

**Burfield Academy Pupil Premium Strategy Statement**

1. Summary information					
<b>School</b>	Burfield Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£54,340	<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	152 (incl Nursery)	<b>Number of pupils eligible for PP</b>	55	<b>Date for next internal review of this strategy</b>	March 2021

2. Current progress and attainment: Academic year 2018-2019			
<b>Key Stage 1</b>	<i>National PPG</i>	<i>Burfield PPG</i>	<i>Burfield non PPG</i>
% achieving in reading, writing and maths (expected)	50%	63%	69%
% achieving in reading, writing and maths (greater depth)	5.1%	13%	16%
% passing phonics screening	70.9%	100%	79%
<b>EYFS</b>			
% achieving GLD	56.4%	40%	80%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Attainment levels in reading, writing and maths for PPG pupils at the end of key stage 1 are not yet as strong as for those pupils not eligible for the PPG.
<b>B.</b>	Percentage of PPG achieving the GLD is well below that of their non PPG peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Attendance rates for PPG pupils is lower than those not eligible for the PPG, which as a result impacts on overall progress and attainment rates

<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG. Measured at each data drop using summative assessment. Measured at each data drop using summative assessment.	Internal assessment data shows the progress made by children in receipt of PPG is at least in line with non PPG peers.
<b>B.</b>	The percentage gap of PPG pupils achieving the GLD in comparison to non PPG peers will close. Baseline assessments will highlight children's starting points. Progress measured at each data drop using summative assessment.	PPG students identified make as much progress as their peers in phonics. Gaps begin to close between PP and non-PP students. Measured by teacher assessment, internal phonics and number assessments. STEP and ESCC moderation meetings attended.
<b>C.</b>	Continue to raise the profile of attendance and therefore the overall attendance rates of pupils eligible for the PPG. Measured through fortnightly EWO visits and ongoing fortnightly, monthly and termly attendance data analysis.	Pupils eligible for PPG will increase their overall attendance to support the academy in achieving the whole school attendance target of 96%.

3. Planned expenditure					
Academic year		2020/21			
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. The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG.	<p>Reading- 40 minutes of daily whole class reading. Targeted and tailored interventions in place.</p> <p>Phonics- linguistic approach to be embedded across the school. Specific interventions in place for those identified as not on track to pass phonics screening and those who historically have not passed.</p> <p>Writing- refinement of whole school approach to writing. Targeted and tailored interventions in place.</p>	<p>In school data shows that the gap between PPG and non PPG children in reading, writing and maths continues to require further improvement.</p> <p>Investment in training and strategies which will impact over time.</p> <p>Continuation of work started in 2018 – 2019 (COVID pandemic)</p> <p>Progress and attainment rates of other STEP Academies adopting a similar approach.</p>	<p>Weekly learning walks and feedback to teachers – SLT &amp; Subject Leads.</p> <p>T&amp;L review –Director of Standards and STEP Head teachers</p> <p>CPD input from STEP Director of Teaching &amp; Learning and ES Teaching &amp; Learning Leader</p> <p>Performance management reviews and targets (linked to AIP target) – PM reviewers.</p> <p>3 points of ‘assessment drops’ and analyses to review impact of provision – SLT, teachers.</p> <p>Step Up (Pupil Progress) meetings termly.</p>	English and maths subject leaders, Head of School.	<u>March 2021</u>

	<p>Maths- Maths Mastery implemented in all year groups across the school. Targeted and tailored daily interventions in place.</p> <p>Staff training &amp; CPD</p>				
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<p>B. The percentage gap of PPG pupils achieving the GLD at the end of Reception, in comparison to non PPG peers, will close.</p>	<p>Embedding the linguistic phonics approach and ensuring additional decodable texts are available.</p> <p>Daily phonics and maths lessons taught with follow up same day interventions in place for targeted children.</p> <p>Specific tailored and targeted catch up interventions in place for identified children.</p> <p>Staff training &amp; CPD from STEP T&amp;L Reading Lead and STEP T&amp;L EYFS Lead</p>	<p>Early literacy approaches found to have significant impact on embedding literacy skills early (EEF Toolkit).</p> <p>Investment in training and strategies which will impact over time.</p> <p>Continuation of work started in 2018 – 2019 (COVID pandemic)</p> <p>Progress and attainment rates of other STEP Academies adopting a similar approach.</p>	<p>Head of School to monitor /support EYFS planning, assessment and moderation</p> <p>Step Up (pupil progress) meetings.</p> <p>Regular learning walks and feedback to teachers – SLT</p>	<p>EYFS Class teacher, EYFS Leader Head of School</p>	<p><b><u>March 2021</u></b></p>
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<b>Total budgeted cost</b>					£30,000
<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>
The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG.	<p>Same Day interventions embedded for reading, phonics, maths and writing.</p> <p>Targeted and tailored intensive interventions in place for specific children</p>	Implementation of same day interventions- based on evidence around closing the gap/ preventing any gaps to form	Monitoring and support for daily interventions.	English and maths subject leaders, Head of School	<p><u><b>December 2020</b></u></p> <p><u><b>April 2021</b></u></p> <p><u><b>July 2021</b></u></p>

<p>The percentage gap of PPG pupils achieving the GLD at the end of Reception, in comparison to non PPG peers, will close.</p>	<p>Linguistic phonics same day keep up sessions</p> <p>Targeted and tailored catch up interventions.</p>	<p>Linguistic phonics evidenced to have significant impact on reading.</p> <p>Main areas of need for PP students across the academy are communication and language phonic knowledge, which directly affects reading and writing.</p> <p>EEF Toolkit suggests well-trained staff and same day intervention has positive impact on pupil progress.</p>	<p>Monitoring and support for daily interventions.</p> <p>Tracking of pupils though initial and extended phonics code.</p>	<p>EYFS class teacher, EYFS Leader, Head of School</p>	<p><u>December 2020</u></p> <p><u>April 2021</u></p> <p><u>July 2021</u></p>
<b>Total budgeted cost</b>					£10,000
<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>
<p>Continue to raise attendance rates of pupils eligible for the PPG.</p>	<p>EWO employed to visit school fortnightly, EWO to monitor students</p>	<p>Pupils with low attendance do not attain as well as those with high attendance.</p>	<p>Head of School/ AHTs and EWO work together to monitor absence &amp; arrange early intervention.</p>	<p>Head of School</p>	<p><u>December 2020</u></p> <p><u>April 2021</u></p> <p><u>July 2021</u></p>

	<p>assessing those who fall, below 96% and 92%, follow up on absence, provide reports for parents and arrange termly meetings.</p> <p>Internal attendance officer in place. Weekly attendance analysis carried out with Head of School.</p>		<p>Data for PPG students to be closely tracked and meetings arranged to be attended by EWO and Head of School.</p>		
<b>Total budgeted cost</b>					<b>£14,340</b>

4. Review of expenditure				
Previous Full Academic Year (COVID pandemic)		2018/19		
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
<p>The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG. Measured at each data drop using summative assessment.</p> <p>The percentage gap of PPG pupils passing the phonics screening check in comparison to non PPG peers will close.</p>	<p>Reading- 40 minutes of daily whole class reading, introduction of close reading in years 2 and 3</p> <p>Writing- whole school approach in place in all year groups</p> <p>Maths- Maths Mastery implemented in all year groups across the school</p> <p>Staff training &amp; CPD</p> <p>Text &amp; context curriculum</p>	<p>At the end of KS1 PPG children demonstrated good progress within reading, writing and maths from their starting points at the beginning of the year.</p> <p>63% (5/8) reached the expected standard in reading writing and maths at the end of Year 2 in comparison with 68% non PPG. PPG data for Burfield is above national.</p> <p>100% of PPG children passed the phonics screening above the percentage of their non PPG peers and national data.</p> <p>The percentage of PPG children who achieved the GLD was below both that of their non PPG peers and national data.</p>	<p>PPG pupils will continue to receive additional daily phonics sessions within years 1,2, 3 and 4. These children will provide a focus group within PP/STEP Up meetings</p>	<p>£16,904</p>
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
<p>The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG.</p>	<p>Same Day interventions in place for reading, maths and writing.</p>	<p>PPG children made good progress from their starting points.</p> <p>100% (4/4) PPG children passed the Phonics screening check in Y1.</p> <p>67% (2/3) PPG children passed the retake in Year 2.</p> <p>63% (5/8) reached the expected standard in reading, writing and maths at the end of Y2.</p>	<p>All chosen actions will continue. Further agreed actions included in this year's PPG plan where relevant.</p>	<p>£10,000</p>
<p>Improved behaviour for learning in class, for identified PPG students across the school.</p>	<p>Nurture group 3x weekly</p> <p>Sensory circuits daily</p> <p>Ready to learn programme implemented for targeted children</p>	<p>Incidents of both significant and low level behaviours have dramatically reduced.</p> <p>Behaviour for learning is becoming embedded across the school.</p>	<p>All chosen actions will continue as a whole school development point.</p>	

<p>The percentage gap of PPG pupils passing the phonics screening check in comparison to non PPG peers will close.</p>	<p>Implementation of linguistic phonics in Rec and Y1, 1:1 and small group interventions targeting phonics in all year groups including those children in years 2 and 3 who did not pass the phonics screening in y1</p> <p>Linguistic phonics same day keep up sessions</p>	<p>100% (4/4) PPG children passed the Phonics screening check in Year 1. 67% (2/3) PPG children passed the retake in Year 2.</p>	<p>All chosen actions will continue. Further agreed actions included in this year's PPG plan where relevant.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Continue to raise attendance rates of pupils eligible for the PPG.</p>	<p>EWO employed to visit school fortnightly, EWO to monitor students assessing those who fall, below 96% and 92%, follow up on absence, provide reports for parents and arrange termly meetings.</p>	<p>Families have been highlighted for additional EWO support including an initial meeting and ongoing targets for progress. EWO links with social workers/ keyworkers/ ESBAS are in place.</p> <p>Whole school attendance was 94.4% PPG children 91.7%</p>	<p>EWO support had a positive impact on whole school attendance, termly meetings with families to set targets, involvement of social services representatives.</p> <p>Weekly celebration of attendance, attendance included in newsletter and termly prizes awarded.</p> <p>All chosen actions will continue. Further agreed actions included in this year's PPG plan.</p>	<p>£5,000</p>
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