

## Pupil Premium Strategy Statement: 2020\_2021 West Alvington Church of England Academy

### ACADEMY OVERVIEW

Metric	Data
Academy name	West Alvington Church of England Academy
Pupils in school	33
Proportion of disadvantaged pupils	55%
Pupil premium allocation this academic year	£14, 795
Academic year or years covered by statement	20/21
Publish date	October 2020
Review date	Sept 2021
Statement authorised by	Miss K Coombe
Pupil premium lead	Miss K Coombe
Governor lead	Mrs J Cardrick

### DISADVANTAGED PUPIL PROGRESS 2019-20 - NO DATA DUE TO C19

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

### DISADVANTAGED PUPIL PERFORMANCE 2019-20 - NO DATA DUE TO C19

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1	All children will be confident readers with excellent phonic knowledge and improved comprehension skills due to increased knowledge of vocabulary and language.

Priority 2	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.
Barriers to learning these priorities address?	<ul style="list-style-type: none"> <li>- 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 in a phonics programme (RWI) as well as interventions in reading is a constant barrier which eligible pupils face.</li> <li>- 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 this has been accentuated by the long period away from school during lockdown</li> </ul>

#### TEACHING PRIORITIES FOR 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 66% Expected in Reading and Progress to be Average.	Sept 21
Progress in Writing	KS2 66% Expected in Reading and Progress to be Average.	Sept 21
Progress in Mathematics	KS2 66% Expected in Reading and Progress to be Average.	Sept 21
Phonics	90% achieve national average expected standard in PSC	Sept 21
Other	Attendance of disadvantaged pupils to be at least 96.4%	Sept 21

Measure	Activity
Priority 1	To implement a remote curriculum to maintain the quality of education for all children whether they are able to access school or remain at home, including

	<p>use of Google Classroom. Remote feedback to ensure learning progresses and gaps are closed.</p> <p>The remote curriculum will also be tailored to meet the needs of families with limited or no access to IT equipment.</p>
Priority 2	<p>To ensure that Reading is taught consistently and robustly across the school including in RWI lessons: supported by interventions in both small groups or 1:1 in both Key Stages where necessary.</p>
Barriers to learning these priorities address	<p>Teaching and remote learning are ensuring that gaps and misconceptions in children's learning that may have occurred during school closures are closed or are closing.</p> <p>Parental access to laptops etc in order to access remote learning if required.</p>
Projected spending	£5500

### TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To identify gaps and establish 1:1 intervention for early reading to ensure all eligible pupils are reading by six. Use of universal provision to address gaps and ensure accelerated progress.
Priority 2	Establish individual and group interventions to address gaps in learning to ensure accelerated progress.
Barriers to learning these priorities address	<p>To address individual gaps which have arisen due to barriers experienced by the most disadvantaged pupils.</p> <p>Supporting pupils in develop confidence, resilience and stamina for writing and accessing the wider curriculum.</p>
Projected spending	£3500

### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	<p>To ensure that attendance is maximised with and that an ambitious target of 98% is set for eligible pupils</p> <p>Class teachers and leaders will use up-to-date attendance data to take action quickly, both to challenge and support families.</p> <p>The clear remote learning plan will support pupils who are absent due to infection or isolation. Links between home and school will be purposeful and planned</p> <p>Attendance is celebrated and valued by all stakeholders with weekly and ½ termly rewards</p>
Priority 2	<p>To ensure that the children's mental health and well-being needs are fully met in the school environment.</p> <p>Children will be given a toolkit of strategies to ensure that they build resilience in their mental health and remain 'mentally fit'.</p>

Barriers to learning these priorities address	Attendance of eligible pupils is in line or above the national average and the % of eligible pupils who are persistent absentees is reduced to be below national averages Eligible pupils will be supported to be fully engaged, resilient learners
Projected spending	£5795

#### MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and PDMs
Targeted support	Ensuring enough time for school maths-lead to support and coach teachers in Mastery and Number Sense approach.	Maths Lead to use leadership time for incremental coaching with a Maths focus. Maths Lead to work alongside Maths Hub TRG.
Wider strategies	Engaging the families facing most challenges	Engage with Early Help locality teams, Childrens' Services and other agencies to seek wider support for families.

#### JULY 2021 Review

Area	
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<p>Teaching</p>	<ul style="list-style-type: none"> <li>• The remote learning offer is designed to mirror as closely as possible the curriculum offered in school. Adaptations are made to meet the needs of SEND learners as well as those who may find it harder to access remote learning. Regular support and information is given to parents and carers regarding remote education and how to best support their child. As a result of the rigorous remote learning offer children successfully transitioned back into school and were able to make good progress with their learning. For example, in phonics children met the progress expectations for their year group.</li> <li>• Whole class reading is now embedded across all classrooms and is monitored through regular coaching for all teachers. New teaching staff are supported to implement the approach.</li> <li>• RWINC is carefully monitored through RWINC development days, fortnightly coaching sessions for all RWINC teachers and at least 6 weekly analysis of groupings and progress. Vulnerable children are supported to make good progress through targeted 1 to 1 sessions. Where necessary these are adapted based on specialist advice to meet SEND needs.</li> <li>• The impact of the children's progress and knowledge growing in curriculum areas has been seen in the pupil conferencing that leaders have been doing termly.</li> </ul>
<p>Targeted support</p>	<ul style="list-style-type: none"> <li>• Children have been identified based on their needs which has led to gaps closing more swiftly with needs being met.</li> <li>• Children are targeted with 1 to 1 or small group interventions to ensure they do not fall behind their peers.</li> <li>• Teaching assistants have ongoing professional development and regular coaching to ensure they are able to implement best practice. Examples of professional development include; training in precision teaching, autism in the classroom, RWINC phonics, EYFS pedagogy training, dyslexia training and Lego therapy. This has given them a toolkit to support the needs of the learners alongside their ISPs and teacher AFL.</li> <li>• The approach taken helped to transition children with high needs back into classes after lockdowns. The autism in the classroom training has helped any children with high needs to be more successful in the classroom and access learning more frequently beside their peers.</li> <li>• Expert support from Educational Psychologists and Trust SENDcos has helped staff in classrooms with SEMH and Autism needs to put in new strategies and have a greater understanding to support and engage learners and ensure that their classrooms are inclusive for all children. The impact has been a more inclusive culture to meet the needs of the targeted children.</li> </ul>
<p>Wider strategies</p>	<ul style="list-style-type: none"> <li>• Attendance this year has been unsettled due to lockdown and isolation periods. However, data shows that as a result of clear processes and empowered staff leading attendance in their classrooms that attendance is improving across the school. This means that more children are in school learning for longer.</li> <li>• Fortnightly meetings are held to track and manage behaviour including looking at support required for vulnerable families.</li> </ul>

