



Belleville Wix Academy

Pupil Premium Strategy Review 2019-20

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 2019-20 Pupil Premium Grant will be spent.

In 2019-2020 the premium for a pupil known to be eligible for the PPG is £1320.

This year we have received £95,040 for Pupil Premium. Additional funding from the school budget will be allocated to provide the provision offered, as outlined below.

Number of Primary pupils on roll (9)	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation (11)
288.0	72.0	25.0%	£95,040

Key aims for the support funded by the PPG are:

- Remove barriers to learning for any pupil
- 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.
- Increase % of children, eligible for the PPG, working at Age Related Expectations (ARE) in Reading, Writing, Maths and combined.

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Speech, language and communication development is lower than peers when starting school.
- Access to language – especially from books.
- Inconsistent attendance and punctuality issues.
- Parental engagement with school - especially regarding attendance at information sessions and workshops as well as completion of homework.
- 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.
- Fewer opportunities outside school for enrichment and wider personal development.

PPG Numbers per cohort

These may differ to the funding as the numbers are taken at different points in the year.

Cohort	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr 6
% eligible for the PPG	4	17 % 10 pupils	14 % 4 pupils	31 % 10 pupils	18 % 6 pupils	26% 10 pupils	44 % 16 pupils

Data for 2019-20

During the spring term, the UK went into lockdown. The data presented here is based on TA. There were no national tests and most pupils didn't return to school. <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#exam-and-assessment-results>

Gaps between targeted groups and national expectations, and achievements, continue to be a key priority. We evaluate our performance rigorously by tracking progress over time, for every pupil, identifying concerns and then taking steps to ensure they reach their end of year target.

EYFS Attainment

% of pupils achieving GLD in the EYFS – 61 pupils				
All pupils		Disadvantaged pupils – 3 pupils		
School 2020	National 2019	Disadvantaged School	National (other) 2019	Gap
Expected 86%	71.8%	33% 1 pupil	74.3%	Yes
Exceeding 26%				

KS 1 Attainment

	Attainment at Standard – 28 pupils				
	All pupils		Disadvantaged pupils – 3 pupils		
	School 2020 - TA	National 2019	Disadvantaged School 2020 -TA	National (other) 2019	Gap 2020
Maths	89%	76%	100%	79%	No gap
Reading	79%	75%	67%	78%	11%
Writing	71%	70%	67%	73%	6%
R,W,M	71%	65%	67%		

KS 2 Attainment

	Attainment at Standard – 37 pupils					
	All pupils			Disadvantaged pupils – 16 pupils		
	School 2019	School 2020	National 2019	Disadvantaged School 2020	National (other) 2019	PP 2020 V national other 2019 Gap
Maths	89%	89	79%	88% +2% from 2019	81%	No gap
Reading	73%	89	73%	81% +17% from 2019	80%	No gap
Writing	89%	92	78%	88% +17% from 2019	83%	No gap
R,W & M	73%	86	65%	81% +24% from 2019	70%	No gap

	Attainment at Greater Depth – 37 pupils				
	All pupils	Disadvantaged Pupils 16 pupils	National	National other	PP 2020 V national other 2019 Gap
Maths	67%	31%	27%	32%	No gap
Reading	16%	13%	27%	31%	18%
Writing	38%	38%	20%	24%	No gap
R, W & M	14%	19%	10.5%		

	Expected Progress		More than expected progress	
	% who made expected progress all pupils	% who made expected progress disadvantaged pupils	% who made more than expected progress all pupils	% who made more than expected progress disadvantaged pupils
Maths	97%	94%	40%	31%
Reading	83%	81%	26%	31%
Writing	97%	94%	26%	19%

Strategies

Strategy	Intended Outcomes	Impact
<p>Providing a Quality First Education for all through high quality CPD by the</p> <p>Q1E Directors, SLT & outside agencies</p>	<ul style="list-style-type: none"> ● Pupils have access to the best educational provision we can offer them, through our commitment to them and our own professional development ● Ensure teachers have the knowledge and skills to meet the needs of their pupils ● Support teachers meet the needs of every pupil in their class. ● Continuously improving the quality of teaching and learning to meet the needs of all learners. ● Continuously improve the progress pupils make to raise attainment and narrow gaps, learning from what worked well and what didn't. ● Ensure teachers are confident to deliver workshops for parents as a group or 1:1, to improve home support and relationships between home and school. ● Increasing the capacity to deliver effective, live, individual feedback more regularly to pupils and support pupils in understanding how they learn (meta-cognition and self-regulation) ● To ensure all pupils have the skills to display good behaviour for learning 	<ul style="list-style-type: none"> ● Good Ofsted judgment in Autumn term reflected the impact of the high quality of CPD teachers get at BWA. ● Staff participation in PLN/PLCs to improved their own pedagogy and ensure strategies they used were effective in narrowing gaps for many PP pupils. ● In Pupil Progress mtgs every term we focused on the PP pupil's attainment and progress towards their personal targets and the overall gap per cohort. Resources were redeployed to meet the needs of the pupils. ● Parent workshops for groups and more 1:1 sessions were offered when it was felt this would improve home support. ● Learning behaviours are very strong for most pupils. ● SLT regular contact with the most vulnerable families offered effective support ● Feedback training support teachers identify the most effective ways to give pupils advice on how to move forward in their learning.

WIT
(Whatever It
Takes)

- WIT(Whatever It Takes) support in place for pupils and having the desired impact
- 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
- Effective use of professionals to improve our provision
- 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 agreed the focus on WIT sessions to address the key gaps as well as pre teaching or re teaching.
- Deployment of staff was effective (DH, teachers and TA) to teach small groups of pupils or 1:1 based on effective AfL
- Soft start was used effectively to address gaps in learning where pupils were in school on time
- Music teacher did music therapy with key children which was effective
- Training for staff on delivering effective WIT sessions or targeted specialist support (social skill groups, Lego therapy or fine motor skills) was effective
- Regular reviews of the impact of the strategy in termly PP mtgs ensured resources deployed effectively
- Regular communication between the teaching team about individual pupils' needs, pre-teaching materials needed, learning to be consolidate and sharing of resources, especially during lockdown was key to supporting key families
- Regular review of groupings and re-shaping of focus as required ensured strategies that were effective continued whilst others were reshaped
- Outside agencies were actively sought to improve our provision for pupils that have barriers we are unable to address without further training.
- Effective training for staff to deliver more specific WIT sessions, by outside agencies was very effective for key pupils

		<ul style="list-style-type: none"> • By doing all we could to remove barriers to a pupils progress - i.e. borrowing books or maths resources for home learning or encouraging the pupil to attend an after school club was key for some pupils • Easter school provision was targeted and offered to all pupils.
<p>TA support in classes daily and for focused WIT sessions</p>	<ul style="list-style-type: none"> • Secure additional TA capacity for all classes • TA's have the skills necessary to support pupils • Support within lessons results in improved 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 GPS and maths calculation strategies and terminology • 1:1 and/or small group interventions planned to cater for individual needs (Standard and GD) before, during and after school • 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 SEND register – teaching tailored to needs of pupils in specific domains 	<ul style="list-style-type: none"> • Deployment of TA was effective to support pupils • TA CPD was strategically planned based on the needs of the pupils the TA worked with • Teachers and TAs regularly reviewing the impact of WIT interventions and re-shape as necessary developed • Regular TA meetings with SENDCo– review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources ensured resources were deployed effectively • Outside agencies training of staff in interventions to be delivered was very effective, especially Sp & L • Teacher and SENDCO careful planned interventions every half term • Clear communication between teachers and TAs – expectations within lessons ensured pupils were supported in lessons more effectively • All staff were aware of the attendance and punctuality of key pupils and worked together to address concerns. Parents were also made aware of the impact low attendance had on their child and attainment.

	<ul style="list-style-type: none"> • Pupils who are on SEND 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) 	
Funding for Extracurricular clubs	<ul style="list-style-type: none"> • Provide pupils with enrichment opportunities • 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 	<ul style="list-style-type: none"> • Staff talked to children/parents about possible interests and available clubs. • We were able to offer a reduction in fee for ASC run by school staff. Most outside providers of clubs offered a discount. • SLT reviewed reasons for low uptake by vulnerable groups which varied. All steps to remove barriers were addressed with individual families.
Emergency Fund – breakfast club / ASC/ Booster snacks	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • SLT liaised with parent(s) or outside agencies to secure the support the pupil needed • SLT liaised with class teachers so TAs aware of any changes needed to ensure pupil was happy at school
Funding for essential trips	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Initial letters included information for parents about available PPG funding • Funding offered to those pupils who needed it.

	<ul style="list-style-type: none"> • Social skills, independence, perseverance and team-work are developed through participation in group activities and residential trips 	
<p>Family support for attendance and punctuality</p>	<ul style="list-style-type: none"> • Improve attendance of key pupils • Improve punctuality of key pupils • Support key families to engage more with school staff to lead to improved outcomes 	<ul style="list-style-type: none"> • SLT monitored attendance and punctuality effectively to identify key pupils/families who needed support, weekly • Good relationships with key families • There remains a 3% gap between attendance of PP and non PP pupils.