



Bredon Hill Academy  
— LEARNING TOGETHER FOR SUCCESS —

## Pupil Premium Strategy Statement

1. Summary information					
School	Bredon Hill Academy				
Academic Year	2016/17	Total PP budget	£49,015	Date of most recent PP Review	n/a
Total number of pupils	469 (October 2016)	Number of pupils eligible for PP	49 (October 2016)	Date for next internal review of this strategy	July 2017

2. Current attainment – Year 6 2015/2016				
Number of Pupils Eligible for Pupil Premium – 16				
	<i>Pupils eligible for PP (Bredon Hill Academy)</i>	<i>National Data for PP Students</i>	<i>National Results 2016 (All Students)</i>	<i>Pupils not eligible for PP (National Average)</i>
% reaching expected standard in reading, writing and maths	31%	39%	53%	60%
% reaching expected standard in reading	56%	53%	72%	72%
% reaching expected standard in writing (TA)	56%	64%	74%	79%
% reaching expected standard in maths	31%	58%	70%	76%

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

In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Self esteem is low for students. Confidence is lacking in students, they are reluctant to engage with additional learning opportunities.
<b>B.</b>	Reading age for students is lower for PP students compared to non-PP students – 2 years for current year 8, 1 year for current year 7, 1 year 4 months for current year 6. This prevents students from accessing the curriculum and understanding questions.
<b>C.</b>	Spelling age for students is lower for PP compared to non-PP students – 2 years for current year 8, 1 year 3 months for current year 6. Year 7 are in line with the average. This will impact students attainment in GPS examinations.
<b>D.</b>	High attaining students at KS1 who are eligible for PP are making less progress in maths compared to other subjects. (Current year 7 and Year 8 Data from KS2 tests)
<b>E.</b>	Students with a low prior attainment perform poorly across all subjects.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A.</b>	Home engagement with a minority of parents needs to be further promoted.
<b>B.</b>	Attendance rates for PP students are below the school's average (2015 – 2016 PP = 93.3%). This reduces their hours in school, causes them to fall behind on their learning. 6 PP students last year had attendance lower than 90%.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Develop confidence and self-esteem through SEL (Social & Emotional Learning) interventions. These include eleven social intervention club, pupil support course. 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/TA's. This will have a positive impact on their academic attainment, shown through improved progress grades and higher attainment grades across the curriculum.
<b>B.</b>	Increase reading ages for all students in all years. Measured through Lexia programme, precision reading (year 6) and through the Ruth Miskin 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 Ruth Miskin 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.
<b>C.</b>	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 Ruth Miskin 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 conversation, 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.
<b>D.</b>	An increased awareness of high prior attainers and regular tracking of these students through SIMs for maths. This will trigger interventions for students who are under performing. Outcomes will be measured through SIMs tracking, academic progress and attainment reports.	High prior attaining PP students will perform in line with all other high attaining students.

<b>E.</b>	Low attaining students begin to close the gap to their peers. Subject interventions and small group sizes in core subjects will improve the outcomes for these and other students. Academic progress and attainment will be measured through termly reports.	Low attaining PP students have made accelerated progress to close the gap. An increase in students to achieve age related expectations at the end of the academic year.
<b>F.</b>	Parental engagement of pupil premium students will improve by the end of the year. 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, any issues or concerns can be dealt with by the school and the parents by working together.
<b>G.</b>	Use information from PASS survey to identify any particular areas for development with regards to pupil welfare and attitudes to school and self.	Results from PASS survey to be shared with staff, interventions to be created based on outcomes and these to be reviewed termly.
<b>H.</b>	Increased attendance rates for pupils eligible for PP. Looking at the number of authorised absences given to students and reducing this by 3%. This will put the PP group back in line with the school average. Half termly reports on PP attendance to be created by DJW and welfare officer, and individuals falling below to be monitored and followed up.	Reduce the number of authorised absences among pupils eligible for PP to 3% or below. Overall PP attendance improves from 93.3% to 96% in line with school average..

## 5. Planned expenditure

**Academic year**      **2016 - 17**

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 TA deployment in lessons to support progress of PP students.	Teacher/TA training delivered through SENCo and SENCOM Meetings.	Use of research provided by EEF (Making Best Use of Teaching Assistants Spring 2015) to ensure TA's in the classroom have a positive impact on student progress. The focus is to make a shift from the traditional deployment of TA's 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 TA's and TA's themselves. Review and feedback cycle through teacher meetings and through TA meetings – sharing best practice.	ST	Jan '17
B. Improved reading ages for all students.	T&L lead and English subject lead to deliver CPD to staff on strategies to support reading across the curriculum and how to engage and develop learners with a low reading age.	A significant number of students are arriving in year 6 with reading ages well below average. This stops them from accessing the 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.	T&L lead to develop and deliver appropriate strategies and to ensure these are embedded through use of coaching system and peer/subject reviews and observations.	MEJ	After PD cycle 2
<b>Total budgeted cost</b>					£42,000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved attainment for students with high prior attainment in maths.	Fortnightly interventions for students in maths identified through department tracking system on SIMs. Intervention run by subject staff to support teaching in the classroom.	We want to ensure that student progress is tracked carefully, using this data to inform us about how students are performing and in what areas they need further support. By targeting students and individual support quickly we can aim to fill any gaps in learning or understanding. This will help students to continue their learning journey.	Fortnightly meetings between subject lead and assessment AHT.	SEB/JF	Fortnightly
B. Improved attainment for students with low prior attainment across the curriculum.	First class number intervention programme to be run by a maths TA.	This intervention aims to prepare students for future learning in the classroom, working with the teacher to identify topics and themes that students will engage with in lessons. By getting an early start on these areas helps to develop student confidence and self-esteem, boosting their learning in lessons.	TA to liaise with subject lead, using SIMS data on student progress. TA will also liaise with subject teacher on schemes of work and topics to be taught	MD/SEB	Half Termly
C. Improve reading ages for students in year 6	Purchase of Kindle and book package.  Ruth Miskin Reading Development Project	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).  Research and review of success in SENCo's previous school and from others schools across the country. Ruth Miskin is a well-known programme for improving reading ages.	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.  SENCo will monitor the impact of reading over time, along with Lexia co-ordinator to track improvements in reading age.	MEJ/JF  ST/MD	Half Termly  Half Termly
D. 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.	JF	Jan '17

E. 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 TA's will be responsible for the project and will review each session and overall course. Students will be monitored in school to measure impact.	MD/AS/JF	After each block of 10 sessions.
<b>Total budgeted cost</b>					£5,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved engagement in learning and new learning experiences	Funding to support PP 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.	JF	Jan '17
C. 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.	MEJ/RP	Jul '17
<b>Total budgeted cost</b>					£2,015

## 6. Review of expenditure

Previous Academic Year

2015 - 2016

### Spending overview

#### Quality of teaching for all:

To ensure PP students had high quality first wave teaching and support during lessons, 69% of the PP funding for the year was spent on staff salaries. This allowed TA's to work with core groups of students as part of the intervention strategy, but also to allow teachers more time to give high quality, first wave teaching to PP students within lessons.

More work is going to be done next year on effective deployment of support staff and making best use within lessons. This will be led by the SENCo.

#### Targeted Support:

A total of 21% of the PP budget was spent on bespoke strategies for individual and small groups of PP students. PP mentors were employed to work 1-1 with PP students in core subjects to improve confidence and raise attainment. A piece of software called LEXIA was purchased to help improve students reading ages. This software was co-ordinated by a TA and provided vital information on reading ability and strategies to make accelerated learning over the course of the year. The LEXIA programme has been expanded this year to cater for more students.

Finally, 5% of the PP budget was spent on running a summer school for PP students. This week long project focused on developing student's social skills and wellbeing, making them more independent and healthy. Key activities included a walk to the Broadway Tower, cooking, swimming, a visit to Warwick castle, a Shakespeare workshop and tour around the RSC theatre in Stratford-upon-Avon. Other activities were included based on Maths, English, History and Geography.

#### 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 subsidising instrumental lessons and providing drama workshops from external companies. Leavers materials for year 8 students ensured that all students leaving BHMS had a leavers hoody and year book.