attendance	2016/2017 EoY attendance R-Yr 6 94.9%
To develop a pupil guarantee for experiences beyond the curriculum	All children receive a guarantee of optional experiences whilst attending Ark Bentworth.	Pupil Experience Booklets -to create and purchase pupil books with a wide variety of guaranteed experiences for all children.	£4,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children to have their own individual pupil experience books. Activities planned to enable children to have the experiences listed in the booklets.	Pupils in Years 5 & 6 all took part in drop down weeks and have pupil experience books

Numbers of Pupils receiving Premium funding	Premium funding per pupil	Total (predicted) Pupil Premium Income for 2016/2017	Total Pupil Premium spending for 2016/2017
89	£1320	£117,600	£117,650

Ark Bentworth Primary Academy



Aiming High, Achieving Together

Pupil Premium

Allocation, Spend & Impact

2015/2016

Ark Bentworth Primary Academy: Strategic Plan for Pupil Premium Spending 2015/2016

Attainment and Progress						
Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1	90% of children in Year 1 passed their phonics screening 3 pupils did not pass	1:1 additional Phonics tuition – Support Staff to provide a minimum of 3 additional sessions a week for targeted Year 1 & Year 2 children – catch up programs	£7,000	Phonics (EEF- toolkit: Moderate impact for very low cost)	100% pass rate in Year 1	90% of pupils passed the screening. (national 81%)
To ensure all pupils make at least typical progress in a year & across the key stage.	2014/2015, 96% of pupils made typical KS1 – KS2 progress in reading 53% - of pupils made typical KS1 – KS2 progress in writing 83% of pupils made typical KS1 – KS2 progress in mathematics	Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£7,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100 % of Year pupils make a minimum of 6 sublevels progress across Key Stage 2. 85% of all pupils to be at Age Related Expectations	Reading: -2.3 (-4.7 to 0.1) Writing: 0.3 (-2.1 to 2.7) Maths: -0.3 (-2.3 to 1.7)
To provide targeted small group teaching to accelerate progress	2014/2015 81% of pupils in the school reached their end of year Maths Target There are still a number of pupils who require additional support to access KS2 maths.	Maths Acceleration Program Small group of children with a maths intervention from the class teacher for daily maths lesson focused on ‘closing the gaps’.	£8,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children in the group make accelerated progress of 3 sublevels per year or more. 85% of all pupils to be at Age Related Expectations	Reading: -2.3 (-4.7 to 0.1) Writing: 0.3 (-2.1 to 2.7) Maths: -0.3 (-2.3 to 1.7)
To provide targeted small group teaching to accelerate progress especially for Pupil Premium Children in Writing	2014-2015 96% of children in year 6 achieved a Level 4 in combined maths, reading and writing.	Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£8,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children in the group make accelerated progress of 3 sublevels per year or more. 85% of all pupils to be at Age Related Expectations	End of KS2 Results Expected Standard Reading: 52% (PP 45%) Writing: 81% (PP 75%) Maths: 74% (PP 75%) RWM: 44% (PP 40%)

						<p>Working At Greater Depth Reading: 52% (PP 5%) Writing: 81% (PP 5%) Maths: 74% (PP 10%) RWM: 44% (PP 0%)</p> <p>Across the Academy Yrs 1 – 6 63% at Expected Standard 13% working at Greater Depth</p> <p>Pupil Premium 52% at Expected Standard (71% NPP) 8% working at Greater Depth (18% NPP)</p>
To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	A phonics workshop to be held to support learning at home.	£650	<p>Parental involvement (EEF- Moderate impact for moderate cost)</p> <p>Phonics (EEF- Moderate impact for very low cost)</p>	20 parents or more to attend the workshop.	18 parents attended the workshop
To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	Summer Reading Project. To support children to read at home with their families. Each child to be given a free book to share with family at home.	£2,000	Parental involvement (EEF- Moderate impact for moderate cost,	100% of pupils to receive a Summer reading pack – with reading book.	Needs to be implemented 16/17 as part of the

				based on moderate evidence)	Reading tracked using 'Accelerated Reader'	Academy AIP Focus on Reading
To provide support for teachers to raise attainment for Pupil Premium Pupils	2014/2015, 96% of pupils made typical KS1 – KS2 progress in reading 96% of pupils made typical KS1 – KS2 progress in writing 100% of pupils made typical KS1 – KS2 progress in mathematics	Instructional Lead Teacher to co-plan on a fortnightly basis targeting groups of children such as pupil premium. Maths & Literacy Lead Teachers to conduct weekly book looks Half Termly Pupil Progress Meetings to focus on raising achievement levels of Pupil Premium children	£5,000	Doug Lemov 'Leverage Leadership' Program	Teachers to plan appropriately to support children who receive Pupil Premium 85% of Pupil Premium children across the school to reach Age Related Expectations	End of KS2 Results <i>Expected Standard</i> Reading: 52% (PP 45%) Writing: 81% (PP 75%) Maths: 74% (PP 75%) RWM: 44% (PP 40%) <i>Working At Greater Depth</i> Reading: 52% (PP 5%) Writing: 81% (PP 5%) Maths: 74% (PP 10%) RWM: 44% (PP 0%) Across the Academy Yrs 1 – 6 63% at Expected Standard 13% working at Greater Depth Pupil Premium 52% at Expected Standard (71%

						NPP) 8% working at Greater Depth (18% NPP)
To provide support for teachers to raise attainment for Pupil Premium Pupils within the classroom	2014/2015, 96% of pupils made typical KS1 – KS2 progress in reading 96% of pupils made typical KS1 – KS2 progress in writing 100% of pupils made typical KS1 – KS2 progress in mathematics	Teaching assistants to be assigned to support teachers who have children with the most need in their classrooms.	£30,000	Teaching assistants (EFF-Low impact for high cost, based on limited evidence)	Teachers to plan for teaching assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.	TA's are deployed well in the school and enhance learning; Ark Monitoring Visit 05/11/15

Equality of Access

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer (free for all PP pupils with over 75% attendance at the clubs)	£8,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 50% of pupils are taking part in at least one after school club	48% of children attend After school clubs
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips- Costs of school trips subsidised to ensure that no trip costs more than £3. Year 6 Residential subsidised.	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children have the opportunity to attend all school trips All Y6 pupils have the opportunity to attend the school residential trip	Y6 had an activity every week after SATs; 100% take up from Yr 6. Each yr group had at least 3 trips over the year
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£5,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 15 children to attend Breakfast Club each morning.	20 children attend breakfast club on average every day
To provide all parents, siblings and pupils the opportunity to attend the Year 6 Graduation at the CLSB.	We want all children to be able to celebrate their success with their family and feel proud of their achievements. Raising the aspirations of all.	Graduation at the CLSB transport provided to all parents/siblings to the CLSB. Gown and photographs to be provided to all pupils.	£2,000	Parental involvement (EEF-Moderate impact for moderate cost)	100% of Y6 children and families will be able to attend the ARK Bentworth CLSB graduation.	Coaches were booked for parents of Yrs 6 & 5 children and all of Yr 5 attended. 90% take up of parents from Yr 6

<p>To enable equal access to music tuition</p>	<p>All children are able to learn a musical instrument.</p>	<p>Ark Schools Music All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.</p>	<p>£5,000</p>	<p>Arts participation (EEF-Low impact for low cost, based on moderate evidence)</p>	<p>All children to have weekly music lessons through Ark Schools music programme.</p>	<p>Ukulele, samba and singing offered as part of the curriculum. After school choir also offered to Yrs 5 & 6; this offer will be extended across KS2</p>
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Well-Being and Attendance

Objective		Action	Cost	Research	Expected Outcomes	Review
To lower absence rates To lower late attendance	Attendance year 2014/2015 was 95.1% (exc Nur) & 94.8% (inc Nur)	Walking bus -To collect children with high absence rates and/or children with records of late attendance. Ensuring they get to school in time for breakfast.	£5,000	School attendance and absence document www.gov.uk (medium cost, high impact)	97% attendance ~(whole school) 100% of pupils on walking bus have an attendance greater than 95%	95.3% attendance; 0.2% increase on the previous year
To improve attendance To provide provision for pupils who require additional social and emotional support	Attendance year 2014/2015 was 95.1% (exc Nur) & 94.8% (inc Nur) The role of the learning mentor is vital in supporting children who have difficulties emotionally and socially to enable full access to the school curriculum.	Learning mentor To raise attendance rates; deliver social and emotional support and to establish nurture groups for children with additional needs	£45,000	Social and emotional learning (EFF-Moderate impact for very low cost) School attendance and absence document www.gov.uk (high cost, high impact)	97% attendance Nurture groups to be established for children who require social and emotional support. Reduced number of behaviour 'incidents' recorded for pupils attending nurture groups	95.3% attendance; 0.2% increase on the previous year Behaviour incidents lowered even though FTE's increased; 2 out of the 3 FTE children are now either educated at an AP or at a school nearer to their home. The third child is awaiting a placement at a Specialist School.
To enable equal access for all to after school clubs	All children are able to enjoy the extra-curricular activities the school offers.	After school club To provide children an opportunity to experience a wide variety of activities with peers.	£4,000	Social and emotional learning (EFF-Moderate	Over 15 children to attend after school club each night.	15 children attended the variety of

				impact for very low cost)		after school clubs; choir, Spanish, Sewing, Arabic, Football; QPR Multi-skills
To improve attendance	Attendance year 2014/2015 was 95.1% (exc Nur) & 94.8% (inc Nur)	Rewards for good attendance. Weekly prize draw for 100% attendance, yearly prize draw for attendance, termly class award for attendance for a visit of the children's choice; half termly class award – activities afternoon	£2,000	School attendance and absence document www.gov.uk (medium cost, high impact)	97% attendance	95.3% attendance; 0.2% increase on the previous year
To develop a pupil guarantee for experiences beyond the curriculum	All children receive a guarantee of optional experiences whilst attending Ark Bentworth.	Pupil Experience Booklets -to create and purchase pupil books with a wide variety of guaranteed experiences for all children.	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children to have their own individual pupil experience books. Activities planned to enable children to have the experiences listed in the booklets.	Not completed; but will be launched as part of the Primary Pathways UPKS2 in Sept 16

Numbers of Pupils receiving Premium funding	Premium funding per pupil	Total (predicted) Pupil Premium Income for 2015/2016	Total Pupil Premium spending for 2015/2016
112	£1320	£148,083.27	£149,650

Ark Bentworth Primary Academy



Aiming High, Achieving Together

Pupil Premium

Allocation, Spend & Impact

2014/2015

Ark Bentworth Primary Academy: Strategic Plan for Pupil Premium Spending 2014/15

Attainment and Progress						
Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1	2013-2014; 93% of children passed the Phonics screening test. 7% of pupils did not pass	1:1 additional Phonics tuition- Appoint/train and support a 1:1 tutor to provide additional sessions 3 times a week.	£5,500	Phonics (EEF- toolkit: Moderate impact for very low cost)	100% pass rate in Year 1	90% of children in Year 1 passed their phonics screening
To ensure all pupils make at least typical progress in a year & across the key stage.	2013-2014, 90% of pupils made typical KS1 – KS2 progress in reading 100% - of pupils made typical KS1 – KS2 progress in writing 70% of pupils made typical KS1 – KS2 progress in mathematics	Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£5,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100 % of Year pupils make a minimum of 6 sublevels progress across Key Stage 2.	96% of pupils in Year 6 made 6 sublevels (2 levels progress) across KS2
To provide targeted small group teaching to accelerate progress	2013-2014 Children in the Maths acceleration program made almost double progress than their peers thus starting to close the attainment gap. There are still a number of pupils who require additional support to access KS2 maths.	Maths Acceleration Program Small group of children with a specialist maths teacher for daily maths lesson focused on 'closing the gaps'.	£6,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children in the group make accelerated progress of 3 sublevels per year or more.	81% of pupils in the school reached their end of year Maths Target
To provide targeted small group teaching to accelerate progress	2013-2014 68% of children in year 6 achieved a Level 4 in combined maths, reading and writing.	Extra support in Year 6 -A fully qualified teacher will be placed in Year 6 during guided writing and Language and Literacy time to provide further support to small groups of children.	£6,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children in the group make accelerated progress of 3 sublevels per year or more.	96% of pupils achieved Level 4 combined in R, W & M

To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	A phonics workshop to be held to promote phonics and reading at home. Free Phonics home learning pack with books (RRP £99)	£650	Parental involvement (EEF- Moderate impact for moderate cost) Phonics (EEF- Moderate impact for very low cost)	20 parents or more to attend the workshop.	18 parents attended the phonics workshop
To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	Summer Reading Project. To support children to read at home with their families. Each child to be given a free book to share with family at home.	£2,000	Parental involvement (EEF- Moderate impact for moderate cost, based on moderate evidence)	100% of pupils to receive a Summer reading pack – with reading book. Reading tracked using ‘Accelerated Reader’	Not achieved; this will be addressed in the coming year
To provide support for teachers to raise attainment for Pupil Premium Pupils	2012-2013, of pupils made typical KS1 – KS2 progress in reading - of pupils made typical KS1 – KS2 progress in writing of pupils made typical KS1 – KS2 progress in mathematics	Lead teacher to co-plan on a fortnightly basis targeting groups of children such as pupil premium.	£4144	Doug Lemov ‘Leverage Leadership’ Program	Teachers to plan appropriately to support children who receive Pupil Premium	2014/2015, 96% of pupils made typical KS1 – KS2 progress in reading 96% of pupils made typical KS1 – KS2 progress in writing 100% of pupils made typical KS1 – KS2 progress in mathematics

<p>To provide support for teachers to raise attainment for Pupil Premium Pupils within the classroom</p>	<p>2012-2013, of pupils made typical KS1 – KS2 progress in reading - of pupils made typical KS1 – KS2 progress in writing of pupils made typical KS1 – KS2 progress in mathematics</p>	<p>Teaching assistants to be assigned to support teachers who have children with the most need in their classrooms.</p>	<p>£30000</p>	<p>Teaching assistants (EFF-Low impact for high cost, based on limited evidence)</p>	<p>Teachers to plan for teaching assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.</p>	<p>2014/2015, 96% of pupils made typical KS1 – KS2 progress in reading 96% of pupils made typical KS1 – KS2 progress in writing 100% of pupils made typical KS1 – KS2 progress in mathematics</p>
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Equality of Access

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer (free for all PP pupils with over 75% attendance at the clubs)	£5,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 50% of pupils are taking part in at least one after school club	38% attendance; varies over the year
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips- Costs of school trips subsidised to ensure that no trip costs more than £3. Year 6 Residential subsidised.	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	All children have the opportunity to attend all school trips All Y6 pupils have the opportunity to attend the school residential trip	All children
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£3,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 15 children to attend Breakfast Club each morning.	Over 20 children attend
To provide all parents, siblings and pupils the opportunity to attend the Year 6 Graduation at the CLSB.	We want all children to be able to celebrate their success with their family and feel proud of their achievements. Raising the aspirations of all.	Graduation at the CLSB transport provided to all parents/siblings to the CLSB. Gown and photographs to be provided to all pupils.	£1,700	Parental involvement (EEF-Moderate impact for moderate cost)	100% of Y6 children and families will be able to attend the ARK Bentworth CLSB graduation.	All Year 6 attended; not all parents
To enable equal access to music tuition	All children are able to learn a musical instrument.	Ark Schools Music All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.	£1,000	Arts participation (EEF-Low impact for low cost, based on moderate evidence)	All children to have weekly music lessons through Ark Schools music programme.	Choir and Music throughout the Academy. Samba, Choir & Ukele lessons and teaching of music in class

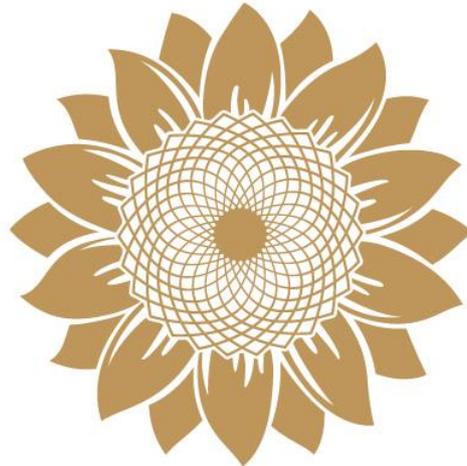
Wellbeing and Attendance

Objective		Action	Cost	Research	Expected Outcomes	Review
To lower absence rates To lower late attendance	Attendance year 2013-2014 was 94.7%	Walking bus -To collect children with high absence rates and/or children with records of late attendance. Ensuring they get to school in time for breakfast.	£4,500	School attendance and absence document www.gov.uk (medium cost, high impact)	96+% attendance ~(whole school) 100% of pupils on walking bus have an attendance greater than 95%	End of Year Attendance 14/15 – 95.1% (exc. Nur); 94.8% (inc Nur)
To improve attendance To provide provision for pupils who require additional social and emotional support	Attendance year 2013-2014 was 94.7% The role of the learning mentor is vital in supporting children who have difficulties emotionally and socially to enable full access to the school curriculum.	Learning mentor To raise attendance rates; deliver social and emotional support and to establish nurture groups for children with additional needs	£40,000	Social and emotional learning (EFF-Moderate impact for very low cost) School attendance and absence document www.gov.uk (high cost, high impact)	96+% attendance Nurture groups to be established for children who require social and emotional support. Reduced number of behaviour 'incidents' recorded for pupils attending nurture groups	End of Year Attendance 14/15 – 95.1% (exc. Nur); 94.8% (inc Nur) Numbers negative incidences reported were reduced.
To enable equal access for all to after school clubs	All children are able to enjoy the extra-curricular activities the school offers.	After school club To provide children an opportunity to experience a wide variety of activities with peers.	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	Over 15 children to attend after school club each night.	15 children attend every night
To improve attendance	Attendance year 2013-2014 was 94.7%	Rewards for good attendance. Weekly prize draw for 100% attendance, yearly prize draw for attendance, termly class award for attendance for a visit of the children's choice	£1,000	School attendance and absence document www.gov.uk (medium cost, high impact)	96+% attendance	95.1% attendance at the end of the year
To develop a pupil guarantee for experiences	All children receive a guarantee of optional experiences whilst	Pupil Experience Booklets -to create and purchase pupil books with a wide variety	£3,000	Social and emotional learning	All children to have their own individual pupil experience books.	This is to be continued

beyond the curriculum	attending Ark Bentworth.	of guaranteed experiences for all children.		(EFF-Moderate impact for very low cost)	Activities planned to enable children to have the experiences listed in the booklets.	2015/2106
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Numbers of Pupils receiving Premium funding	Premium funding per pupil	Total (predicted) Pupil Premium Income for 2014/15	Total Pupil Premium spending for 2014/15
94	£1300	£122,200	£124,494

Ark Bentworth Primary Academy



Aiming High, Achieving Together

Pupil Premium

Allocation, Spend & Impact

2013/2014

Ark Bentworth Primary Academy: Strategic Plan for Pupil Premium Spending 2013/14

Attainment and Progress

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To ensure all children pass the Phonics screening in Year 1	2012-2013; 80% of children passed the Phonics screening test. 20% of pupils did not pass	1:1 additional Phonics tuition- Appoint/train and support a 1:1 tutor to provide additional sessions 3 times a week.	£5,500	Phonics (EEF-toolkit: Moderate impact for very low cost)	100% pass rate in Year 1	93% in year 1, 100% in year 2 of children passed the Phonics screening test.
To ensure all pupils make at least typical progress in a year & across the key stage.	2012-2013, Key stage 1- 90% of pupils achieved a L2 in Maths 89% of pupils achieved a L2 in Reading with 85% of pupils achieving a L2 in writing	Teacher Intervention Program Teachers provide an additional 2 ½ hours a week one to one or small group teaching to consolidate learning from lessons, address misconceptions and/or pre-teach content to prepare pupils for the next steps.	£5,000	Individual Instruction (EEF Tool Kit- low impact/low cost)	100 % of Year pupils make a minimum of 6 sublevels progress across Key Stage 2.	93% reading 90% writing 98% maths
To provide targeted small group teaching to accelerate progress	2012-2013 There are a number of pupils who require additional support to access KS2 maths.	Maths Acceleration Program Small group of children with a specialist maths teacher for daily maths lesson focused on 'closing the gaps'.	£3700	Individual Instruction (EEF Tool Kit- low impact/low cost)	100% of children in the group make accelerated progress of 3 sublevels per year or more.	93% reading 90% writing 98% maths
To support pupils in the use of language in lessons, broadening vocabulary and developing confidence in speech.	A number of children were flagged up as being below average in the language screening assessment.	Year 1 Oral Literacy/Narrative programme Nuffield Staff trained and ready for deliver	£3330	Oral language interventions (EEF- Moderate impact for low cost, based on extensive evidence)	Children to make expected progress (using the screening tool to assess)	Children who were on the program finished the year at expected language levels.

To provide additional support for parents to enhance further learning at home	Parents have demonstrated that they would like more support to enhance further learning at home.	A phonics workshop to be held to promote phonics and reading at home. Free Phonics home learning pack with books (RRP £99)	£650	Parental involvement (EEF- Moderate impact for moderate cost) Phonics (EEF- Moderate impact for very low cost)	20 parents or more to attend the workshop.	20 parents or more did attend the workshop.
To provide support for teachers to raise attainment for Pupil Premium Pupils	2012-2013, At end of Key Stage 2: 86% achieved a L4 or above in maths 92% achieved a L4 or above in reading and 85% achieved a L4 or above in writing	Lead teacher to co-plan on a fortnightly basis targeting groups of children such as pupil premium.	£4144	Doug Lemov 'Leverage Leadership' Program	Teachers to plan appropriately to support children who receive Pupil Premium	With the support of the lead teacher, teachers are now regularly planning for targeted children.
To provide support for teachers to raise attainment for Pupil Premium Pupils within the classroom	2012-2013, At end of Key Stage 2: 86% achieved a L4 or above in maths 92% achieved a L4 or above in reading and 85% achieved a L4 or above in writing	Teaching assistants to be assigned to support teachers who have children with the most need in their classrooms.	£35000	Teaching assistants (EFF-Low impact for high cost, based on limited evidence)	Teachers to plan for teaching assistants to support children. This can involve pre-teaching, small group work and Wave 2 interventions.	Teachers are planning for teaching assistants to support children. This does involve pre-teaching, small group work and Wave 2 interventions with support of the SENCO and lead teacher.

Equality of Access

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
To enable equal access for all to after school clubs	All children are able to have the opportunity to experience the wide range of extra-curricular activities the school offers.	Subsidised after school offer (free for all PP pupils with over 75% attendance at the clubs)	£5,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 50% of pupils are taking part in at least one after school club	Over 50% of pupils are taking part in at least one after school club.
To enable equal access for all pupils to school trips	All children are able to enjoy the extra-curricular activities the school offers.	Subsidised trips- Costs of school trips subsidised to ensure that no trip costs more than £3. Year 6 Residential subsidised.	£3,000	Social and emotional learning (EFF- Moderate impact for very low cost)	All children have the opportunity to attend all school trips All Y6 pupils have the opportunity to attend the school residential trip	11 children did not attend the PGL trip this year.
To ensure all children have a healthy breakfast	A healthy breakfast evidently has a big impact on learning and concentration.	Free Breakfast club: Free breakfast provided for any pupils/families who require it.	£3,000	After School Programs (EEF Foundation- Low impact for high cost)	Over 15 children to attend Breakfast Club each morning.	Average daily attendance is 28 children.
To provide all parents, siblings and pupils the opportunity to attend the Year 6 Graduation at the CLSB.	We want all children to be able to celebrate their success with their family and feel proud of their achievements. Raising the aspirations of all.	Graduation at the CLSB transport provided to all parents/siblings to the CLSB. Gown and photographs to be provided to all pupils.	£1,700	Parental involvement (EEF- Moderate impact for moderate cost)	100% of Y6 children and families will be able to attend the ARK Bentworth CLSB graduation.	80% of families attend the ceremony.

<p>To enable equal access to music tuition</p>	<p>All children are able to learn a musical instrument.</p>	<p>ARK Schools Music</p> <p>All children have the opportunity to learn an instrument. They also have the opportunity to participate in the ARK Schools Music Gala.</p> <p>To buy a class set of ukuleles</p>	<p>£1,900</p>	<p>Arts participation (EEF-Low impact for low cost, based on moderate evidence)</p>	<p>All children to have weekly music lessons through ARK Schools music programme.</p>	<p>All children have weekly music lessons through ARK Schools music programme, either samba or ukuleles.</p>
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Wellbeing and Attendance

Objective	Why?	Action	Cost	Research	Expected Outcomes	Review
<p>To lower absence rates</p> <p>To lower late attendance</p>	Attendance year 2012-2013 was 93.89%	Walking bus -To collect children with high absence rates and/or children with records of late attendance. Ensuring they get to school in time for breakfast.	£4,500	<p>School attendance and absence document</p> <p>www.gov.uk</p> <p>(medium cost, high impact)</p>	<p>96+% attendance ~(whole school)</p> <p>100% of pupils on walking bus have an attendance greater than 95%</p>	Attendance year 2013-2014 was 94.7%
<p>To improve attendance</p> <p>To provide provision for pupils who require additional social and emotional support</p>	<p>Attendance year 2012-2013 was 93.89%.</p> <p>The role of the learning mentor is vital in supporting children who have difficulties emotionally and socially to enable full access to the school curriculum.</p>	Learning mentor To raise attendance rates; deliver social and emotional support and to establish nurture groups for children with additional needs	£40,000	<p>Social and emotional learning (EFF-Moderate impact for very low cost)</p> <p>School attendance and absence document</p> <p>www.gov.uk (high cost, high impact)</p>	<p>96+% attendance</p> <p>Nurture groups to be established for children who require social and emotional support.</p> <p>Reduced number of behaviour 'incidents' recorded for pupils attending nurture groups</p>	<p>Attendance year 2013-2014 was 94.7%</p> <p>Weekly nature groups were ran.</p>
To enable equal access for all to after school clubs	All children are able to enjoy the extra-curricular activities the school offers.	After school club To provide children an opportunity to experience a wide variety of activities with peers.	£3,000	Social and emotional learning (EFF-Moderate impact for very low cost)	Over 15 children to attend after school club each night.	Average attendance was over
To improve attendance	Attendance year 2012-2013	Rewards for good attendance. Weekly prize draw for 100% attendance, yearly	£1,000	School attendance and absence	96+% attendance	Attendance year 2013-2014 was

	was 93.89%	prize draw for attendance, termly class award for attendance for a visit of the children's choice		document www.gov.uk (medium cost, high impact)		94.7%
To provide support to parents with children with needs	Parents need a point of contact where they can ask for support	SENCO to hold drop in sessions for parents on a regular basis	£740	Parental involvement (EEF- Moderate impact for moderate cost, based on moderate evidence)	Weekly drop in session	Weekly session was held
To bring families from the community into our school and provide a safe environment for play	Parents to have an opportunity to bring their young children for structured play and to be part of our school community.	'Stay and Play' mornings ran by the nursery team	£1480	Parental involvement (EEF- Moderate impact for moderate cost, based on moderate evidence)	More than 10 families per week	Only an average of 5 families attended. It did not have the desired impact.
To provide children with emotional support that they need	Some of our children needed additional emotional support	Regular 1:1 sessions with the SENCO	£1740	Social and emotional learning (EEF- Moderate impact for very low cost, based on extensive evidence)	Weekly sessions with targeted children	Weekly sessions were provided.

Numbers of Pupils receiving Premium funding	Total Pupil Premium spending for 2013/14
94	£126,244