



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Pupil Premium Strategy Statement

1. Summary information					
School	Bredon Hill Academy				
Academic Year	2019/20	Total PP budget	£48125	Date of most recent PP Review	July 2019
Total number of pupils	486 (Sept 19)	Number of pupils eligible for PP	67	Date for next internal review of this strategy	July 2020
2. Current attainment – Year 8 2018/2019 (detailing improvement in Pupil Premium pupil performance, entry to exit)					
		<i>Pupils eligible for Pupil Premium Entry / Exit Data (Academy GL Data)</i>		<i>Pupils not eligible for Pupil Premium Entry / Exit Data (Academy GL Data)</i>	
% reaching expected standard in English		56% / 94%		86% / 88%	
% reaching expected standard in maths		56% / 94%		87% / 96%	
3. Barriers to future attainment (for pupils eligible for the Pupil Premium Grant)					
Academic barriers					
A.	Social and Emotional Issues - Self esteem is low for pupils. 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 pupils who are eligible for the Pupil Premium Grant with a reading age below their chronological age.				
C.	Grammar, Punctuation and Spelling is lower for pupils eligible for the Pupil Premium Grant than for those ineligible.				
D.	Enrichment opportunities outside of school for pupils eligible for the Pupil Premium Grant are limited.				
E.	A core number of our pupils who are eligible for the Pupil Premium Grant have significant weakness in maths.				
Additional barriers					
F.	Hard-to-reach parents create a barrier to positive parental engagement.				

G.	Pupils who are entitled to the Pupil Premium Grant have lower attendance than those who are ineligible.	
4. Intended Outcomes		
	Specific Outcomes	Success Criteria
A.	Develop confidence and self-esteem through SEL (Social & Emotional Learning) interventions (Thrive). These include eleven social intervention club, pupil support course and afternoon tea intervention.	Improvement in attainment and progress for outcomes for pupils over time in all subjects
B.	Increase reading ages for all students in all years.	Gap between Pupil Premium pupils and non Pupil Premium Pupils will close via reading age screening.
C.	Grammar Punctuation Vocabulary & Spelling gap to close.	Measured through GL Assessment results at start of Year 6 and at the end of each subsequent year.
D.	Pupil Premium pupils to have first access to enrichment opportunities in school.	Pupil Premium pupils will see higher progress and attitude to learning grades. Academic attainment will also be improved.
E.	The gap in attainment for Pupil Premium pupils in maths is reduced more quickly over time.	Attainment in Mathematics is much closer to that of non-Pupil Premium pupils by the end of Year 8
F.	Academy works more closely with Pupil Premium families, instigating engagement to develop a close working relationship to develop learning further.	Academy has a better understanding of the issues surrounding Pupil Premium families and how to best support learning
G.	Increased attendance rates for pupils eligible for Pupil Premium.	Improved attendance figures for PP students.

5. Review of expenditure	
Previous Academic Year	2018 – 2019
Spending overview	
<p>Quality of teaching for all:</p> <p>The SENCo continues to deploy Teaching Assistants where they are best needed. This does not always cater for all Pupil Premium students in lessons. However, the use of Teaching Assistants outside the classroom to support Pupil Premium students is always there. Mentoring, Homework support, and general monitoring of pupil premium students takes place by all Teaching Assistants throughout the academic year. This has developed pupil engagement in school.</p> <p>86% of the PP budget was spent on TA salaries, making this a significant investment in supporting disadvantaged students.</p>	

Teaching & Learning for all staff has been supported throughout the year as part of the 15 minute forum sessions. These 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 Pupil Premium students, their attainment and the progress they are making. This has been effective in ensuring intervention strategies are employed promptly.

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.

Targeted support for Pupil Premium students who are Dyslexic was employed. This involved employing an external expert to work with students on a 1:1 basis each term. Progress has been monitored across their work and engagement in lessons. This intervention has enabled these pupils to make accelerated progress.

A Pupil Premium 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. This has been effective in increasing these pupils engagement with school.

Other approaches:

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

Support for curriculum based 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 Bredon Hill Academy had a leavers hoody and year book.

6. Planned expenditure

Academic year	2019 - 2020
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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 & costs	When will you review implementation?
A. Improved use of Teacher Assistant deployment in lessons to support Pupil Premium students progress	Teacher/Teacher Assistant training delivered through SENCo and SENCOM Meetings.	Use of research 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 Pupil Premium 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, meeting time & staffing costs	July 2020
B. Improved reading ages.	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. Lexia programme delivered by a TA for targeted students	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. 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.	T&L lead to develop and deliver appropriate strategies and to ensure these are embedded through use of the coaching system and peer/subject reviews and observations. Lexia provided detail reports of students. These can be access regularly to track student progress over time.	MEJ, meeting time, observation time & staffing costs MD, £1300 programme cost plus staffing	After PD cycle 2 July 2020

i. 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 & costs	When will you review implementation?
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<p>A. Improve reading ages for students in year 6</p>	<p>Kindle book subscription.</p> <p>Fresh Start Reading Development Project</p>	<p>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).</p> <p>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.</p>	<p>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.</p> <p>SENCo will monitor the impact of reading over time, along with Lexia co-ordinator to track improvements in reading age.</p>	<p>MEJ/ST, £108 subscription plus staffing costs</p> <p>ST/MD £116 per pupil per year plus meeting time,</p>	<p>Half Termly</p> <p>Half Termly</p>
<p>B. Improve strategies for Pupil Premium student with Dyslexia</p>	<p>One to one support from a Dyslexia specialist.</p>	<p>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.</p>	<p>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.</p>	<p>ST, £1320 plus meeting time, staffing costs</p>	<p>January 2020</p>
<p>C. To identify possible barriers to learning amongst our students that we may not be fully aware of.</p>	<p>Students will complete a 20 minute survey.</p>	<p>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.</p>	<p>Students will complete the survey and the data will be analysed and shared with staff. Strategies can then be developed to address any emerging areas of concern.</p>	<p>CM, £1850, (£265 proportionally), meeting time.</p>	<p>July 2020</p>
<p>D. To improve student engagement in learning and to build confidence and self-esteem.</p>	<p>Implement a proactive approach to engagement where Pupil Premium pupils are actively encouraged to take part.</p>	<p>Form Tutors and Club/activity leaders to actively encourage Pupil Premium pupils into their activity, including encouraging parental engagement prior to school events such as Parent Teacher Meetings.</p>	<p>All staff to encourage engagement within their areas of responsibility. Students will be monitored via monitoring & review process to measure impact.</p>	<p>MD, staffing costs</p>	<p>July 2020</p>
<p>E. Use of Thrive programme to support social and emotional development of students.</p>	<p>Targeted intervention through Elevenses Club, and Afternoon Tea intervention.</p>	<p>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.</p>	<p>Registers for those taking part will be monitored. Progress of students will be monitored and social development within their peer groups will be monitored.</p>	<p>Teaching Assistants, meeting time, staffing costs</p>	<p>July 2020</p>

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 (costs detailed in section (i))	July 2020
Total budgeted cost (Quality of Teaching for all and Targeted Support)					£44,925
ii. 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 & costs	When will you review implementation?
A. Improved engagement in learning and new learning experiences	Funding to support Pupil Premium students to access school trips, visits and other activities over the course of the year,	Ensuring that students' education is equitable. All students should have access to the same opportunities and this will be encouraged by all staff	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 £2300	July 2020
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 £900	July 2020
Total budgeted cost (Other Approaches)					£3,200
Total budgeted cost					£48,125