



PUPIL PREMIUM AND SPORTS PREMIUM POLICY

Description	Tag
Executive Head	Neil Small
Headteacher	Sophie Gosden
The academic year	2017/18
Chair of Governors	David Nixon
The academy name	The Mill Primary Academy

POLICY INFORMATION

Named personnel with designated responsibility for Pupil Premium

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017/18	Sophie Gosden	Kim Harper	Chris Webb	David Nixon

Policy review dates (frequency of review: annually)

Review Date	Changes made	By whom
September	Policy reviewed	Neil Small

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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)

Funding

Financial year 2017 to 2018

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.

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.

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

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 TKAT Central Team.

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.

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.

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

Pupil Premium Strategy Statement: The Mill Primary Academy

1. Summary information					
School	The Mill Primary Academy Strategy				
Academic Year	2017/18	Total PP budget	£184,300	Date of most recent PP Review	Sep 2017
Total number of pupils	427	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Feb 2018

2. Current attainment			
	All Pupils	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	57	42	63
progress in reading	0.2	-2.25	1.39
progress in writing	-2	-4.61	-0.89
progress in maths	0.2	-2.43	0.97

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
1.	Low starting points at entry
2.	Pupils in receipt of PP who also have significant special educational needs
3.	Lack of English language skills, poor oral language some through non native speaking, some through speech and language difficulties
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
1.	Attendance rates for pupils eligible for PP are on average 0.5% below the attendance rate for non PP children. Persistent absence of PP pupils is significantly higher than non PP 17.6% vs 5.5%.
2.	Lack of support with learning at home
3.	Lack of engagement from parents of pupils who are most vulnerable to under-achievement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Further improve the teaching of reading for pupils eligible for PP across the school	Pupils eligible for PP identified make at least as much progress as 'other' pupils across Key Stage 1 in reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
B.	Continue to improve the teaching of maths for pupils eligible for PP across the school	Pupils eligible for PP identified make at least as much progress as 'other' pupils across the school in maths, reading and writing. Measured by standardised and teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Improve the intervention for reading, writing and maths across KS2	Pupils eligible for PP identified make at least as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
D.	Continue to improve the quality of teaching across the school using comprehensive Accelerated Learning model	Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measured by pupil outcomes in EYFS, Y1, KS1 and end of KS2. Measured by progress in Y3, 4 & 5.
E.	Improve expertise in special educational needs knowledge through using MITA project	Reduce exclusion rates to zero and evidence increased attendance and engagement of targeted pupils.

5. Planned expenditure						
Academic year	2017/18					
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?	Cost
Further improve the teaching of reading for pupils eligible for PP across the school	All new staff to undertake RWI training.	Pupils eligible for PP are making greater progress than other pupils in reading and the attainment gap within school has closed. However the attainment gap in comparison with national figures, although closing, is still significant.	Course selected using evidence of effectiveness. Use INSET/Twilights and masterclasses to deliver training. Peer observation and support, coaching to embed learning RWI tracking grids to monitor impact	RWI Lead Teacher	Feb 2018	£4,000
	RWI lead to monitor classes daily			RWI team		£8,850
	Masterclasses to be held for staff PD	We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of RWI, and school reading programme.	Reading leader regularly using data to inform actions and tracking pupil progress	Reading lead		£1,000
	Dedicated RWI TA					£8,274
	Development of accelerated reader					£9,200
	Whole school accelerated reader programme to be embedded.					
New staff to receive training on reading programme.						

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?	Cost
Continue to improve the teaching of maths for pupils eligible for PP across the school	All new staff to undertake maths mastery training in London.	Pupils eligible for PP are making greater progress than other pupils in maths and the attainment gap within school has closed.	Course selected using evidence of effectiveness.	Maths Mastery Lead Teacher	Feb 2018	£3,000
	MML to monitor classes daily	However the attainment gap in comparison with national figures, although closing rapidly, is still present.	Use INSET/Twilights and masterclasses to deliver training.	Maths mastery team		£1,000
	Masterclasses to be held for staff PD	We want to ensure that PP pupils can at least meet expected standards. We want to train all teaching staff (teachers and teaching assistants) in the high quality delivery of Maths Mastery programme.	Peer observation and support, coaching to embed learning Tracking grids to monitor impact.			£2,880
	Development of critical thinking skills in pupils		Development of new maths lead in maths mastery			£6000
Continue to improve the quality of teaching across the school using coaching model	Coaching in place for teachers	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Sutton Trust, suggest that tailored PD to raise the quality of QFT is the most effective way to raise attainment rather than relying solely on an intervention approach. This is an approach that we can embed across the school.	Weekly monitoring of the quality of teaching, learning	Senior teachers	Feb 2018	£8,274
	Co-planning with Senior teachers/Network Lead		Book looks	Network Lead		
	ILT coaching with KS1 lead		Learning walks			
	Teaching team to improve planning by working with year groups.					

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?	Cost
Continue to improve the quality of writing using talk for writing	New staff to attend training on T4W	T4W reviewed well on EEF website, good impact in other TKAT schools	Monitoring of teaching, planning and data	Senior teacher	Feb 2018	£9200
	Staff to observe good practice in T4W					£3000
	Additional member of staff to monitor and model employed					£5000
Supporting pupil engagement through enhancement of wider curriculum	Forest school set up and use of grounds to improve engagement and curriculum study	Forest school engagement for boys has been shown to be beneficial for children lacking engagement	Forest school implementation run by forest school team including training locally and link up with local schools	Teacher and TA	Feb 2018	£15000
Use lesson study to improve teaching across school	Lesson study approach developed with TKAT	Lesson study has been shown to improve teachers' practice and will be focused on PP children in observations	Monitoring of teaching, beginning and end questionnaires, TSA monitor impact through TKAT teaching school	Network Lead	Jan 2018	£2000
Total budgeted cost						£91,678

ii. 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?	Cost
Further develop the intervention for writing across KS2	Daily small group sessions for writing for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Writing Lead Intervention resources Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Writing Lead	Feb 2018	£ 9,200
Further develop the intervention for maths across KS2	Daily small group sessions in maths for targeted pupils, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths lead. Teaching assistant (TA) CPD. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Intervention resources	Maths Lead	Feb 2018	£ 9,200
Further develop the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by reading lead. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Senior lead teacher	Feb 2018	£ 9,200

ii. 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?	Cost
Develop use of pupil voice through Junior leadership team to improve outcomes for pupils	Fortnightly meetings with senior teacher to review practice in teaching and learning.	Pupil voice has driven improvement in the past enabling us to gain an insight into motivation and gain a student perspective. Visible learning by John Hattie	Additional time out of class for senior leader Impact overseen by Executive Head. JLT chosen for their insights in to teaching and learning and the impact of the new curriculum.	Senior lead teacher	Feb 2018	£ 4,200
Develop use of family worker to work with families to improve attendance and engagement	New appointment to be under supervision of SENCO to work with targeted families	Families keyworking has been a strategy used by national government and a strategy shown to improve targeted engagement.	SENCO will oversee the role and monitor attendance and improvement in data through	SENCO	Feb 2018	£ 12,000
Further develop use of speech link in EYFS and interventions for speech across Y1 and EYFS.	Speech link used to identify children's difficulties and identify any lack of understanding.	Programme is used nationally and provides children with individual programme and highlights where a speech therapist needs to be involved.	Ensure that all children have been screened over the first half term and enable programmes to be delivered by using additional adult support given to Reception and Y1	SENCO and EYFS lead	Feb 2018	£15000

ii. 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?	Cost
Support EAL children on entry and through time in school to settle and improve basic skills	Through young interpreters and through TA support monitor and support older children arriving from other countries and other schools	Evidence in EEF and in Visible learning for children feeling secure in their environment before they can effectively learn. Evidence of EAL children improving progress last year through strategies such as Young Interpreters.	Senior teacher driving improvement for EAL and key office staff trained in how to ensure a smooth start for children and family.	Senior teacher	Feb 2018	£9200
Attendance officer to oversee pupil premium and persistent absence	Attendance officer to work with EWO to reduce absence of persistent absentees and monitor absence of all children	Attendance at school is linked to outcomes, in attitudes and accessing regular learning and improving learning behaviours	Business manager overseeing with head, part of school improvement plan	Head	Feb 2018	£16000 £5740

						Total budgeted cost	£89,740
iii.	iv. Other approaches						
Contingency for future 'in year' use							£2,882
						Total budgeted cost	£2,882

6. Review of expenditure – see review report on website

Performance of Pupils in receipt of Pupil Premium

	2014	2015	2016	2017	2018
No. of pupils					
% of PP pupils achieving a Good Level of Development (GLD)					
% of non PP achieving a Good Level of Development (GLD)					

*In 2017 there were 3 PPG pupils in EYFS 2 of these have significant SEN.

	2014	2015	2016	2017	2018
Number of pupils				19	
% of PP pupils passing Y1 Phonics Screen					
% of non PP pupils passing Y1 Phonics Screen					

	PERFORMANCE OF PP ELIGIBLE PUPILS AT THE END OF KS1				
	2014	2015	2016	2017	2018
% of PP pupils achieving ARE in reading					
% of PP pupils achieving ARE in writing					
% of PP pupils achieving ARE in maths					
% of PP pupils achieving above ARE in reading					
% of PP pupils achieving above ARE in writing					
% of PP pupils achieving above ARE in maths					

	2016	2017	2018
% of PP pupils achieving ARE in reading	55%	68%	
% of PP pupils achieving ARE in writing	64%	42%	
% of PP pupils achieving ARE in maths	77%	58%	
% of PP pupils achieving ARE in reading, writing and maths	50%	42%	
% of PP pupils achieving above ARE in reading	9%	5.3%	
% of PP pupils achieving above ARE in writing	9%	5.3%	
% of PP pupils achieving above ARE in maths	9%	5.3%	
% of PP pupils achieving above ARE in reading, writing and maths	9%	5.3%	
Progress score reading for PP	-1.4	-2.25	
Progress score writing for PP	-2.2	-4.61	
Progress score maths for PP	-1.3	-2.43	

The Mill PE Sports' Funding 2017/18

Introduction

Ethos

There is a lengthy competitive sporting history at The Mill, which is particularly strong in girls' and boys' football, badminton and cross country running. One of the main aims for The Mill's PE Grant Funding from central government is to ensure that there are no financial barriers to sport for any of our pupils. We aspire to ensuring that every child at our academy is able to access a rich and varied sporting experience.

We continue to seek and develop programmes to encourage physical activities, to supplement those we already have in place. Additionally, we aim to encourage all children, and in particular those who historically may have been less active or who find accessing the academic curriculum challenging, to try out physical activities.

Many providers of sporting activities here are based locally and with strong links to the school, giving pupils the opportunity to extend their interest in sport locally at weekends, outside term time and beyond.

Context of our Academy

There are 424 pupils on roll

The school has two classes in each of the seven year groups ranging from reception age (4 and 5 years old) up to Year 6 (10 and 11 years old).

Pupil Premium & Deprivation Indicators

Eligibility for Pupil Premium is

SEND

11.9% of our pupils are on the SEND register; below the national average 15.4%. The percentage of mainstream pupils with statements is 2.38%, which is slightly below the national average of 2.8%.

How we are spending the money

Our Grant for the 2017/18 academic year

Our school's PE Grant allocation for the current academic year is calculated as a lump sum of £16,000 plus £10 for each pupil in years 1 to 6 on school census day. **Our total PE Grant from central government for 2017/18 is £19,520.**

, we will be spending this funding as follows:-

Hastings and Rother Sports Partnership Membership - £1,400

This provided us with a range of support, including:-

- Running of all area competitions: including boys and girl's football, cross country, netball, hockey and indoor and outdoor athletics.
- Support for school sports leaders and training.
- One whole days developmental training for 2 KS1 and Early Years Foundation Stage teaching staff
- Ongoing support for teacher development (9 sessions).
- Support with transport for the children to some competitions.
- Primary Link Teacher Training; whole day teacher release (course fee included in partnership fee)

Swimming Tuition for Year 3 pupils - £ 800

All 60 of our Year 3 pupils will have the opportunity to have swimming lessons, either to teach them to swim or to develop their swimming, depending on need. Swimming is considered one of the most beneficial sports activities for good health, as well as being a useful life skill. These sessions, as well as travel to and from the swimming facility, are fully funded for all Year 3 children.

Boom Active - £ 9,000

We are employing coaches from the Boom Active coaching organisation to lead on PE lessons and to train and support teaching staff in the delivery of the PE curriculum in EYFS and Y6. This focuses on core curriculum activities, but also builds in some less mainstream sports so that our pupils can try out sports they wouldn't otherwise get an opportunity to experience. They will be in school throughout the 2017/18 academic year, coaching alongside teachers on two afternoons per week and supporting all year groups alongside MDSAs across the school every lunchtime.

The Boom Active Sports coaches will also provide an hour long after-school Sports Activities Club, on one afternoon per week, currently open to our Year 1 & 2 pupils, for which parents paid a contribution. Additionally they will provide an hour long football club for Y5 and 6 boys and girls after school on one afternoon per week.

Equipment

We are well supported by parents giving us Sainsburys Active Kids vouchers annually and this provides us with a good base of PE and sports equipment, which the school supplements as necessary through the school year.

Anticipated spend on this is around **£400**.

Play-Active playground equipment is also provided for use by pupils at morning break and lunchtimes, with a variety of items such as skipping ropes, hula-hoops, soft balls etc designed to encourage active play. Annual spend on this type of sports equipment is around **£550**.

A survey of the playground is planned for this year with the aim of improving fixed play equipment.

Anticipated spend **£7,500**

Afterschool clubs currently running that are not funded through school sports funding: Dance, Zumba, Karate, Brighton & Hove Albion Football Club coaching .

Impact

- Introduction of support from Premier Sport in mid 2015/16 improved PE provision in Reception Year and Year 4 and saw significant professional development of the staff working in those classes. Utilising Boom Active(an alternate provider) support again throughout 2017/18 will allow us to timetable targeted support in EYFS by qualified Sports coaches, and lunchtime sports activities to each year group across the school. This professional support and development will further raise the quality of PE provision for the children and develop the knowledge and aptitude of school staff as they gain a greater understanding of how to teach and assess the progress of key physical and sports skills.
- Teachers across all key stages have been able to access high quality professional development courses in PE, through working with both the Hastings & Rother Sports Partnership and Premier Sports. This has led to improved planning and teaching of PE skills. Continuing these relationships will allow us to build our staff skill-set further through 2017/18.
- Our Year 3 children received professionally delivered quality swimming tuition at the local sports centre. This developed swimming skills essential for children living in a seaside town. This was some children's first experience of swimming and will hopefully promote in them an interest in what is one of the most beneficial forms of exercise available.

- The after-school sports and activities club introduced mid-year via Premier Sports focused on girls and boys from KS1 last year developed greater interest in these activities among those children as well as providing direct health benefits for them. In 2017/18 this will be expanded to two after-school clubs,

providing more pupils with an opportunity for additional regular, healthy and enjoyable exercise and also giving children a chance to try sports they might otherwise not experience. This should increase pupils' physical activity participation both in and out of school, increasing their confidence and helping to improve their health and lifestyle.

- The provision of a range of play equipment for use by children during school breaktimes has successfully brought structure to their play. It also encourages good behaviour by occupying children's imaginations and allowing them to exercise safely and with purpose.

Summary of Funding & Expenditure

Amount of PE Grant Funding 2017/18	£ 19,520
Boom Active PE, health and extra-curricular provision	£ 9,000
Hastings & Rother Sports Partnership membership	£ 1,400
Swimming tuition for Year 3 pupils	£ 800
Purchase and maintenance of curriculum sports equipment	£ 400
Provision of play equipment and games for breaktimes	£ 550
Provision of permanent fixed play equipment in KS1 playground	£ 7,500
7,500 ANTICIPATED SPEND	£ 19,650