

# Begbrook Primary Academy - Pupil premium strategy statement

1. Summary information					
<b>School</b>	Begbrook Primary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	Approx £157, 080 + £57,000	<b>Date of most recent PP Review</b>	Sept 17
<b>Total number of pupils</b>	605 (35 YN)	<b>Number of pupils eligible for PP</b>	108 (18%)	<b>Date for next internal review of this strategy</b>	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE in reading, writing and maths</b>	52% (62% non-PP)	%
<b>Reading progress score</b>	-0.16	%
<b>Writing progress score</b>	1.31	%
<b>Maths progress score</b>	3.62	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
<ul style="list-style-type: none"> <li>• There is a 10% gap to non-PP attainment in combined measure for RWM in KS2 (PP – 52%; non-PP 62%)</li> <li>• There is a trend that PP attainment is lower than non-PP attainment in combined measure across the school</li> <li>• PP children have lower levels of oracy and reading progress and attainment: KS2 57.1% (-17.2% gap to non-PP); KS1 66.7% (-6.4% gap to non-PP)</li> <li>• PP gap analysis shows that 48% have family stress as a result of shortage of money (FSM) and that poverty has an impact on their health and well-being</li> <li>• PP gap analysis shows that 19% have more frequent, poor behaviour and 34% have poor social and emotional skills and 62% are less likely to feel like they have control over what happens to them</li> <li>• PP gap analysis shows that 55% have reduced educational experiences and 44% have parents who are less engaged in learning</li> <li>• PP gap analysis shows that 59% have narrow experiences outside of school and 49% are exposed to low aspirations</li> <li>• PP gap analysis shows that 68% have a higher chance of exposure to depression, domestic violence, worklessness or overcrowding</li> <li>• PP gap analysis shows that 46% have less than 96% attendance and disadvantaged attendance overall is 95.1% which is below national</li> </ul>

4. Desired outcomes
<ul style="list-style-type: none"> <li>• Disadvantaged children across the school will have accelerated progress to raise attainment bringing it closer to national non-PP data</li> <li>• Y6 MA, PP boys will have accelerated progress to raise attainment bringing it closer to national non-PP data</li> <li>• Disadvantaged attendance has increased by +1% to bring it in line with national</li> </ul>

5. Planned expenditure					
Academic year		2017-18			
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					
Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
There is a trend that PP attainment is lower than non-PP attainment in combined measure across the school	<ul style="list-style-type: none"> <li>Quality first teaching in the classroom based upon: the 8Cs; metacognitive approach of Think Like a Learner to be consistently applied by all staff - release time</li> <li>Disadvantaged children to be a focus group for pupil progress meetings each term.</li> <li>Learning walks/observations to comment on progress and participation of PP children</li> </ul>	<p>Bill and Melinda Gates Foundation - 8Cs:</p> <p>These 8 characteristics define what excellent teaching looks like. These are being used as a focus for lesson observations and feedback as well as pupil voice surveys.</p>	End of each term	Class teachers	<b>Cost: £3125</b>
There is a 10% gap to non-PP attainment in combined measure for RWM in KS2 (PP – 52%; non-PP 62%)	<ul style="list-style-type: none"> <li>Raising standards lead has been employed</li> <li>PiXL approach “Find the gap: plug the gap” to be used to target key marginals and monitor progress. This will be rolled out in Y6 initially, but will be implemented in other year groups throughout the school year</li> <li>Core team meetings are held on a fortnightly basis to review and monitor progress</li> <li>Therapies are delivered for key marginal, including PP children</li> <li>Additional adults (teachers and TAs) have been employed to support in the running of therapies</li> </ul>	<p>PiXL aims to support the promotion of excellence for pupils. One of the strategic approach’s PiXL promote within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	<p>Core team meetings held weekly</p> <p>PiXL approach to be reviewed each term</p> <p>End of year results analysed to track progress</p>	RSL (Chris Barratt)	<b>Cost: £13,500</b>

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP children have lower levels reading progress and attainment: KS2 57.1% (-17.2% gap to non-PP); KS1 66.7% (-6.4% gap to non-PP)</p>	<ul style="list-style-type: none"> <li>• Review reading comprehension strategies → whole class approach</li> <li>• Staff training to be delivered on new approach to teaching of reading - see <i>English Improvement Plan</i></li> </ul> <p>English team responsibilities clarified: Reading/phonics lead and Writing/GPS lead.</p> <ul style="list-style-type: none"> <li>• Monitoring cycle completed by English team</li> <li>• Regular impact meetings with member of Principal Team</li> <li>• Reports prepared for Academy Council x3 per year</li> <li>• Regular updates to SLT</li> <li>• Reading attainment and progress of PP children as a focus subject for Pupil Progress meetings</li> </ul>	<p><u>Education Endowment Fund (EEF):</u> On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</p>	<p>End of each term</p>	<p>English Lead (Louise Jones)</p> <p>Becca Hine</p>	<p><b>Cost: £1000</b></p>

<p>PP gap analysis shows that 55% have reduced educational experiences and 44% have parents who are less engaged in learning</p>	<ul style="list-style-type: none"> <li>• Purchase whole class sets of reading books (x3 per year group) to support with the changes to the new reading strategy so that all children have access to the text</li> <li>• Replenish the school library and classroom book corners with new books so that all children have access to high quality texts</li> </ul>	<p><u>Pearson</u> Evidence suggests children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Parents are the most important educators in a child's life – even more important than their teachers – and it's never too early to start reading together. However, when parents are less engaged in learning, children are disadvantaged in the skills mentioned above. Engaged parents make sure their child is familiar with language and books so they can see how enjoyable reading is. This includes <b>surrounding their child with books</b> – this doesn't mean having hundreds of books at home, but going to the library or bookshop regularly to borrow books, spending time together, browsing and making choices. In this way, reading becomes a habit. We need to provide our PP children with the same opportunity to access books by ensuring our library and classrooms are well resourced.</p>	<p>Pupil voice Learning walks</p>		<p><b>Cost: £20,000</b></p>
<p>PP children have lower levels of oracy</p>	<ul style="list-style-type: none"> <li>• Improve oracy levels through implementation of Voice-21 strategies to develop grammar and articulation</li> <li>• Staff to be provided with access to Voice-21 strategies</li> <li>• Training to be delivered on how to effectively implement strategies in the classroom</li> <li>• Best practice within school identified and shared as appropriate</li> <li>• Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social &amp; emotional) for analysing oracy during monitoring process</li> </ul>	<p>Voice-21 <b>"Speaking is a huge priority.</b> It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." <i>Amy Gaunt, Voice-21</i></p>	<p>Monitored through learning walks, pupil voice and lesson observations</p>	<p>SLT</p>	<p>Ongoing as part of the monitoring cycle</p> <p><b>Cost: £875</b></p>
<b>Total budgeted cost</b>					<b>£38,500</b>

ii. Targeted support					
Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
Disadvantaged attendance is 95.1% which is below national	<ul style="list-style-type: none"> <li>Attendance Officer employed to support with the following: <ul style="list-style-type: none"> <li>Target 'broken weeks' absentees and discuss impact with families</li> <li>Monitor lateness</li> <li>Support families with children who have persistent absence</li> </ul> </li> <li>Raise profile of attendance (attendance parties)</li> <li>Weekly reports written by attendance lead to be shared with Principal Team.</li> <li>Review timetables and start of day procedures</li> <li>Attendance regularly communicated with parents via newsletters.</li> <li>Information about attendance and lateness to be displayed prominently around the school.</li> <li>Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> </ul>	<p>DfE Miss School = Miss Out, Improving Pupil Attendance Strategy</p> <p><i>"Attending school regularly is important for all pupils because of how their attendance can affect their educational attainment and their subsequent life chances."</i></p> <p><i>"Early intervention is crucial to avoiding the emergence of poor patterns of attendance, both in terms of establishing positive habits from an early age and also intervening before negative patterns become entrenched for pupils of any age. Schools which successfully address poor attendance will monitor data closely, take prompt action on potential concerns and involve parents at an early stage. Some schools will use internal resources successfully to provide additional support to improve attendance."</i></p>	Each term - data to be added to AIP priority 3.	Parent Support Worker and Attendance lead (Zoe Sutton)	<b>Cost: £22,186</b>
PP children have lower levels reading progress and attainment: KS2 57.1% (-17.2% gap to non-PP); KS1 66.7% (-6.4% gap to non-PP)	<ul style="list-style-type: none"> <li>Provide early intervention through employment and delivery of Reading Recovery</li> <li>Entry and exit level data to be shared with class teachers, SLT and English team</li> <li>PP children to be prioritised and monitored closely</li> <li>Lesson drop-ins by Reading Recovery teacher to take place to ensure skills learnt during interventions are applied in class</li> </ul>	<p><u>Institute of Education:</u> The inability to read affects a child's lifetime expectations and those who fail to reach their age-expected attainment early in their schooling will make up the poorest sections of our society in adult life. Research shows that Reading Recovery children reduce the attainment gap to less than 5% in reading and writing between those from economically disadvantaged homes compared with their peers. Reading Recovery allows almost all children to succeed and has the positive potential to permanently close the attainment gap for children living in poverty.</p>	Monitored through learning walks, pupil voice and lesson observations	Reading Recovery Teacher (Rachael Symons)	At the end of each wave of intervention  <b>Cost: £37,665</b>

<p>KS1 PP children have lower levels of maths progress and attainment:  Y2: PP → 75%; non-PP → 83% (8% gap)  Y1: PP → 58%; non-PP → 70% (12% gap)</p>	<ul style="list-style-type: none"> <li>• Provide early intervention through the employment and delivery of Numbers Count teacher</li> <li>• Entry and exit level data to be shared with class teachers, SLT and Maths leader</li> <li>• PP children to be prioritised and monitored closely</li> <li>• Lesson drop-ins by Numbers Count teacher to take place to ensure skills learnt during interventions are applied in class</li> </ul>	<p><u>Education Endowment fund (EEF):</u>  Use structured interventions to provide additional support:</p> <ul style="list-style-type: none"> <li>- Selection should be guided by pupil assessment</li> <li>- <b>Interventions should start early, be evidence-based and be carefully planned</b></li> <li>- Interventions should include explicit and systematic instruction</li> </ul> <p><b>Numbers Count</b> transforms mathematics for the lowest achieving learners AND raises standards for all the learners in your school. <b>Numbers Count</b> is an intensive intervention for learners in Years 1 to 8 who have the greatest difficulties with mathematics. It is delivered by a specially trained teacher. Over 55,000 pupils in Years 1 to 11 have been supported by Numbers Count in 2,500 schools.</p> <ul style="list-style-type: none"> <li>- They made an average Number Age gain of <b>17.5 months in only 4 months</b> – over 4 times the expected progress.</li> <li>- <b>96% of them showed more confidence and interest</b> in learning mathematics in class after Numbers Count.</li> <li>- <b>74% of pupils went on to achieve national expectations</b> at the end of Key Stages 1 and 2, despite not being originally predicted to do so.</li> </ul>	<p>Monitored through learning walks, pupil voice and lesson observations</p>		<p><b>Cost: £29,027</b></p>
<b>Total budgeted cost</b>					<b>£88,878</b>

iii. Other approaches					
Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
PP gap analysis shows that 19% have more frequent, poor behaviour and 34% have poor social and emotional skills and 62% are less likely to feel like they have control over what happens to them	<ul style="list-style-type: none"> <li>Introduce metacognitive approach that gives children understanding of the skills needed to be a successful learner</li> <li>Think Like a Learner (Di Pardoe and Tom Robson) and the use of Gem Powers to be used as a whole school approach</li> <li>Staff training provided through INSET</li> <li>Whole school assemblies to introduce each Gem Power</li> <li>Learning walks will comment on effectiveness of metacognitive approaches in the classroom/during interventions</li> <li>Pupil and parents voice surveys will be conducted</li> <li>Assemblies and celebrations will draw upon specific learning behaviours</li> </ul>	<p><u>Education Endowment fund (EEF):</u> Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>The pupil premium gap analysis grid highlights the barriers that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.</p>	<p>Pupil voice surveys</p> <p>Anecdotal observations</p>	Principal (Laurie Munro)	<p>Ongoing</p> <p><b>Cost: £200</b></p>
PP gap analysis shows that 19% have more frequent, poor behaviour and 34% have poor social and emotional skills and 62% are less likely to feel like they have control over what happens to them	<ul style="list-style-type: none"> <li>Apply the THRIVE approach</li> <li>Screening to take place with class teacher and parents for entry and exit points to help decide on appropriate interventions.</li> <li>Individual behaviour support plans to be put in place on a case-by-case basis</li> <li>Regular updates to Principal Team</li> </ul>	<p>THRIVE approach: Every child needs to feel valued, involved and appreciated. If children have been emotionally thrown off track, either temporarily or over longer periods, THRIVE helps us understand the needs being signalled by their behaviour and gives us targeted strategies and activities to help them re-engage. Thus allowing them to make progress.</p>	<p>Entry and exit data</p> <p>Pupil voice surveys</p>	Learning Mentor (Luke England)	<p>Ongoing</p> <p><b>Cost: £39,773</b></p>

Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP gap analysis shows that 48% have family stress as a result of shortage of money (FSM) and that poverty has an impact on their health and well-being</p>	<ul style="list-style-type: none"> <li>• Support parents of children who qualify for FSM through providing a 50% discount for educational visits and a discount for Y6 residential camp</li> <li>• Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</li> <li>• Provide opportunities for children to attend paid-for after school sports provision on a case-by-case basis</li> </ul>	<p>According to research by The Children's Society on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low income households are at greater risk of having poor mental health.</p> <p>There were other emotional stresses felt by children in families dealing with debt, 'Children felt guilty, anxious and felt like failures about not being able to help their parents deal with debt - it had an impact on their confidence and feelings of self-worth...Debt led to arguments within families between parents, parents and children, and between siblings, and left parents feeling like they were not in control of their lives and could not protect their children.'</p> <p>Money pressure also left children and parents feeling isolated and excluded, '<b>Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays</b>'.</p>	<p>Review attendance data for children provided with wrap-around care - each term</p>	<p>Family support worker (Zoe Sutton)</p> <p>Class teachers who run clubs</p> <p>Admin team</p>	<p><b>Cost: £3880</b></p>
<p>PP gap analysis shows that 68% have a higher chance of exposure to depression, domestic violence, worklessness or overcrowding</p>	<ul style="list-style-type: none"> <li>• Provide identified children with access to counselling sessions during the school day through The Bridge Foundation</li> <li>• Nicki Hutchinson (Notjustbehaviour) to provide Supervision for key members of staff who deal with children with emotional and behavioural difficulties</li> </ul>	<p><b>The Bridge in Schools</b> <b>Why Schools?</b></p> <p>The prevalence of clinical mental health disorders in children/young people aged 5 - 16 is 1 in 10. That means that around 3 children/young people in every class are experiencing significant difficulties which are impacting on their learning. If you add those at risk of developing mental health difficulties, the number rises to <b>one in four</b> of our children and young people (Department of Education 2015*).</p> <p>There is a direct link between mental health difficulties and educational attainment. As the Dept of Education* points out, students with conduct and behaviour disorders</p> <ul style="list-style-type: none"> <li>• fall behind their peers</li> <li>• often miss school and /or are excluded</li> <li>• experience lasting impact on their life chances.</li> </ul> <p>Schools also are affected by young people's</p>		<p>SENDCo (Caroline Clark)</p> <p>Becca Hine</p>	<p><b>Cost: £22,900</b></p>

		<p>difficulties, which disrupt classes, often require extra staff support, and can make significant demands on teachers' time.</p> <p>At the same time, evidence from practice shows that schools are uniquely placed to work with young people who are struggling with emotional difficulties. In the Bridge in Schools, we believe that for this reason, it is vital to bring mental health expertise right to the heart of the school community.</p> <p><b>Impact of what we do</b></p> <ul style="list-style-type: none"><li>- <b>86%</b> children and families report <b>POSITIVE PROGRESS</b></li><li>- <b>63%</b> <b>EMOTIONAL WELLBEING</b> improved</li><li>- <b>SCHOOL DIFFICULTIES</b> reduced for <b>79%</b></li><li>- <b>62%</b> improved <b>CLASSROOM PARTICIPATION</b></li><li>- <b>ACHIEVEMENT</b> raised for <b>63%</b></li><li>- <b>CLASS DISRUPTION</b> reduced for <b>67%</b></li></ul>			
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Because we know...	Actions	What is the evidence and rationale for this choice?	Measures and monitoring	Staff lead	Impact summary
<p>PP gap analysis shows that 19% have more frequent, poor behaviour and 34% have poor social and emotional skills and 62% are less likely to feel like they have control over what happens to them</p>	<ul style="list-style-type: none"> <li>Improve provision for unstructured spaces (playground at break and lunch)through: <ul style="list-style-type: none"> <li>The employment of sports coaches to lead play activities at lunch time</li> <li>The purchasing of resources for Craze of the Week activities</li> <li>Provide resources for an alternative indoor space for play at lunchtimes</li> </ul> </li> <li>See 'Unstructured Provision Action Plan'</li> </ul>	<p><u>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes</u></p> <p>Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children, across the school. This approach also includes teaching those same games to the staff who will be responsible for supervising them at lunchtime. Teaching pupils fun, easy games that they can play, will keep them more actively occupied during lunchtime and reduce the number of negative incidents that need to be dealt with. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too – having a positive impact throughout the day.</p>	<p>Pupil survey Safe House analysis each term Staff survey Parent survey Observations</p>	<p>Becca Hine  Amanda Vinnall  Julia Fitzpatrick</p>	<p><b>Cost: £19,000</b></p>
<p>PP gap analysis shows that 59% have narrow experiences outside of school and 49% are exposed to low aspirations</p>	<ul style="list-style-type: none"> <li>Provide additional opportunities for identified children by: <ul style="list-style-type: none"> <li>Ensuring PP children are given priority for selection at extra-curricular clubs</li> <li>Organising weekend trips/events to local attractions to broaden their experiences</li> <li>Visit local businesses/universities to raise awareness of future choices (chemistry with cabbages; Premier league stars)</li> </ul> </li> </ul>	<p><u>Education Endowment Fund: Enrichment</u></p> <p>There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.</p>	<p>Pupil surveys Staff surveys Monitoring of club attendance</p>		<p><b>Cost: £1000</b></p>
<b>Total budgeted cost</b>					<b>£86,753</b>
<b>Overall total budgeted cost</b>					<b>£214,131</b>



<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> <b>£14,800</b>
Pupils eligible for PP have increased opportunities for afterschool provision and extracurricular activities	Rego	The number of PP children attending extracurricular activities in 2016-17 increased.  Children were given access to before/afterschool provision on a case-by-case basis.	We will continue to provide before/afterschool provision for identified children. A clearer register for extracurricular activities needs to be put in place to monitor the attendance of PP and non-PP children. Priorities for places need to be given to PP children.	

<b>7. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to inform the statement above.