Pupil Premium Strategy Statement

1. Summary information					
School	Bredon Hill Academy				
Academic Year	2018/19	**Total PP budget**	£48,125	**Date of most recent PP Review**	n/a
Total number of pupils	486 (Sept 18)	**Number of pupils eligible for PP**	53	**Date for next internal review of this strategy**	July 2019

2. Current attainment – Year 6 2017/2018

Number of Pupils Eligible for Pupil Premium – 54
KS2 = 16 Students
KS3 = 38 Students

	Pupils eligible for PP (All Pupils)	National Data for PP Students	National Results 2018 (All Students)	Pupils not eligible for PP (National Average)
% reaching expected standard in reading, writing and maths	33% (65%)	Data Available Dec '18	64%	Data Available Dec '18
% reaching expected standard in reading	63% (84%)		75%	
% reaching expected standard in writing (TA)	56% (75%)		78%	
% reaching expected standard in maths	38% (75%)		76%	

Progress of students based on GL Assessments (Entry to Exit):

Current Year 8 Cohort:

English progress (baseline to end of year 8)	94% At Expected or Above Expected Progress	50% Above Expected Progress
Maths progress (baseline to end of year 8)	100% At Expected or Above Expected Progress	61% Above Expected Progress
Science progress (baseline to end of year 8)	83% At Expected or Above Expected Progress	17% Above Expected Progress

Attainment Data for students based on GL Assessments

Current Year 6 Cohort:

English Attainment (baseline data)	78% Working At or Above Expected Standard	14% Working Above Expected Standard
Maths Attainment (baseline data)	87% Working At or Above Expected Standard	19% Working Above Expected Standard
Science Attainment (baseline data)	82% Working At or Above Expected Standard	18% Working Above Expected Standard

Current Year 7 Cohort:

English Attainment (end of year 6)	91% Working At or Above Expected Standard	45% Working Above Expected Standard
Maths Attainment (end of year 6)	92% Working At or Above Expected Standard	49% Working Above Expected Standard
Science Attainment (end of year 6)	92% Working At or Above Expected Standard	50% Working Above Expected Standard

Current Year 8 Cohort:

English Attainment (end of year 7)	47% Working At or Above Expected Standard	35% Working Above Expected Standard
Maths Attainment (end of year 7)	59% Working At or Above Expected Standard	29% Working Above Expected Standard
Science Attainment (end of year 7)	No End of Year 7 Data Available (No End of Year 7 Test)	

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

	In-school barriers *(issues to be addressed in school, such as poor oral language skills)*
A.	Social and Emotional Issues - Self esteem is low for students. Confidence is lacking in students, they are reluctant to engage with additional learning opportunities and need further support to deal with personal issues.
B.	There are a significant number of PP students (16) with a reading age below their chronoligical age. 25% of students at BHA have a reading age below their chronoligical age, and 34.8% of PP students have a reading age below their chronological age.
C.	Spelling age for students is lower for PP compared to non-PP students. In year 7 35% of the year group have a spelling age below their chronological age and 55% of PP students have a spelling age below their chronological age. In year 8, 45% of students have a spelling age below their chronological age and 56% of PP students have a spelling age below their chronological age.
D.	Enrichment opportunites outside of school for the more able PP students are limited. Access to inspirational trips/talks/events need to increase.
E.	A core number of our PP students (20%) have significant weakness in maths. In Year 6 24% of the year group are working below their age related expectation and 35% of PP students, In Year 7 5% of all students and 7% of PP students. In Year 8 4% of all students and 14% of PP students. Basic maths skills need developing before students can confidently access the maths curriculum.

	External barriers *(issues which also require action outside school, such as low attendance rates)*
A.	Home engagement with a minority of parents needs to be further promoted.
B.	Attendance rates for PP students are below the school's average (2017 – 2018 PP = 93.62%, NPP = 96.2%). This reduces their hours in school, causes them to fall behind on their learning. 10 PP students last year had attendance lower than 90%.

	4. Outcomes	
	Desired outcomes and how they will be measured	*Success criteria*
A.	Develop confidence and self-esteem through SEL (Social & Emotional Learning) interventions. These include elevenses social intervention club, pupil support course and afternoon tea intervention. Measured through attendance to sessions, assessment on engagement by staff (pupil profiles reviews etc.), and academic progress/attainment over the year.	Students participating in these interventions will engage more with other students and teachers/Teaching Assistants. This will have a positive impact on their academic attainment, shown through improved progress and attitude to learning grades and higher attainment grades across the curriculum at the end of the academic year.
B.	Increase reading ages for all students in all years. Measured through Lexia programme, precision reading (year 6) and through the Fresh Start programme for the extremely weak students in year 6. Purchase of Kindle's for low ability PP readers to engage them in reading accelerated learning books. Monitoring through use in reading activities, paired reading with PHHS sixth formers and BHA year 8 students.	PP students will have closed the gap to their peers by the next reading age screening. Evidence from Lexia and the Fresh Start programmes will document progress being made over the year. Students will develop a thirst for reading and use the Kindle to access age related/accessible books.
C.	Spelling ages to be increased for PP students, closing the gap to their peers. This will be measured through assessments in English over the year and using data from Lexia and Fresh Start programmes. Re-testing at the start of the next academic year will show progress and a closing of the gap to peer and age average.	Students will have an increased bank of words allowing them to access more of the curriculum and engage in deeper converstaion, in turn allowing them to understand and work at higher levels. Academic progress and attainment will increase over the year. Tests for students next year will show that the gap has closed for PP students.
D.	Students will have access to more opportunities to enrich their education outside of school on trips and visits. Particular focus will be ensuring that the more able PP students are given equal opportunities to those who are under performing.	More able PP students will see higher progress and attitude to learning grades. Academic attainment will also be improved.

E.	Parental engagement of pupil premium students will improve by the end of the year using SeeSaw application on a tablet. There will be an increase in attendance to parents evening and other events at school. An increase in dialogue between the parent and school (via office/SLT/form tutor) will be seen. Students will report that they are more supported at home by parents (possible PASS survey results?). Use of social media to engage with parents, providing support as a starting point for improving communication.	Students will be more supported at home and therefore have increased engagement at school. Homework becomes less of an issue as parents can support their child. Through increased engagement and communication with PP parents using the SeeSaw app, any issues or concerns can be dealt with by the school and the parents by working together.
F.	Use information from PASS survey to identify any particular areas for development with regards to pupil welfare and attitudes to school and self. This will be address through the pastoral mentoring programme with form tutors.	Results from PASS survey to be shared with staff, interventions to be created based on outcomes and these to be reviewed termly. Results from PASS surveys over time, show a change in perceptions and feelings towards school. This will be monitored yearly.
G.	Increased attendance rates for pupils eligible for PP. Half termly reports on PP attendance to be created by DJW/JH, and individuals falling below to be monitored and followed up. Weekly attendance meetings set up with JH and low attenders to build awareness of attendance to promote improved attendance in school.	Improved attendance figures for PP students. Target group attendance improves over each half term. Students with the lowest attendance see improvements in progress and attainment due to increased amount of time in the classroom.

5. Planned expenditure

Academic year	2018 - 19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	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 implementation?
A. Improved use of Teacher Assistant deployment in lessons to support progress of PP students.	Teacher/Teacher Assistant training delivered through SENCo and SENCOM Meetings.	Use of research provided by EEF (Making Best Use of Teaching Assistants Spring 2015) to ensure Teaching Assistants in the classroom have a positive impact on student progress. The focus is to make a shift from the traditional deployment of Teaching Assistants who provide intervention with individuals to give PP students more time with their teacher.	SENCo delivery to staff in SENCOM meeting. Observation focus for both staff with Teaching Assistants and Teaching Assistants themselves. Review and feedback cycle through teacher meetings and through Teacher Assistant meetings – sharing best practice.	ST	Jul '19
B. Improved reading ages.	T&L lead and English subject lead to deliver CPD to staff on strategies to	A significant number of students are arriving in year 6 with reading ages well below average. This stops them from accessing the	T&L lead to develop and deliver appropriate strategies and to ensure these are embedded through use of the coaching	MEJ	After PD cycle 2

	support reading across the curriculum and how to engage and develop learners with a low reading age.	curriculum. Reading interventions are limited and shouldn't be given as the only means to improve a student's reading age. All staff have a responsibility to ensure students can access the lesson content but need support in ways to do this.	system and peer/subject reviews and observations.		
	Lexia programme delivered by a TA for targeted students	Lexia is a programme that is proven to raise students reading ages quickly. It has proven successful with our students and will continue to be offered to students.	Lexia provided detail reports of students. These can be access regularly to track student progress over time.	MD	July '19

ii. Targeted support

Desired outcome	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 implementation?
A. Improve reading ages for students in year 6	Kindle book subscription.	Students who have a very low reading age are embarrassed about the types of books they read, so very often are reluctant to read in class. A kindle will disguise the book they are reading. It also gives staff control over the books they access (making them appropriate for their level of ability).	Students provided with kindles will be on the paired reading programme. Staff responsible for the paired reading programme will monitor their use and ensure relevant and appropriate books are download to them.	MEJ/ST	Half Termly
	Fresh Start Reading Development Project	Research and review of success in others schools across the country. Fresh Start is a well-known programme for improving reading ages. Progress of students on this programme last year was exceptional.	SENCo will monitor the impact of reading over time, along with Lexia co-ordinator to track improvements in reading age.	ST/MD	Half Termly
B. Improve strategies for PP student with Dyslexia	One to one support from a Dyslexia specialist.	Targeting students on an individual basis allows us to cater for the specific needs each child has with their dyslexia. Staff working with students can then apply their personalised strategies in the classroom to aid progress in all subject areas.	Personalised reports from the Dyslexia specialist each half term will allow us to monitor the progress. A baseline report will allow us to benchmark each individual and measure progress.	ST	Jan '19
C. To identify possible barriers to learning amongst our students that we may not be fully aware of.	Students will complete a 20 minute PASS survey.	A survey focused on pupil's attitudes to self and school will allow us to understand what our students think about school. It will also show any areas for development that can be added to this action plan to improve student attainment.	Students will complete the PASS survey and the data will be analysed and shared with staff. Strategies can then be developed to address any emerging areas of concern.	CM	July '19

Desired outcome	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 implementation?
D. To improve student engagement in learning and to build confidence and self-esteem.	Implement a pyramid club to be run for a small group of students (8-10) for 1.5 hours per week. Each group will run for 10 weeks.	Targeting students for after school support allows us to work with specific students, and their parents, to design a bespoke programme to help them engage with school and develop their confidence and self-esteem.	Two Teaching Assistants will be responsible for the project and will review each session and overall course. Students will be monitored in school to measure impact.	MD	July '19
E. Use of Teaching Assistants to support social and emotional development of students.	Targeted intervention through Elevenses Club, and Afternoon Tea intervention.	A number of students from disaffected backgrounds struggle to socialise and integrate with their peers due a lack of skills. As a result of this, behaviour is poor and attendance is low as students do not want to come into school.	Registers for those taking part will be monitored. Progress of students will be monitored and social development within their peer groups will be monitored.	Teaching Assistants	July '19
F. Improved reading ages	Lexia programme delivered by a TA for targeted students.	Lexia is a programme that is proven to raise students reading ages quickly. It has proven successful with our students and will continue to be offered to students.	Lexia provided detail reports of students. These can be access regularly to track student progress over time.	MD	July '19
				Total budgeted cost	£46,625

iii. Other approaches					
Desired outcome	**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 implementation?**
A. Improved engagement in learning and new learning experiences	Funding to support PP students to access school trips and visits over the course of the year,	Ensuring that students' education is equitable. All students should have access to the same opportunities	Monitoring of PP requests to support PP students. Ensuring systems are in place to support parents who may have financial difficulties in providing for their child.	APJ	July '19
B. Improved participation in Arts activities and experiences	Identify students who show an interest in wanting to participate in an Arts related activity. Funding to be provided to support these students with the opportunity.	Equity – ensuring all students have access to all opportunities that will enrich their educational experience.	Targeting students and getting the best opportunity for the individual. Reviewing progress of the individual through dialogue with the student.	APJ	July '19
				Total budgeted cost	£48,125

6. Review of expenditure

Previous Academic Year	2017 – 2018

Spending overview

Quality of teaching for all:

The SENCo continues to deploy Teaching Assistants where they are best needed. This does not always cater for all PP students in lessons. However, the use of Teaching Assistants outside of classroom to support PP students is always there. Mentoring, HW support, and general monitoring of PP students takes place by all Teaching Assistants throughout the academic year.

86% of the PP budget was spent on TA salaries, making this a significant investment in supporting disadvantaged students.

T&L for all staff has been supported throughout the year as part of the 15 minute forum sessions. Sessions have focused on differentiation, interleaved curriculum designs and use of outdoor learning (Erasmus+). Specific actions plans for KS2 English and Maths have also focused on how all students are monitored and supported.

Termly academic reviews with all subject leaders analyse and focus on PP students and the progress they are making. This has been effective in ensuring any identified students are supported as quickly as possible.

Targeted Support:

The first-class @ number intervention was very successful and produced some very positive results. This intervention has been adapted from last year to include more students from across the school in need of this support.

Kindles and an e-book subscription were purchased and are still being used to support a group of boys who need support with their reading. This intervention is being led by the SENCo. This support package will continue next year.

All students completed a PASS survey (Pupil Attitudes to School and Self). The data was shared with year leaders and form tutors who met with pupils to address any concerns identified in the survey. Students results have been compared to last year and year leaders have worked with their pastoral teams to address any issues as part of the mentoring programme.

A small group of students participated in a pyramid club intervention that took place after school on a Tuesday in the summer term. The project was successful at building students' confidence and developing student's social skills. This helped improve behaviour in lessons and improved student's outcomes over the academic year. The change of time improved attendance, and parental participation, but limited the impact with year 6 students as it occurred at the end of their first year. Suggestions for next year are to invite year 5 PP students to the pyramid club in the summer term as part of their induction programme.

We had some targeted support for PP students who are Dyslexic. An external agency worked with a student on a 1:1 basis each term. Progress has been monitored across their work and engagement in lessons.

A PP craft club has taken place at a lunch time, run by a TA. Funding was allocated for resources to allow students to complete a range of different craft activities. Students have been able to share their work with families and a display board has been completed in the school to showcase their work.

Other approaches:

In order to ensure there was equity with the PP students, 3% of the PP budget was spent on trips, uniform, access to the arts and leavers materials.

Support for the trips meant that students had access to the external learning and enrichment opportunities other students had. Access to the arts was provided through paying for instrumental lessons. Leavers' materials for year 8 students ensured that all students leaving BHA had a leavers hoody and year book.