



## Pupil Premium Strategy Statement for West Alvington C of E Academy

At West Alvington C of E Academy we do whatever it takes to ensure that our children achieve their very best. We are relentless in our pursuit to excellence for ALL students, regardless of socio-economic background. We do not confuse eligibility for Pupil Premium with low achievement and we know that the single most important factor in ensuring our most vulnerable children achieve, is excellent teaching and learning.

We have identified common barriers for our disadvantaged pupils and our strategy is based upon either breaking down barriers or minimizing the impact – leading to raising achievement. We target the Pupil Premium funding to ensure that children can make excellent progress and be ready for the next step in their education. The following strategy outlines actions taken to ensure that impact of these barriers are minimised or eradicated.

Our key priorities for 2017-18 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information					
West Alvington C of E Academy					
Academic Year	September 2017/18	Total Pupil Premium budget	£14,520	Date of most recent PP review	July 2017
Total number of Pupils	35	Number of pupils eligible for PP	13	Date for next internal review of this strategy	March 2018

2. Current attainment – End of Year data 2017 and 2018 targets								
Year 1 to Year 6	Pupils eligible for PP (13 )		Pupils not eligible for PP (22)		Pupils eligible for PP (13)		Pupils not eligible for PP (22)	
	% Achieved EXS At end 2017	% Targeted for ARE or above at end of 2018	% Achieved EXS At end 2017	% Targeted for ARE or above at end of 2018	% Achieved Greater Depth at end of 2017	% Targeted to achieve GD at end of 2018	% Achieved Greater Depth at end of 2017	% Targeted to achieve GD at end of 2018
31 pupils								
Reading	62%	85%	86%	91%	0%	23%	44%	55%
Writing	54%	77%	73%	77%	0%	0%	33%	50%
Mathematics	54%	77 %	91%	91 %	8%	23%	33%	55%



End of KS1 and KS2 Data 2017								
	Pupils eligible for PP (1 in Y2, 1 in Y6)		Pupils not eligible for PP (2 in Y2 and 5 in Y6)		Pupils eligible for PP (1 in Y2, 1 in Y6)		Pupils not eligible for PP (2 in Y2 and 5 in Y6)	
	% achieved EXS at end of KS1 2017	% achieved EXS at end of KS2 2017	% achieved EXS at end of KS1 2017	% achieved EXS at end of KS2 2017	% achieved Greater Depth at end of KS1 2017	% achieved Greater Depth at end of KS2 2017	% achieved Greater Depth at end of KS1 2017	% achieved Greater Depth at end of KS2 2017
Reading	0% (1 child)	100% (1 ch)	100%	80%	0%	0%	33%	0%
Writing	0%	100%	100%	80%	0%	0%	33%	20%
Mathematics	0%	100%	100%	100%	0%	0%	0%	0%
KS2 progress Reading and Maths: PP pupils +4.1; non PP pupils +0.8								

### 1. Barriers to future attainment (for all pupils eligible for PP including high ability)

#### In school barriers (issues to be addressed in school)

A	Whilst gaps were closed in EYFS GLD, Y1 phonics and end of KS2, there was a gap at the end of KS1 in reading, writing and maths in terms of the number of children achieving both the expected and the higher standard. We have set aspirational targets for the end of KS2, at FFT20, for all our children with no gaps between those children who are in receipt of the Pupil Premium and those who are not. This is our first priority in the Academy Development Plan for this year.
B	Across year 1-6, there remains a gap between the number of children attaining both the expected standard and greater depth in reading, writing and maths. This is due in part to the high percentage of PP children who have additional significant SEN barriers (46%), compared to just 18% of non PP children with significant SEND needs. We need to ensure that PP children are supported to achieve greater depth wherever possible and aspirational targets are set for all children, based on their starting point.
C	Our small cohorts mean that we think of each child as an individual and, in order to do that, we often have to unpick multiple potential barriers in order to ensure our children make accelerated progress. For instance, two of our PP children also have SEND needs.

#### External barriers

E	Attendance for PP children was below the national average last year. Attendance is a target on the Academy Development Plan this year. Eligible pupils are more likely to suffer from attendance problems and remain a constant focus. However, we recognise that simply expecting children to arrive in school will not result in excellent attendance. We recognise that there may be multiple barriers so in order to reduce these barriers, we will support the families of our eligible pupils in supporting their child in the aspects of: learning, pastoral support and attendance to result in children making accelerated progress.
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2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	All children at the end of KS1 achieve at least in line with national for both the expected standard and the higher standard and high prior attaining PP children achieve the higher standard in reading, writing and maths.	Children eligible for PP in Y2 make rapid progress by the end of the year so that all pupils eligible for PP achieve the expected standard. All high prior attaining PP children make accelerated progress so that they achieve the higher standard in reading, writing or maths. Progress monitored weekly.
B	All PP children across years 1-6 (where there are no other significant barriers of SEND) achieve the expected standard. The percentage of high prior attaining PP children achieve the higher standard in reading, writing and maths.	Outcomes for PP children with no significant SEND barriers are 100%+ Expected Standard across all years. Previously higher attaining PP children achieve the higher standard. Progress monitored weekly
C	Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)	End of year attendance shows PP children in line or above non PP children and in line with our aspirational target of 98%

Planned expenditure					
Academic Year	2017/2018				
The three headings below enables schools to demonstrate how they are using the pupil premium to improve pedagogy, provide targeted support and support whole school strategies.					
Quality of teaching for all					
Desired outcomes	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 implement action?
Higher rates of attainment for Pupils eligible for Pupil premium in Reading, writing and maths at the end of KS1.	To ensure there are 3 classes with class sizes under 20.  CPD on high quality feedback Smaller class size groups to provide targeted individual attention, challenge and feedback	Increased teacher time for all pupils, allowing PP children to have the highest quality interactions.  We want to train our teachers in giving effective feedback. Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable.	Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.  Children eligible for PP targeted to make rapid progress by the end of the year so that they achieve in line with national. Progress monitored weekly.	Exec Head English lead Maths Lead	March 2018



	<p>to children.</p> <p>SENDCO support for class teachers including SEN surgeries and CPD to unpick barriers and advise on effective interventions.</p> <p>Action research in the use of comparative judgement assess writing as part of a national data set.</p> <p>Staff training to support vocabulary rich environments and promote a vocabulary focus in all subjects including pre-teaching vocabulary to allow children to access higher levels of texts in whole class guided reading.</p> <p>Staff training on the mastery approach in mathematics.</p> <p>Maths lead part of two bids – Jurassic Hub and</p>	<p>Bespoke interventions / scaffolds and teaching strategies employed for individuals.</p> <p>The use of comparative judgement will allow us to compare the writing of our very small cohorts with a much larger sample in order to more accurately assess standards, planning in timely interventions and additional support for children who need it.</p> <p>Poor language skills are an identified barrier for PP children across the school. Research indicates that there is a strong link between vocabulary of children in KS1 and future success at GCSE and beyond (Jean Gross CPD)</p> <p>Research tells us that without a shift to this subject specific pedagogy we are unlikely to accelerate the learning of our children to the higher standard in maths. This dovetails with the two bids of which we are a part this year, led by our Maths Lead, including work with a Maths Mastery Specialist from within our trust.</p>	<p>Bespoke PDMs and twilights planned throughout the year across the Hub and the wider MAT with input from lead SLEs, including Year 2 moderation of standards across and beyond the trust.</p> <p>ISPs monitored and reviewed termly. Progress of children reviewed fortnightly with class teachers, including a reflection of the impact of interventions and subsequent modification as needed.</p> <p>Initial introduction to rationale and process during a writing moderation twilight. Subsequent membership of national trial.</p> <p>Implementation monitored by English lead through learning walks, work scrutiny, and pupil conferencing.</p> <p>Specific Y2 Team Meetings planned throughout the year led by our Hub Maths Lead and Head of Academy.</p> <p>Peer observations.</p> <p>Maths Lead is a mastery champion and will be supporting staff to develop teaching for mastery in maths via Jurassic Bid.</p> <p>Maths and English Raising Attainment Plan to be monitored regularly.</p>	<p>SENDCo</p> <p>Trust English SLE and English lead</p> <p>Trust Maths lead</p>	
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	<p>South West Teaching Schools bid.</p> <p>Exec Head &amp; Maths Lead attending 'Ban Har' CPD in January.</p>				
<p>Pupil Premium children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier. Previously high attaining PP children achieve the higher standard.</p>	<p>To ensure there are 3 classes with class sizes under 20.</p> <p>Planned CPD on high quality feedback.</p> <p>Planned training – planning a mastery journey in mathematics.</p> <p>Planned CPD on boys' achievement Pupils targeted for expected or greater depth/higher standard – progress regularly reviewed.</p>	<p>We want to ensure that we target all high prior attaining PP pupils by setting aspirational targets so that they are able to achieve greater depth/higher standard.</p> <p>We want to ensure that low attainers are targeted at EXS and reach at least ARE at the end of KS1 and KS2.</p> <p>Research has suggested that high quality feedback is an effective way to improve achievement and it is suitable as an approach that we can embed across the school so it is sustainable. Research from John Hattie feedback in schools and EEF Toolkit. We want to refine the way our teachers give effective feedback to move children's learning as research suggest effective feedback using strategies such as Bloom's mastery. EEF Toolkit suggests that: The most recent meta-analysis of studies focusing on formative assessment in schools indicates the gains are more modest, suggesting an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.</p> <p>Visits to Pupil Premium champion schools.</p>	<p>PDMs planned throughout the year across the hub and wider trust in English and Mathematics.</p> <p>Weekly book conferencing, regular lesson observations and pupil conferencing</p> <p>Research and development (R&amp;D) triads presentations and written reports on whole class reading, including pre-teaching of vocabulary.</p> <p>Teachers to implement the training and research into boys' achievement into the curriculum.</p> <p>Pupils targeted for the expected or higher standard/greater depth – progress regularly reviewed.</p> <p>100% of pupils eligible for Pupil Premium achieve the expected standard in reading, writing and maths at the end of KS1 and KS2. 100% of pupils eligible for Pupil Premium targeted to achieve the higher standard at the end of KS1 and KS2 in reading and mathematics. Lead indicators are monitored and acted upon</p>	<p>English lead and HoA/WA</p> <p>Maths lead and HoA/CH</p> <p>Exec Head</p>	<p>March 2018</p>



Targeted support					
Desired outcomes	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 implement action?
Improved achievement at the end of Y2 for PP children both at the expected and higher standard for previous high attaining PP children, thus closing the gap between PP children and their non-PP peers.	Small group and individuals targeted with additional interventions delivered by teacher and HLTA. Effective feedback with opportunity for children to respond – introduce new Feedback Policy. Ongoing research group activities across the LAP to enrich writing experiences for pupil premium pupils in writing. Work closely with the Parent Support Adviser targeting vulnerable families. Visits to PP champion schools HLTA/TA to visit other MAT schools for training opportunities.	Children needing targeted support to catch up. 1:1 and small interventions with highly qualified staff have shown to be effective, as shown from the research from John Hattie feedback in schools Ongoing research group activities with another of our MAT academies and SLE to enrich oracy and writing experience for Pupil Premium pupils, especially boys. High quality writing opportunities to be embedded through the curriculum, rooted in experiences wherever possible. Feedback is known to be one of the most effective strategies for improving learning (see EEF) but only if time is given for it to be followed up by children and staff.	CH HoA leads Y2 team and team meetings fortnightly to 'check in'. SLT monitor (E Head, Maths Lead, Lit Lead) Teacher to continue to develop on the recent research into boys' writing. Monitoring through PRAISE, lesson observations and pupil conferencing. Evaluation of Feedback & Assessment Policy Families are working collectively with the Parent Support Adviser to ensure that barriers to learning are reducing.	E Head HoA/Y2 lead	
All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier. Previously high attaining PP	Small group work through the Counting to Calculate, Success at Arithmetic and Accelerated Reader programmes. 1:1 and small group pupil conferencing. Effective feedback with opportunity for children to	Some of the children need targeted support to catch up. 1:1 and small interventions. Small group interventions lead by highly qualified staff have shown to be effective as research shows in Visible Learning by John Hattie. Feedback is known to be one of the most effective strategies for improving learning (see EEF) but only if time is given for it to be followed up by children and staff. THRIVE sessions to support children with social,	Deliver training to new staff in Counting to Calculate, Success in Arithmetic Programmes.  Engage with parents and pupils to address any concerns or questions about the interventions.  Impact monitored by SLT THRIVE trained staff to work with pupils.	SLT	<b>March 2018</b>



<p>children achieve the higher standard.</p>	<p>respond – introduce new Feedback Policy.</p> <p>Introduce Accelerated Reader to academy.</p> <p>THRIVE sessions</p>	<p>emotional and behaviour needs.</p> <p>Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p><i>“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</i></p> <p>Ensures all children can read confidently before secondary school.</p>	<p>Accelerated Reader training for HLTAs and teachers for. Resources ordered to support the programme.</p> <p>Monitor impact of the programme.</p> <p>Assesses children every eight weeks to ensure that they have the best provision to make speedy progress.</p>		
<p>Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)</p>	<p>Head of Academy to work with attendance officer to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Parent Support Adviser to meet with Head of Academy to follow any actions that arise from the attendance meeting.</p>	<p>Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.</p>	<p>The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing.</p> <p>Attendance officer to produce weekly breakdown of attendance for vulnerable groups.</p> <p>Fortnightly attendance report.</p> <p>Half termly attendance report including Persistent Absentees.</p> <p>It is the responsibility of everyone school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly.</p> <p>Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance.</p> <p>SLT to have regular discussions with Parent support worker regarding support offered to parents/workshops attended.</p>	<p>HoA</p>	<p><b>March 2018</b></p>



Other approaches					
Desired outcomes	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 implement action?
Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)	<p>Head of Academy to work with attendance officer to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Parent support worker to meet with Head of Academy to follow any actions that arise from the attendance meeting.</p> <p>Breakfast club to ensure that children attend school and are on time and ready to learn.</p>	<p>Research shows that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupils. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. In line with the Government and Local Authority Guidelines, we expect all our students to maintain an attendance level of 96.4% and above.</p> <p>Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at its best!</p>	<p>The percentage of pupils achieving attendance badges and certificates at the end of each term is increasing.</p> <p>Attendance officer to produce weekly breakdown of attendance for vulnerable groups.</p> <p>Fortnightly attendance report.</p> <p>Half termly attendance report including Persistent Absentees.</p> <p>It is the responsibility of everyone school community – parents, staff, pupils and governors to ensure they achieve this. Therefore, we monitor and review the attendance of all our pupils constantly.</p> <p>Fortnightly attendance report is analysed and pupil premium data along with all other groups is reported weekly to SLT and half termly to local governance.</p> <p>Parent support worker to be deployed at school for one day a week. Parent support worker to be part of the attendance meeting with the Head of Academy and the attendance officer. SLT to have regular discussions with Parent support worker regarding support offered to parents/workshops attended.</p> <p>Children start the school day ready to learn.</p>	Head of Academy	March 2018
<b>Total Budgeted cost</b>					£14,520
6. Review of expenditure					
Academic Year	2016/2017	£14,520			



**Previous Academic Year - 2016/2017**

**Quality of teaching for all**

<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Close gap in attainment between PP and non-PP across the school.	To maintain a 3 class structure despite small numbers	R – Gap closed for all bar one PP child with additional SEND barriers Y1 Phonics – no gap Y2 Phonic retakes – gap closed. Y2 attainment gap closing (PKF attainment to WTS) Attainment in yrs 3-5 – gap closed / closing except where additional SEND barriers. Y6 – gap closed in reading, writing and maths	Quality first teaching is best resource for closing the gap. Look at children who enter school with PP funding who have potential to reach exceeding at end of EYFS.	£0
Impact of good teaching on disadvantaged children.	Invest in quality CPD via Teaching School to ensure disadvantaged children receive good or better teaching, specifically raising literacy and numeracy achievement through this improved quality first teaching	Teaching is good across the academy. Impact on disadvantaged children as above.	High quality CPD targeted to school improvement priorities had significant impact on results – particularly yr1 and 2 phonics.	£500

**Targeted support**

<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved engagement and Learning behaviour in lessons	Emotional interventions to support children with resilience and self-esteem issues – unpicking barriers to	Improved learning behaviour and independence is documented in lesson observations and learning walks, including external learning walks by LA. Attendance for PP group improved from 86% last year to 94% this year. There is still a gap between this and non-	Unpicking emotional barriers to learning and supporting these children has had a positive impact on the learning of all in the class, as well as the targeted children.	<b>£1400</b>



	learning and improving learning behaviours.	PP peers, but it is closing.		
Improvement in writing, disadvantaged children. This was a key area of the academy development plan this year	Support staff working in classes for vulnerable children in order that the children might achieve age related expectations.	Writing in EYFS – gap closed for non SEN pupils; Y1 phonics – gap closed; Y2 writing – gap closing; Y6 writing – gap is closed.	Careful deployment of TA's has had a positive impact but needs continued monitoring.	<b>£4699</b>
Close gap in reading for children in receipt of the PP grant and their non-PP peers.	Support staff working 1:1, particularly in reading in order that disadvantaged children will not fall behind in reading in KS1 in particular.	Y1 phonics – gap closed; Y2 phonics - gap closed; Y2 reading – gap closing. Y6 reading – gap closed	TA capacity in the afternoons allows interventions and catch ups for individuals without loss of learning in core areas – this has had a positive impact on results.	<b>TA time £1049 £7000</b>
<b>Other approaches</b>				
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</b>	<b>Lessons learned</b>	<b>Cost</b>
Close gap in attainment between PP and non PP children – in reading and writing in particular.	Enhancing life experience of children through trips and visits	Writing in EYFS – gap closed for non SEN pupils; Y1 phonics – gap closed; Y2 writing – gap closing; Y6 writing – gap is closed.	Ensure gap continues to close in all year groups.	£372