

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 of 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 minimising 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 the impact of these barriers is minimised or eradicated. Our key priorities for 2019-20 sit alongside a focus on excellent quality provision for all pupils.

1. Summary information

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| West Alvington C of E Academy | | | | | |
| Academic Year | September 2019/20 | Total Pupil Premium budget | £18,480 | Date of most recent PP review | September 2019 |
| Total number of Pupils | 36 | Number of pupils eligible for PP | 9 | Date for next internal review of this strategy | Spring 2020 |

2. End of KS1 and KS2 Data 2018-19

| | Pupils eligible for PP (4) | | Pupils not eligible for PP (6) | | Pupils eligible for PP (4) | | Pupils not eligible for PP (6) | |
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| | % achieved EXS at end of KS1 2018-19 (3) | % achieved EXS at end of KS2 2018-19(1) | % achieved EXS at end of KS1 2018-19 (3) | % achieved EXS at end of KS2 2018-19 (3) | % achieved Greater Depth at end of KS1 2018-19 (3) | % achieved Greater Depth at end of KS2 2018-19 (1) | % achieved Greater Depth at end of KS1 2018-19 (3) | % achieved Greater Depth at end of KS2 2018-19(3) |
| Reading | 33% (3 pupils) | 0% (1 pupil) | 100% (3 pupils) | 67% (3 pupils) | 0% | 0% | 33% | 67% |
| Writing | 33% | 0% | 100% | 100% | 0% | 0% | 33% | 33% |
| Mathematics | 33% | 0% | 100% | 67% | 0% | 0% | 33% | 0% |
| KS2 Progress for ALL pupils: Reading: -2.8 Writing: -2.5 Mathematics: -6.3 | | | | | Pupil Premium Progress: Reading: -9.04 Writing: -12.03 Mathematics: -4.38 | | | |

Please note that we do not collect GDS data for years 1, 3, 4, 5

2. Current attainment – End of Year data 2019 and 2020 targets

| Year 1 to Year 6 | Pupils eligible for PP (8) | | Pupils not eligible for PP (19) | | Pupils eligible for PP (8) | | Pupils not eligible for PP (19) | |
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| pupils | % Achieved EXS At end 2018-19 | % Targeted for ARE or above at end of 2019-20 | % Achieved EXS At end 2018-19 | % Targeted for ARE or above at end of 2019-20 | % Achieved Greater Depth at end of 2018-19 | % Targeted to achieve GD at end of 2019-20 | % Achieved Greater Depth at end of 2018-19 | % Targeted to achieve GD at end of 2019-20 |
| Reading | 38% | 88% | 74% | 85% | 0% | 13% | 16% | 35% |
| Writing | 25% | 88% | 79% | 85% | 0% | 13% | 11% | 35% |
| Mathematics | 38% | 88% | 79% | 85% | 0% | 13% | 5% | 35% |

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

In school barriers (issues to be addressed in school)

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| A | Children enter West Alvington C of E Academy well below the average and many suffer from delays in language and vocabulary. A barrier to becoming successful readers is a rich understanding of language and the meaning of a wide range of vocabulary. Developing high quality teaching and learning as well as intervention in reading is a constant barrier which eligible pupils face. |
| B | We aspire for all children to have the highest expectations of themselves and to be confident, independent young people who can become resilient learners. However, many eligible pupils enter school with Personal, Social and Emotional Development skills which are well below their peers. Many children face barriers to being independent, confident learners, due to PSED and SEMH needs. |
| C | Our low numbers of PP children mean that we think of each child as an individual. We acknowledge that across the school gaps between PP and non-PP remain for both EXS and GDS. In order to address this issue we often have to unpick multiple potential barriers in order to ensure our children make accelerated progress. For instance, 63% of our PP children also have SEND needs with 25% of those already on an EHCP. Specifically, barriers around communication and language being the primary need. |

External barriers

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| D | 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. Attendance for PP 2018-19 was 89.71%. |
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2. Outcomes

| | Desired outcomes and how they will be measured | Success criteria |
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| A | Eligible pupils will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language this will be | Gap closed in Reading attainment at the end of EYFS and KS1 100% of eligible pupils will achieve Y1 phonics screening check. RWINC will be implemented and by the end of KS1 85% of pupils will have completed RWINC |

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| | achieved through the rigorous teaching of systematic synthetic phonics. | Quality of teaching and intervention will be excellent. Close the gap in Reading attainment at the end of KS2. |
| B | Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised. | Eligible pupils who access Nurture Provision will show progress in Boxall Profile Scores Thrive assessments will show progress for eligible pupils. Introduction of “We Eat Elephants’ mental health & well-being programme equips children with the tools to look after their own mental health Quality of teaching and learning in the classroom will reflect ‘wellbeing strategies embedded into the practice. |
| C | All eligible pupils will achieve in line with their peers in all subjects with a particular focus on Reading and Maths in KS2. | EYFS and KS1 outcomes will close the gap and outcomes for disadvantaged children will be inline with nationals Eligible pupils to achieve at least nationals in RWM combined and be line with non-eligible pupils Gap closed in all subjects at KS1 & 2. Begin to close the gap between disadvantaged and non-disadvantaged children who attain GDS at KS1 and KS2 across all subjects The quality of teaching across the school is sustained with a focus on precision teaching; providing quality feedback through scaffolds and prompts. Disadvantaged children achieve in line with national averages for both attainment and progress |
| D | Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their child as a result of the support for academic and pastoral needs of eligible pupils. | End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%. % of eligible pupils who are PA will be below National and in line with non-eligible pupils. Family support interventions identified within the first month of entry to the academy. All Y6 and Nursery eligible pupils will submit secondary school applications by the deadline to ensure the children access their local schools. Extend provision of mental health and wellbeing packages for parents |

Planned expenditure

Academic Year 2019/2020

The three headings below enable 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? |
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| <p>All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.</p> | <p>RWInc Phonics in place EYFS to Y3 with resources and Reading Leader Support working alongside English Hub as an intensive support partner</p> <p>All staff are teachers of reading. Support through RWINC external review days x 3</p> | <p>The Ofsted Reading By Six report outlined the impact of high quality systematic phonics programme on reading attainment. RWInc improves children’s communication and language skills through a series of synthetic phonic strategies. Key to this is highly trained staff and external challenge to ensure fidelity to the programme. To ensure rigor this must be underpinned by highly skilled leaders and excellent CPD. Parents find supporting phonics a daunting prospect and support is provided to give parents confidence to support outside of school.</p> | <p>Improvement in attainment in Reading at the end of EYFS and KS1 100% of eligible pupils will achieve Y1 PSC At end of KS1 85% of pupils will have completed RWINC</p> <p>Quality of teaching and intervention will be excellent.</p> | <p>LG/KC/LW</p> | <p>At least ½ termly</p> |
| <p>Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised.</p> | <p>Increase teacher subject knowledge on MHWB.</p> <p>Implement strategies to support MHWB</p> <p>Tailor approaches to support eligible pupils</p> | <p>The ‘We Eat Elephants’ programme is designed to give pupils skills and build their resilience to deal with challenges enabling them to live life to the full.</p> <p>Mental Health and Wellbeing is a focus on a national stage as well as in school. Analysis shows that many eligible pupils also have additional SEMH or pastoral needs. To ensure we are not reliant on an ‘intervention’ culture, a culture which support Mental Health and Wellbeing for children will support eligible children in class and minimise the need for specific intervention. This will support self-esteem and the learning to learn behaviours required for eligible pupil</p> | <p>Quality of teaching and learning in the classroom will reflect ‘wellbeing strategies embedded into the practice. This will be achieved through in class coaching to support teachers in developing strategies to support eligible pupils access learning and ensure SEMH/MHWP barriers are raised.</p> | <p>LG/KC</p> | <p>½ termly</p> |
| <p>All eligible pupils will achieve in line with their peers in all subjects with a particular focus on Reading and Maths in KS2.</p> | <p>Implement a new whole class reading approach to support vocabulary development with support for developing quality TLA from Trust SLE</p> <p>Embedding the Maths mastery approach through precision teaching.</p> | <p>End of KS2 results were below the national average for both Maths and Reading. By implementing a whole school reading approach which has been hugely effective in raising attainment in other schools, children will receive daily teaching of reading which will widen their vocabulary and deepen their understanding of challenging texts. Continuing to embed a Mastery approach for mathematics will ensure that the children have efficient recall of number facts (fluency). A mastery approach</p> | <p>Programme being taught daily RWINC Development Days – external monitoring Gap closed between eligible and non-eligible. Quality of TLA is at least Good 75% of eligible KS2 pupils to achieve expected in R 20% of eligible pupils to achieve GD in R RWMA combined in line with nationals and no gap.</p> | | |

| | | will allow the children to deepen their understanding which will support more children in gaining GDS at the end of KS2. | Quality of TLA in Reading is at least Good | | |
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| Total budgeted cost | | | | | = £11623 |
| 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? |
| All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to daily RWI or whole class reading lessons | Targeted eligible pupils to receive 1:1, daily RWINC intervention as required. 1:1 intervention teachers will be outstanding through weekly CPD. Class teachers will identify children needing 'pre-teaching' to identify the texts | Analysis of data shows that the greatest impact is from timely 'catch up not keep up' interventions to catch eligible pupils before they fall. RWINC 1:1 interventions have ensured closed gaps and above national attainment in Y1 PSC and KS1 Reading. In Key Stage 2, we will again follow this 'catch up not keep up' mentality with teachers using 'pre-teaching' to ensure that eligible pupils are caught before they fall. This will ensure gaps are closed and in line with national averages at the end of KS1 and KS2 | Sustain at least in line national attainment in reading at the end of all key stage assessments 100% of eligible pupils will achieve Y1 phonics screening check. At end of KS1 85% of pupils will have completed RWINC | LW/LG/KC | ½ termly |
| All eligible pupils will achieve in line with their peers (above nationals) in all subjects with a particular focus on Reading and Maths in KS2. | Breakfast and after school interventions for both Reading and Maths across KS2 | Many eligible children have gaps in both their phonic, reading and maths knowledge. By pinpointing these gaps, class teachers are able to tailor a programme of interventions to plug these gaps and raise attainment. | The gap is closed between eligible and non eligible children for Reading and Maths Eligible pupils to achieve in line with nationals in RWM combined with non-eligible pupils | KS2 Teachers; Lit Lead; SLT Ongoing and termly data drop | |

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| Eligible pupils will be able to access learning due to Social, Emotional and Mental Health needs being met and the barriers to academic learning being eradicated or minimised. | Thrive Assessments and Programmes in place for eligible pupils for early intervention in PSED barriers. | The Thrive programme is an accredited national programme to support children with early SEMH barriers. Early intervention is key in order to close barriers and ensure children can access learning. In addition to the specific interventions there is an approach which is embedded to ensure there are additional opportunities to develop PSED skills within the continuous provision. | Thrive assessments will show progress for eligible pupils. Eligible pupils will achieve accelerated progress across all key stages to close the gap with non-eligible pupils Eligible pupils who access Thrive will show progress in Boxall Profile Scores | SENCO/SLT ongoing SLT. Teachers Termly tracking Nurture and Class Teacher ongoing | |
| Total Budgeted cost | | | | | £6415 |

| Other approaches | | | | | |
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| 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? |
| Eligible pupils will have attendance which is in line with their peers and above national averages. Parents will be active in supporting their | Procedures are in place to ensure eligible pupils are telephoned first. Attendance is discussed with whole SLT Whole school celebration of attendance and attendance rewards. | 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, | End of year attendance shows eligible children in line or above non-eligible children and in line with our aspirational target of 98%. % of eligible pupils who are PA will be below National and in line with non-eligible pupils. | Attendance Officer and Admin data analysis and DSL 9/17 Attendance Officer 9/17 | |

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| <p>child as a result of the support for academic and pastoral needs of eligible pupils.</p> | <p>Barriers to coming to school such as: lack of school uniform, relocation resulting in travel costs or support with Breakfast or ASC will be raised.</p> <p>All eligible pupils in Nursery and Y6 complete application forms in time and gain access to local schools and prevent barriers to attendance.</p> <p>Support for parents available through the Early Help package</p> | <p>we expect all our students to maintain an attendance level of 96.4% and above</p> <p>Lack of school uniform or poor breakfast can also hinder children’s learning. We meet parents on a 1:1 individual basis to support these needs</p> <p>We know that 85% of a child’s learning takes place at home. We aim to engage parents in their children’s learning through both workshops for parents or also activities where their child can also be involved.. In order to support aspirations and increase parental capacity to support at home we need to empower parents and engage them in their child’s learning.</p> | <p>Weekly attendance analysis will show that non-attendance is not due to uniform or travel barriers.</p> <p>Extend provision of mental health.</p> | <p>Attendance Officer ongoing FST Each Term</p> | |
| Total Budgeted cost | | | | | £442 |
| 6. Review of expenditure | | | | | |
| Academic Year | 2018/2019 | £17,160 | | | |

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| Previous Academic Year - 2018/2019 | |
| Quality of teaching for all | |

| Desired outcomes | Chosen action/approach | Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate. | Lessons learned |
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| <p>Improved achievement at the end of Y6 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.</p> | <p>To ensure there are 3 classes with no more than 30 in each class.</p> <p>CPD on high quality feedback; teaching and learning within a mastery curriculum; successful learning sequences; and pre-teaching.</p> <p>Incremental coaching for all teaching members of staff, focusing on depth of understanding.</p> | <p>PP achievement at the end of KS2 was 0%. However this was 1 child who also had an EHCP and significant learning needs.</p> <p>The progress which this child achieved throughout the curriculum could clearly be seen in the child's books through the high quality teaching which was put in place and developed which met his individual needs precisely. Incremental coaching with an SLE was instrumental in this development of teaching and learning. Pre teaching an morning 1:1 or small group interventions were also key to precisely meeting needs</p> <p>There were no children targeted for GDS at the end of KS2 who were eligible</p> | <p>Incremental coaching had a high impact on the quality of teaching and learning in the classroom, particularly due to the challenge of a whole KS in 1 class.</p> <p>Continue to use 1:1 daily interventions. Learning from this year, these are most effective when working in conjunction with parents. Staff to continue to engage with parents, modelling how to engage with the children at home and providing packs to support the learning.</p> |
| <p>All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p> | <p>To ensure there are 3 classes as small a number as possible in each class.</p> <p>Pupils targeted for expected or greater depth/higher standard – progress regularly reviewed.</p> <p>Pupils (identified as high prior attaining) targeted for GD</p> | <p>Although the number of SEN children achieving EXS/GDS looks low, this is mainly due to the fact that many of the eligible children also have a significant SEN need. 1 has an EHCP, 3 have been assessed by an Educational Psychologist and are likely to be assessed for an EHCP in the next academic year.</p> <p>1 child who is eligible was a prior high attainer and is targeted at the end of KS2 for GDS. However, as a trust we no longer assess GDS at the end of years 1,3, 4 and 5, so this cannot be calculated this year for this child.</p> | <p>Because of the high proportion of eligible children who also have a SEND need, the focus needs to be on high quality class teaching which plugs gaps and ensures that all PP children, including the SEND children, make strong progress.</p> <p>Also teachers need to be confident to be able to use precision teaching to meet the needs of all learners. This can be achieved through incremental coaching.</p> <p>For younger children, reading is the key to opening up the wider curriculum. By introducing a systematic, rigorous scheme for teaching phonics, this will ensure all children are confident readers by the end of KS1.</p> |
| Targeted support | | | |
| Desired outcomes | Chosen action/approach | Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate. | Lessons learned |
| <p>Improved achievement at the end of Y6 for PP children both at the expected and higher</p> | <p>Small group and individuals targeted with additional interventions delivered by teacher and TA.</p> <p>Effective feedback with opportunity for children to respond –</p> | <p>Although the 1 PP child in year 6 did not achieve the expected standard his significant learning needs were well met by targeted interventions ensuring he made good progress from his starting points at the beginning of the year. This is evidenced in his books.</p> | <p>Incremental coaching has proven to be the most effective way of improving teaching and learning in the classroom. This can be both subject and pedagogy specific and the coach will either be a leader or SLE from the teaching school we work closely alongside.</p> |

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| <p>standard for previous high attaining PP children, thus closing the gap between PP children and their non-PP peers.</p> | <p>implementation of the Feedback Policy. Ongoing research group activities across the LAP to enrich writing experiences for pupil premium pupils in writing. Work closely with the External Parent Support Adviser targeting vulnerable families. HLTA/TA to visit other MAT schools for training opportunities.</p> | <p>Excellent verbal and written feedback supported the PP pupil to understand next steps, have his learning carefully scaffolded and develop independence.</p> <p>Incremental coaching provided by an SLE equipped the class teacher with expertise in feedback that deepened the learning of pupils.</p> <p>Liaising with the family support team enabled staff to build in formal and informal support structures for vulnerable families further establishing strong, trusting relationships.</p> | <p>CPD on high quality feedback and questioning ensured that the quality of teaching in classrooms was high - Quality first teaching makes the most difference to outcomes as shown by research. We will continue to implement new research findings which are shown to be highly effective</p> <p>High quality CPD ensures that pedagogy is up to date and building upon latest research. This will continue to ensure the provision is always high quality and meeting the needs of all learners in the cohort</p> |
| <p>All PP children achieve the expected standard across 1-6, and GLD at end of EYFS, unless there is a significant SEND barrier.</p> <p>Previously high attaining PP children achieve the higher standard.</p> | <p>1:1 and small group pupil conferencing and intervention, where appropriate.</p> <p>Effective feedback with opportunity for children to respond – implementations of the Feedback Policy.</p> <p>THRIVE sessions</p> <p>Pre-teaching to increase knowledge and confidence.</p> | <p>Despite low numbers of PP children achieving EX/GDS book monitoring showed that all pupils were provided with rich opportunities to act on feedback and improve their work. Teachers constantly reviewed their feedback practice to ensure all pupils made progress in lessons.</p> <p>Thrive sessions delivered by a trained practitioner gave PP pupils the opportunity to develop as individuals gaining in confidence and independence.</p> <p>Pre-teaching was used effectively to support SEN pupils making sure they were able to access lessons and make good progress.</p> | <p>High quality CPD ensures that pedagogy is up to date and building upon latest research. This will continue to ensure the provision is always high quality and meeting the needs of all learners in the cohort CPD on high quality feedback and questioning ensured that the quality of teaching in all classrooms was high -</p> <p>Quality first teaching makes the most difference to outcomes as shown by research. We will continue to implement new research findings which are shown to be highly effective.</p> <p>Conferencing in books ensured that pupils knew their targets and could verbalize them.</p> |
| <p>Other approaches</p> | | | |
| <p>Desired outcomes</p> | <p>Chosen action/approach</p> | <p>Estimated Impact: Did you meet the success criteria? Include impact on pupils eligible for PP, if appropriate.</p> | <p>Lessons learned</p> |



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| <p>Sustainable increased attendance rates for targeted pupils eligible for PP. (Target 98%)</p> | <p>Academies leadership team 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 Leadership team to follow any actions that arise from the attendance meeting.</p> | <p>Although attendance for PP children was at 89% falling below the targeted 98% the attendance team and academy leadership team ensured robust procedures were in place to support attendance and build resilience for previously low attending children and families.</p> <p>Attendance procedures were carefully followed including responding to PP absence. Where necessary parents met with the leadership team to offer support on improving attendance rates.</p> | <p>The academy needs to find ways to engage parents to understand the importance of attendance. Steps towards this have already been taken with the introduction of Parent Ambassadors and a 'parent partnership' group.</p> <p>We know that poor attendance is usually due to a number of barriers. Teachers and leaders are keen to engage families early in this process to remove these barriers (poor housing, financial, wider health problems within the family etc) and ensure that the children get the education that they are entitled to.</p> |
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