**Belleville Wix Academy - Pupil Premium Strategy Statement 2018-19**

**Principles**

At BWA:

* We ensure that teaching and learning opportunities meet the needs of all of the pupils.
* We seek to overcome the underperformance of pupils from disadvantaged backgrounds so that they make progress according to their ability and not because of their family’s economic situation.
* We review our provision continuously and will implement process, practices and strategies that are aimed at making a difference for individuals and groups of pupils.
* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals; therefore we aim to provide an inclusive provision for all our pupils ensuring that their needs are adequately assessed and addressed.
* We work collaboratively with the pupil’s initial teacher (parents) to ensure they share in the partnership approach to making their child successful.
* We will allocate pupil premium funding following a needs analysis which will identify priority classes, groups or individuals.

**Provision**

All our work, funded by the pupil premium, will be aimed at narrowing the gap in attainment and progress between disadvantaged pupils and their peers. To do this we may need to accelerate the progress in English and Maths to ensure more pupils eligible for PPG are working at ARE or in line with their peers or to target our more able pupils to make more than expected progress. We will publish information, yearly, on how we have used our Pupil Premium Grant to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.

To ensure we meet the needs of the individual pupil, a planning session will take place with the Headteacher, DH’s, AHT and class teacher to identify the barriers to learning and decide on the best provision tailored to their needs. Some of the provision we may consider include:

* Providing additional teaching and learning opportunities through trained teachers, TAs or external agencies. This may be 1:1 or in small groups before, during or after school.
* Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics.
* Providing additional support to improve attendance and home support.

The Sutton Trust Report (2011) summarises research evidence on improving learning and we have used this to make more informed choices about the type of interventions to put in place in order to be most effective. Additional funded support enables us to have smaller class sizes and provide interventions which predominantly focus on improving feedback, developing meta-cognition and self-regulation.

**How the 2018-19 Pupil Premium Grant will be spent.**

In 2018-2019 the premium for a pupil known to be eligible for the PPG is £1320.

This year we have received £89,760 for Pupil Premium. Additional funding from the school budget will be allocated to provide the provision offered, as outlined below.

Key aims for the support funded by the PPG are:

* Increase % of children working at Age Related Expectations (ARE) in Reading, Writing, Maths and combined.
* Narrow the attainment gap between disadvantaged pupils and their peers.
* Ensure the progress pupils eligible for the PPG make is closely in line with other pupils, with similar starting points.

**Identified barriers to educational achievement**

BWA has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

* Access to language – especially from books.
* Low attendance and poor punctuality.
* Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework.
* The number of pupils who are in receipt of Pupil Premium and also on the SEND register for cognition and learning difficulties.
* Behaviour – pupils with specific social and emotional needs, which affect their learning.
* Access to extra-curricular activities - educational experiences such as trips and participation in physical activities.

**PPG pupil numbers, per cohort**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Cohort** | **EYFS** | **Yr1** | **Yr2** | **Yr3** | **Yr4** | **Yr5** | **Yr 6** |
| **% eligible for the PPG** | Available Jan 2019 | 9 %  3 pupils | 24 %  8 pupils | 14 %  6 pupils | 27 %  11 pupils | 39%  16 pupils | 37 %  14 pupils |

**Strategies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategy** | **Intended Outcomes** | **Actions** | **Cost** |
| **Q1E Directors & SLT**  **Support** | * Continuously improve the quality of teaching and learning, for example, by increasing the amount of high quality feedback or one to one attention learners receive * Support teachers meet the needs of every pupil in their class. * Improve the progress pupils make to raise attainment and narrow gaps * Work with teachers to offer workshops for parents as a group or 1:1, to improve home support * Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) | * Cohort teams across the Belleville schools to plan together weekly * Regular review of groupings and re-shaping of focus as required * SLT regularly review of the progress and attainment of the PPG group * CPD offered to all staff to improve the Q of T * PP mtgs every half term * M&E schedule to monitor the impact of the provision * CPD for teachers to ensure they have a very clear understanding of expectations at standard and GD | £30,000 |
| **Tuition time by all teaching staff** | * Facilitate catch up and interventions throughout the day * Improved learning outcomes in reading, writing and maths (meeting personal end of year target – at standard or Greater Depth) * Improved confidence for pupils in specified areas * Learning tasks tailored to specific needs of pupils – closing gaps in understanding * Consolidation of learning completed in classes – time for practise and application of skills * Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in GPS and maths calculation strategies and terminology * Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) | * DH and teachers to agree focus for boosters and catch up. * DH and teachers to teach small groups of pupils or 1:1 based on effective AfL. * Regular reviews of PP group timetable with cohort team to ensure the pupils’ needs are being met * Regular communication between cohort team – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources * Regular review of groupings and re-shaping of focus as required * Teaching resources and materials –teacher to liaise with SLT, as necessary * Ensure barriers to a pupils progress are removed – maybe through home learning resources like borrowing books or encouraging the pupil to attend an after school club * Easter school * Summer school | £25,000 |
| **TA support in classes daily and for focused catch up or interventions** | * 1:1 and/or small group interventions planned to cater for individual needs (Standard and GD) before, during and after school * Support within lessons to improve understanding of learning in reading, writing and maths * Consolidation of learning completed in classes – time for practise and application of skills * Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology * Careful tracking of homework to include reading journals – ensure regular reading takes place * Priority reading with TAs if pupils are unable to read at home * Effective tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains * Pupils who are on SEN register and in receipt of PPG have their individual targets reviewed regularly and aspirational targets are set for their progress * Increase the capacity to deliver individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) | * Teachers and TAs meet weekly to regularly review the impact of catch up or interventions and re-shape as necessary * Regular TA meetings with SENDCo– review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources * Teacher and SENDCO review – careful planning of interventions to be completed each half term * TAs complete impact statements to provide evidence of outcomes and plan for next steps * SENDCo/SLT observe interventions and provide feedback regarding strategies, next steps, resources * Clear communication between teachers and TAs – expectations within lessons * TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning * Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary * CPD for TA, as necessary | £20,000 |
| **Literacy Support Service** | * Support pupils with low level literacy skills through high quality professional. | * Weekly Literacy Support teacher to work with targeted pupils, some disadvantaged to ensure the barriers to their understanding is removed and effective provision is in place to help them learn in class. | £10,000 |
| **Funding for Extracurricular clubs** | * Social skills are developed through participation in a range of clubs provided by the school or external providers * Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities * Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence | * Reduction in fee for ASC run by school staff – agreed with HT and parent. Outside clubs asked to offer a discount. * Annual analysis of number of pupils who have taken part in clubs and reasons for low uptake by vulnerable groups to inform next term provision. * Staff to talk to children/parents about possible interests and available clubs. | £2000 |
| **Emergency Fund – breakfast club / ASC/**  **Booster snacks** | * Throughout the year, there are times when a pupil, eligible for the PPG, may need additional support due to unforeseen circumstances or when other interventions have not had the desired effect. This may be through attending an ASC or Breakfast Club. It may be the cost is funded through the PPG or part funded through the PPG. | * SLT to liaise with the parent(s) or outside agencies to secure the support the pupil needs * Liaise with class teachers so TAs aware of any changes needed – if appropriate * Purchase range of games/activities to support the pupil, if required | £1500 |
| **Funding for essential trips** | * Pupils are able to participate fully in school trips and residential trips * Learning is supported by trips that are carefully planned to enhance the school’s curriculum * Social skills, independence, perseverance and team-work are developed through participation in group activities and residential trips | * Initial letters to include information for parents about available PPG funding * SG to liaise with parents, SBM and HT regarding specific requests for funding * Teachers made aware of funding available – can approach parents if appropriate | £1500 |
| **Family support for attendance and punctuality** | * Improve attendance of key pupils * Improve punctuality of key pupils * Support key families to engage more with school staff to lead to improved outcomes | * SLT to monitor attendance and punctuality effectively to identify key pupils/families who need support, weekly * SLT to put in place effective support to improve attendance and relationship with school * Form effective relationships to encourage attendance at workshops or meetings the teachers | Covered by staffing costs. |
| **Total Cost** | | | £90,000 |

**How will we measure the impact of the Pupil Premium?**

To monitor progress on attainment, new measures have been included in the DfE performance tables that will capture the achievement of pupils covered by the Pupil Premium. At BWA, the termly cycle of data collection and the monitoring and tracking of the cohort’s attainment will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

Pupil progress meetings take place at every term with the cohort team teachers and SLT. At these meetings, we review the impact of actions taken and plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, we will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Grant funding and the impact of this is a standing item at LGB and Trustee meetings.