

# Pupil premium strategy statement

# Biscovey Academy

## 1. Summary information

<b>School</b>	Biscovey Academy				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£119,380	<b>Date of most recent PP Review</b>	10/17
<b>Total number of pupils</b>	295	<b>Number of pupils eligible for PP</b>	87	<b>Date for next internal review of this strategy</b>	07/18

## 2. Current Attainment and Progress (Based on provisional data from KS2 SATs 2017 results)

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
% achieving at least the expected standard in Reading	62	60	78	77
% achieving at least the expected standard in Writing	67	65	82	81
% achieving at least the expected standard in Maths	57	63	72	80
	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
Average Progress in Reading	-0.69	N/A	-0.02	0.33
Average Progress in Writing	0.40	N/A	0.80	0.17
Average Progress in Maths	-2.49	N/A	-0.84	0.28

## Past Attainment and Progress (Based on KS2 SATs 2016 results)

	<i>Disadvantaged Pupils</i>		<i>Non-Disadvantaged Pupils</i>	
	<i>School</i>	<i>National</i>	<i>School</i>	<i>National</i>
% achieving at least the expected standard in Reading	46	71	67	66
% achieving at least the expected standard in Writing	75	79	87	74
% achieving at least the expected standard in Maths	42	75	72	70

		Disadvantaged Pupils		Non-Disadvantaged Pupils	
		School	National	School	National
Average Progress in Reading		0.2	N/A	0.8	N/A
Average Progress in Writing		2.4	N/A	3.2	N/A
Average Progress in Maths		-0.5	N/A	-0.6	N/A
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	SEMH issues arising from Adverse Childhood Experiences affect many of our disadvantaged pupils. In some cases, this has resulted in low resilience, poor behaviours for learning and is having a detrimental impact on children’s academic attainment and progress.				
B.	The ability of higher ability disadvantaged pupils being able to make good progress and reach their full potential.				
C.	Ensuring that disadvantaged children who have other complex needs and/or identified/identifiable barriers to learning (SEN, EAL, High mobility) have a full range of planned, supportive intervention which ensures that their full range of needs are being met and they have the ability to reach their full potential.				
D.	Supporting and raising the aspirations of some disadvantaged children (linked to the County Education Strategy)				
External barriers (issues which also require action outside school, such as low attendance rates)					
E.	Monitoring attendance rates of disadvantaged children and working with Education Welfare Officers to support and challenge low attendance and persistent lateness.				
F.	Disengagement of some parents of disadvantaged children in their child’s education. Raising and Maintaining high aspirations.				

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p><b>A.</b> School supports disadvantaged children who experience SEMH issues arising from ACE's and promotes resilience.</p> <p>Detrimental impact of poor behaviours for learning on academic attainment and progress of that group of learners is reduced.</p>	<p>Focussed interventions led by Pupil Wellbeing and Behaviour for Learning Leader and supported by Teaching Assistants to work with identified vulnerable children. This will reduce the level of low and high level disruptions involving those students and the detrimental impact this may have on their own learning as well as the learning of others in the cohort. Monitoring of academic attainment and progress of those groups will show improvements in both.</p>
<p><b>B.</b> The attainment and progress gap that may exist between high ability disadvantaged learners and their non-disadvantaged high ability peers is narrowed.</p>	<p>Formative and Summative assessment data shows that disadvantaged high ability learners reach at least the same levels of attainment and progress as their non-disadvantaged peers.</p>
<p><b>C.</b> Staff and parents are aware of the full range of barriers to learning which present themselves to individual children. They are aware of, and engage with, targeted intervention to meet this full range of specific needs and are aware of the intended impact of each discrete intervention.</p>	<p>Disadvantaged pupils who experience a broader range of barriers to learning receive a range of targeted support to discretely meet specific areas of need (e.g. SEND and EAL). This is monitored and measured for impact by staff.</p>
<p><b>D.</b> Disadvantaged children are encouraged to aim high in all areas of school life to achieve their full potential (academic or otherwise).</p> <p>Achievements are celebrated and shared at class, cohort and school level.</p>	<p>Monitor how targeted groups of children engage in activities both within lessons and within the School's extensive after hours provision (e.g. after school clubs). Assess impact on academic performance.</p>
<p><b>E.</b> Increase attendance rates for disadvantaged pupils by understanding the reasons for poor attendance and offer appropriate challenge and support where appropriate.</p>	<p>Reduce the number of disadvantaged children who frequently appear in list of persistent absentees (attendance under 90%) and who frequently arrive at school late (before and after registers close). Aim for % attendance for disadvantaged to be in line with whole school.</p>
<p><b>F.</b> Aspirations of parents of disadvantaged children, in terms of the expected levels of attainment and progress of their child, are as high as possible, with no glass ceiling on achievement.</p>	<p>Aspirations and expectations of parents are monitored through parent's consultation meetings and questionnaires. Engaging parents in having high expectations and aspirations of their children results in increased attainment and accelerated progress.</p>

5. Planned expenditure					
Academic year		2017-2018			
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	Review?
Raising profile of disadvantaged children and those from vulnerable groups.	Maintain role of Vulnerable Groups Champion.  Delegate responsibility for tracking attainment and progress of and level/type of intervention used for disadvantaged children and those from vulnerable groups.  Vulnerable Groups to be included as standing agenda item at staff meetings.	Raising profile of vulnerable groups within school will ensure a greater “buy-in” from all staff and ensure that all staff are aware of what constitutes a vulnerability or a disadvantaged child.  Ensures regular training opportunities are arranged and regular CPD to support the provision of bespoke intervention to support children from these groups.	Dedicated non-contact time allocated to VGC (Vulnerable Groups Champion) /PP champion to perform role and attend relevant training to support it.  Regular meetings with VGC and Head of School to evaluate impact of role.	Head of School  VGC	Termly

Improving how we track the attainment and progress of children who are disadvantaged or from a vulnerable group and evaluate the impact of interventions to support those children.	<p>Creation of Vulnerable Group Tracking Sheets</p> <p>Regular Pupil Progress Meetings to discuss impact of strategies</p>	Data Sheets for individual children allow class teachers, VGC and Senior Leaders to rigourously and accurately track attainment and progress of individuals from vulnerable groups and closely monitor the impact of individual interventions.	<p>VGC to regularly liaise with class teachers and ensure data sheets are up to date and contain relevant tracking information.</p> <p>Dialogue between class teachers, VGC and Head of School ensures rapid and timely intervention where appropriate based on analysis of pupil data sheets.</p>	<p>Class Teacher</p> <p>Head of School</p> <p>VGC</p>	Termly
Reduction of Class sizes in larger year groups to ensure all children, including those who are disadvantaged, benefit from lower ratios of teachers to pupils.	Part funding of additional class teacher employed to work in larger year group in order to reduce class sizes.	Evidence from the EEF Teaching and Learning Toolkit suggests that reducing class sizes has a positive impact on the attainment and progress of all learners, including those who are disadvantaged, within that cohort. Ratios of adults to children are reduced and the opportunity of all children to benefit from high quality Wave 1 teaching using a variety of approaches is increased. (+3)	Attainment and progress of cohort as a whole and, in particular, that of disadvantaged pupils within it is closely monitored through pupil progress meeting and scrutiny of data on school tracker.	<p>Class Teacher</p> <p>Head of School</p> <p>VGC</p>	Termly

In-class additional support for disadvantaged children to ensure they are able to access teaching and learning effectively and have the opportunity to achieve their full potential in terms of attainment and progress.	Funding of additional in-class Teaching Assistants across the school to support teaching and learning of all pupils, including those who are disadvantaged.	<p>Evidence suggests that disadvantaged children often fail to reach their full potential from wave 1 quality teaching alone and require additional in-class support during lessons from experienced and competent teaching assistants to work alongside them, and other children, on a 1:1 or small group basis.</p> <p>The EEF Teaching and Learning Toolkit identifies additional teaching assistants as a low impact for high cost intervention, based on limited research (+1).</p> <p>However, small group tuition has been shown to be a moderate impact for moderate cost intervention, based on limited research (EEF Teaching and Learning Toolkit) (+4).</p>	Attainment and progress of cohort as a whole and, in particular, that of disadvantaged pupils within it is closely monitored through pupil progress meeting and scrutiny of data on school tracker.	<p>Class Teacher</p> <p>Teaching Assistants</p> <p>Head of School</p> <p>VGC</p>	Termly
<b>Total budgeted cost</b>					<b>£67,380</b>

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	Review?
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused teacher led group intervention informed by rigorous gap analysis using School Data Tracking System.	<p>An identifiable group of children (including those who are disadvantaged) can fall behind expected standards and short, focused group intervention sessions, teacher led, provide an effective “catch up” programme.</p> <p>Small group tuition, teacher led, has been shown to be a moderate impact for moderate cost intervention, based on limited research (EEF Teaching and Learning Toolkit) (+4).</p>	<p>Teaching Staff deliver the sessions and ensure they are focused on the key areas required from gap analysis.</p> <p>Half termly data analysis, pupil data sheets and pupil progress meetings are used to monitor impact.</p>	<p>Head of School</p> <p>Class Teachers</p> <p>Subject Leaders</p>	Half termly
Improved reading, writing and maths skills in all year groups for a range of children (including disadvantaged).	Weekly focused TA led group intervention informed by rigorous gap analysis using School Data Tracking System.	<p>An identifiable group of children (including those who are disadvantaged) can fall behind expected standards and short, focused group intervention sessions, TA led, provide an effective “catch up” programme.</p> <p>The EEF Teaching and Learning Toolkit recognises Reading Comprehension Strategies as a moderate impact for very low cost intervention, based on extensive evidence (+5).</p>	<p>2 x experienced Teaching Assistants deliver the sessions and ensure they are focused on the key areas required from gap analysis, provided by Class Teachers.</p> <p>Half termly data analysis, pupil data sheets and pupil progress meetings are used to monitor impact.</p>	<p>Head of School</p> <p>Class Teachers</p> <p>Subject Leaders</p> <p>TAs</p>	Half termly

Improved outcomes for higher attaining disadvantaged pupils	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking.</p>	<p>Higher ability disadvantaged pupils are making less progress than other higher attaining pupils. We need to ensure that disadvantaged pupils are given the opportunity to achieve higher attainment as well as simply meeting the expected standard.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	Staff to provide evidence in pupil progress meetings and relevant staff meetings.	<p>Head of School</p> <p>Gifted and Talented Leader</p>	Half termly
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<p>Provide targeted 1:1 out of class intervention for disadvantaged children to either improve skills in reading, writing and maths or to develop resilience and improve social, emotional and mental health.</p> <p>Focused support for disadvantaged children with specific identifiable vulnerabilities and for children in care.</p>	<p>Weekly opportunity for experienced HLTA to work 1:1 with identified disadvantaged children and ensure personalised targets are set to achieve success.</p>	<p>Individual disadvantaged children need a more specific bespoke programme of support that is delivered on a 1:1 basis rather than small group. The programme delivered has a proven record of supporting improved attainment and progress in a range of curriculum areas. In addition, evidence from previous years supports that this approach has improved children's self esteem and confidence and enhanced engagement with their learning. Process supports close monitoring of vulnerable groups and individual children.</p> <p>The EEF Teaching and Learning Toolkit identifies one to one tuition as a moderate impact for high cost intervention, based on extensive research (+5)</p>	<p>Teachers set targets which are derived from rigorous gap analysis of Classroom Monitor or from working knowledge of child's individual needs (e.g. SEMH).</p> <p>Targets are passed to the 1:1 teacher in order to monitor impact and report back at pupil progress meetings.</p> <p>Review meeting to take place regularly between Vulnerable Groups Champion, Class Teacher, SENDCo and DCPO.</p>	<p>Class Teachers</p> <p>Head of School</p> <p>VGC</p> <p>Lead HLTA</p> <p>SENDCo</p> <p>DCPO</p>	<p>Half termly</p>
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Improve reading attainment of disadvantaged children and those from vulnerable groups.	Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.	<p>Library management system provides accurate and up to date data on books chosen and read by pupils, including those who are disadvantaged.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a high impact for very low cost intervention, based on moderate evidence (+8)</p>	English subject leader meets termly with librarian to discuss outcomes of tracking and strategies for improving range and level of reading material chosen by pupils.	<p>English Subject Leader</p> <p>Librarian</p>	February 2018
Total budgeted cost					£27,000

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	Review?
<p>Raising the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Appointment of Pupil Wellbeing and Behaviour for Learning Leader to work within Vulnerable Groups Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress and anxiety, etc.</p>	<p>Evidence of severe detrimental impact that ACE's have on a child's social/emotional and academic progress.</p> <p>Evidence that positive impact of having Emotionally Available Adults to work alongside these children can support them in reaching their full potential.</p> <p>EEF Teaching and Learning Toolkit identifies Behaviour Interventions as moderate impact for moderate cost, based on extensive evidence (+3)</p>	<p>Clear process in place to refer, make baseline assessments, put in place interventions and monitor ongoing impact.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Pupil Wellbeing and Behaviour for Learning Leader</p> <p>VGC</p>	<p>Half Termly</p>

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Appointment of Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO.</p>	<p>Strong evidence base to show that increased levels of attendance have positive impact on attainment and progress as well as the potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.</p>	<p>Attendance Officer to monitor and track attendance figures, with a particular focus on vulnerable groups, including disadvantaged children.</p> <p>Attendance Officer to take action in accordance with clearly defined protocols to provide support and challenge where necessary to promote attendance and reduce absence.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Attendance Officer</p> <p>VGC</p>	<p>Termly</p>
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<p>To provide support, advice and guidance to parents and carers of disadvantaged children to help engage parents in having high expectations and aspirations of their children resulting in increased attainment and accelerated progress.</p>	<p>Appointment of Family Support Advisor to provide support, advice and guidance to families of vulnerable children, including those who are disadvantaged.</p> <p>This may include school based support as well as referrals to outside agencies.</p>	<p>Evidence shows that low aspirations and poor engagement of parents and carers in supporting their children at school can have a damaging impact on a child's ability to fulfil their potential.</p> <p>The EEF Teaching and Learning Toolkit recognises parental involvement as a moderate impact for moderate cost intervention, based on moderate evidence (+3)</p> <p>By offering advice and support to families the hope is that levels of engagement will increase and aspirations will raise.</p>	<p>Family Support Advisor's role is both reactive and proactive to ensure that the right level of support is provided at the right time.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>	<p>Head of School</p> <p>Family Support Advisor</p> <p>VGC</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£25,000</b></p>

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raising profile of disadvantaged children and those from vulnerable groups.	Creation of role of Vulnerable Groups Champion.  Delegate responsibility for tracking attainment and progress of and level/type of intervention used for disadvantaged children and those from vulnerable groups.	All Staff are now familiar with categories of vulnerability, including those who are disadvantaged children.  Many staff are now able to quickly identify potential barriers to learning faced by vulnerable children and the targeted intervention offered by the school to support overcoming these barriers.	This now needs to be firmly embedded across the school.  All staff need a deeper awareness of not just who the vulnerable children in the school are, but about the barriers to learning they face and what strategies the school is using to overcome them.	
Improving how we track the attainment and progress of children who are disadvantaged or from a vulnerable group and evaluate the impact of interventions to support those children.	Creation of Vulnerable Group Tracking Sheets  Regular Pupil Progress Meetings to discuss impact of strategies	Tracking sheets enabled teaching staff to confidently identify barriers to learning, identify appropriate intervention, set an appropriate baseline and measure the impact of the intervention against this start point.  Pupil progress meetings allowed SLT and VGC to challenge trends in the data and offer timely support, intervention and reallocation of resources when required.	This approach needs to be continued, however it should be evaluated within the context of new school whole school data tracking system to avoid duplication of work and reduce workload on staff.	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved reading and writing skills in Years 5 and 6.	Focused intervention informed by rigorous gap analysis using Classroom Monitor.	<p>EOY data analysis shows that children reached or exceeded EOY expectations in reading and writing by the end of Year 5, in line with predictions and targets set from regular pupil progress meetings.</p> <p>2017 SATS data showed that disadvantaged children at the school performed, on average, better than disadvantaged pupils nationally in attainment in both reading and writing.</p> <p>It also showed that the gap between disadvantaged pupils and their non-disadvantaged peers at the school was less than the gap between disadvantaged pupils and their non-disadvantaged peers nationally in both reading and writing.</p> <p>A comparison of the 2016 and 2017 SATs data shows that the attainment gap between disadvantaged pupils and their non-disadvantaged peers at the school in reading and writing has now reduced, the progress gap remains broadly similar to the previous year.</p>	<p>Attainment gap has narrowed from previous year in reading and writing therefore approach will continue.</p> <p>Progress gap now needs to be examined to evaluate whether more can be done to reduce this.</p>	

Improved outcomes for higher attaining disadvantaged pupils	Provide opportunities to stretch the high attaining pupils both within and outside the classroom.	<p>2017 SATs data shows:</p> <p>Reading:</p> <p>19% of disadvantaged children exceeded the expected standard.</p> <p>33% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 14%.</p> <p>Writing:</p> <p>5% of disadvantaged children exceeded the expected standard.</p> <p>23% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 18%.</p> <p>Maths:</p> <p>10% of disadvantaged children exceeded the expected standard.</p> <p>18% of non-disadvantaged children exceeded the expected standard.</p> <p>Therefore the gap is 8%.</p>	<p>The attainment gap in reading and writing needs to be reduced for our high ability disadvantaged pupils.</p> <p>This will continue to be a focus for this year's strategy.</p>	
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Improve skills in reading and writing for identifiable children (including those who are disadvantaged)	Provide opportunities for experienced teacher to work 1:1 with identified children and ensure personalised targets are set to achieve success.	See data above	Although we are unable to continue to provide an experienced teacher to work with children to improve their reading and writing skills, we have been able to maintain a certain level of support through an experienced HLTA who will be undertaking a similar role to continue this important intervention.	
Focused support for disadvantaged children with specific identifiable vulnerabilities and for children in care.	Provide weekly focused 1:1 or small group interventions with Vulnerable Groups Champion (experienced teacher)	Children receiving support benefited from pastoral support which impacted positively on their behaviours for learning.	This intervention will not continue in the same format due to less regular non-contact time available for VGC. However we have maintained an important level of support at SEMH level with our Pupil Wellbeing and Behaviour for Learning Leader.	
<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>
Improve reading attainment of disadvantaged children and those from vulnerable groups.	Enhanced role of librarian to report to teachers on quantity and range of books read by children within individual classes.	See attainment data for reading in 2017 SATs as set out above.	Librarian continues to monitor quantity and range of books read by individuals and reports back to class teacher.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.