



Aspire Academies Pupil Premium Report



Academy	Bedmond Academy				
Academic Year	2018 - 2019	Total PP budget	£34,320	Date of most recent PP Review	Autumn 2018
Total number of pupils	85	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Summer 2019

2. Current attainment

<i>End of KS2 July 2018 – 8 pupils</i>	<i>Pupils eligible for PP (your academy)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	13%	72%
% making expected progress in reading (as measured in the school)	62.5%	80%
% making expected progress in writing (as measured in the school)	50%	83%
% making expected progress in mathematics (as measured in the school)	62.5%	82%

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

PPG pupils have poor oral language skills on entry to EY and this continues into KS1 for a minority.
 Children who are eligible for PP in EYS, KS1 and KS2 are making less progress than other pupils in reading.
 Children who are eligible for PP in EYS, KS1 and KS2 are making less progress than other pupils in writing.
 Children who are eligible for PP in EYS, KS1 and KS2 are making less progress than other pupils in maths.
 Attendance rates for pupils eligible for PP is 92.7% (below the whole school target of 96%). This reduces their school hours and causes them to fall behind on average.
 Difficult early childhood experiences for some PPG pupils means the pupils start school at a level that is below that expected for their age. Ongoing and new or repeated family trauma for many PPG pupils means that their social and emotional needs make it difficult for them to access learning.

Current academic year provision 2018-2019		Reasons for approach	How this will be measured?	Cost
<p>Personalised (e.g trips, music lessons, art therapy etc.)</p>	<p>A Pastoral member of staff to identify and address the social and emotional needs of pupils across the school</p> <p>A family support worker to provide parent partnership support and social and emotional group.</p> <p>A pupil support worker to provide individual support and counselling techniques.</p> <p>Allocation of a set amount for trips, uniforms, milk, clubs and swimming.</p>	<p>The social and emotional needs of PPG pupils are identified early and responded to with timely and relevant support. The impact of these interventions is measured through pre and post assessment. Friendship Circles, Protective Behaviours, Breakfast and Lunchtime group sessions for targeted pupils. Weekly meetings of DSL and Deputy DSPs to ensure all CP followed up in a timely way.</p> <p>PPG pupils have participated in enrichment activities. Vulnerable families are supported to meet the needs of their children through parent partnership and support work.</p> <p>PPG pupils are participating in residential, day visits and swimming. PPG pupils have correct and fit for purpose uniform. Vulnerable families are supported.</p>	<ul style="list-style-type: none"> ➤ Intervention impact forms that are being completed for every session ➤ Children will be more ready to learn as their social and emotional needs will be met ➤ All children will have been able to attend all trips regardless of their deprivation. ➤ Families will be supported through the family support service 	<p>£5162</p>

<p>Intervention (e.g small group interventions)</p>	<p>A teaching assistant to work with children in small group interventions or 1:1 as appropriate – 50% of the week.</p> <p>Reading based interventions and 1-1 TA support for target pupils in and out of school hours.</p> <p>Increase TA support in classes with higher amount of PP children for increased Guided learning</p>	<p>We want to invest some of the PP for increased intervention. Many different sources suggest early intervention is an effective way to improve attainment.</p> <p>We have a deep knowledge of the needs of individuals and groups of children thanks to regular and frequent evaluations of interventions and robust interrogation of data.</p> <p>PP pupils are making less progress in reading, writing and maths than ‘other’ pupils. We want to ensure that PP pupils can achieve the expected standard.</p>	<ul style="list-style-type: none"> ➤ Intervention impact forms that are being completed for every session ➤ Children’s progress will improve and accelerate ➤ The gap between current attainment and ARE will decrease ➤ Children’s learning behaviour will improve ➤ Children’s confidence will 	<p>£8860.47</p>
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<p>Universal (e.g teaching assistant support)</p>	<p>Continued use of Talk for Writing in English Guided groups in all guided writing lessons. Interventions for targeted children. CPD on improving writing – Continued CPD for PWP as part of 2 year programme.</p> <p>Office Manager with responsibility for monitoring attendance. Rigorous follow up of all absences daily. Termly Attendance Assembly with rewards for pupils with 100% attendance and class reward for class with highest overall attendance. Discussions with targeted parents. Family support and parent liaison worker to be involved with families of pupils' whose attendance is a cause for concern. Bespoke plans for those whose persistent absence or lateness is due to a SEMH need.</p> <p>Forest schools as an intervention to provide children with new experiences and outdoor learning for every year group every week.</p> <p>Other resources for the whole school throughout the year, e.g. author visits, anti -bullying week resources</p>	<p>PP pupils are making less progress in writing than 'other' pupils. We want to ensure that PP pupils can achieve the expected standard.</p> <p>Any absence will be addressed immediately. Vulnerable pupils to be monitored daily and any absence and followed up by office. Display to show classes with highest attendance valued by pupils. Persistent absence to be a standing item on Pupil Progress Meeting agendas. Discussions with targeted parents at Parent Consultation Evenings.</p> <p>To give children experiences outside of the classroom and to provide them with a variety of life skills.</p>	<ul style="list-style-type: none"> ➤ Class teachers and SENDCo will identify gaps and areas for development. ➤ T/ TA support in all classrooms during English Teachers' planning to indicate targeted groups for guided learning. ➤ The teaching of English in the school will improve ➤ All books will show good progress in English and the gap for ARE will close. ➤ Attendance will improve for the whole school ➤ Persistent absence will improve from last year ➤ More children will have 100% attendance ➤ Discussions with targeted parents will ensure all stakeholders are aware of attendance issues. 	<p>£20,297.53</p>
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Total Planned Expenditure for 2018-2019: £34,320.00

Previous academic year provision 2017-2018		Impact on PP eligible pupils and non-PP pupils
<p>Personalised (e.g trips, music lessons, art therapy etc.)</p>	<p>A Pastoral member of staff to identify and address the social and emotional needs of pupils across the school</p> <p>A family support worker to provide parent partnership support and social and emotional group.</p> <p>A pupil support worker to provide individual support and counselling techniques.</p> <p>Allocation of a set amount for trips, uniforms, milk, clubs and swimming.</p>	<p>Pastoral member of staff: Protective Behaviours/Friendship pupils received 1:1 or small group work to support their SEMH. This reduced the risk of exclusion and promoted their resilience in dealing with a variety of situations.</p> <p>Families were able to work together at home to improve mental health issues. This built positive relationships in school which helped to reduce exclusions and improve attendance and learning behaviours overall.</p> <p>Pupil support worker: a child-centred therapy focusing on prevention, early intervention and recovery of mental health issues. This helped develop their mental health and enhanced their learning</p> <p>Financial support for parents ensures that all pupils have the opportunity to participate in enrichment activities.</p>
<p>Intervention (e.g small group interventions)</p>	<p>Teaching assistants to work with children in small group interventions or 1:1 as appropriate – 50% of the week.</p> <p>Reading based interventions and 1-1 TA support for target pupils in and out of school hours.</p> <p>Teacher to run booster groups x 9 hrs per week</p>	<p>Impact on this PPG group was significant; pupils progress in all subjects tests scores improved in year 6. Across the school we were able to start closing the gap with ARE and accelerate progress. We need to continue this next year to ensure progress still continues. Strong emphasis on number skills and small targeted groups in writing to fill specific gaps was very successful.</p> <p>Daily reading enabled all children to have access to a variety of texts and exposed children to more vocabulary which helped the children in their writing.</p> <p>TA will be deployed in a very similar way next year</p> <p>The booster teacher enabled children to have targeted teaching in year 6. Children's progress accelerated and those with SEND had personalised provision in place daily to be able to give them access to the KS2 SATs papers.</p>

<p>Universal <i>(e.g teaching assistant support)</i></p>	<p>Equipping Kids – A child lead research project to build the schools Values and Vision and PSHCE curriculum (Heartsmart).</p> <p>Purchase of new TV smart screens for classrooms. Part funded by PPG and part funded by PTA donations.</p> <p>Purchased new Rising Stars assessment resources for the whole school.</p> <p>Forest schools as an intervention to provide children with new experiences and outdoor learning for every year group every week.</p>	<p>The whole school vision and values were created and linked with the schools behaviour policy to improve the learning behaviours of the school. This year was spent researching and working with Equipping Kids to build this in preparation to launching this in September 2018.</p> <p>We also purchased a new PSHCE curriculum which focussed on 5 values which linked directly to the school values. This has enabled us to teach children PSHCE in a different way, it has also enabled us to have more of a focus on PSHCE and teaching children directly about well-being has enabled us to improve learning behaviour and ensure children are in a state where they are ready to learn. This has meant we have been able to accelerate the progress.</p> <p>The purchase of a new assessment resource has meant we are able to have accurate and clear assessments of all children across the schools. This has enabled us to know the gaps of every individual child so we can personalise the curriculum and accelerate progress.</p> <p>Forest schools has enabled all children to develop skills in a different way. The sessions also developed language and vocabulary, as well as improved the confidence of the children to build on their learning behaviour. It has helped to build team building skills with all individuals.</p>
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