



**Bardfield  
Academy**

**Pupil Premium Strategy Statement 2019-20**

**&**

**Impact Report 2018-2019**

*Striving To Achieve, Together We'll Succeed.*

Pupil Premium is a grant which is designed to ensure that funding to tackle disadvantaged children reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to year 11 who are eligible for free School Meals (FSM), are looked after or have parents in the Armed Forces.

In 2011/2012 the funding allocated was £488 per child, £200 for children in Armed Forces families. This rose to £600 and £250 respectively in 2012/13. From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years: (Ever 6 Funding). The funding allocated per child from April 2013 was £900 and from April 2014 the allocation rose to £1300 per child and now totals £1320. £2300 is available to support looked after pupils.

Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of children's attainment. At Bardfield Academy the Headteacher, in consultation with the Executive Head and Directors of South Essex Academy Trust, decides how best to spend the Pupil Premium in order to improve provision and outcomes for children.

As a school we are aware of all vulnerable pupils and understand that not all FSM pupils are vulnerable and that some children who need additional support do not have Free School Meals. From September 2014 all infant school pupils have been eligible for a free school meal. As a school we have asked parents to provide information confidentially to ensure that children still access the support they are entitled to.

At Bardfield Academy we endeavour to provide the very highest standards of education for every child therefore we have used the majority of the PPG to provide additional support to accelerate the progress of targeted individuals and groups of pupils and to provide support to individuals and their families so that they may access learning, teaching and the curriculum.

We also want to provide children with opportunities that they may not always have access to. Therefore the school endeavours to provide a range of opportunities beyond the school day; thus enhancing the children's development. The PPG has contributed towards the costs of these activities that were previously funded by other grants.

1. Summary information					
<b>School</b>	Bardfield Academy, Clay Hill Road, Basildon				
<b>Academic Year</b>	2019-20	<b>Total Projected Allocation</b>	£253 440	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	411 (excluding nursery)	<b>Number of pupils eligible for PP</b>	176 (43%)	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment at end of Key Stage 2 Summer 2019		
	Pupils eligible for PP at Bardfield 2019 34/60	All Pupils in the School/Other Pupils Nationally (2019)
<b>% reaching the expected standard in reading, writing and maths</b>	<b>?? % (PP without SEN - ??%)</b>	<b>65/??TBC</b>
<b>% reaching the expected standard in reading</b>	<b>56% (PP without SEN - 59%)</b>	<b>73/??TBC</b>
<b>% reaching the expected standard in writing</b>	<b>65% (PP without SEN - 72%)</b>	<b>78/??TBC</b>
<b>% reaching the expected standard in mathematics</b>	<b>65% (PP without SEN - 69%)</b>	<b>79/??TBC</b>
<b>Progress score in reading</b>		<b>TBC</b>
<b>Progress score in writing</b>		<b>TBC</b>
<b>Progress score in maths</b>		<b>TBC</b>

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

#### In-school barriers (issues to be addressed in school, such as poor language skills)

<b>A.</b>	Social/ emotional issues – There are many children across the school who find self-regulation and independence difficult as well as some who have low self-esteem. These children display a lack of confidence and self-belief as well as demonstrating through thought and action a low sense of self-worth. This often manifests itself through an inability to conform to the norm and has at times resulted in disruptive behaviour. The Pastoral Support Team, which consists of the SENCo, Home School Liaison Officer, Behaviour Support Team and School Counsellor, ensure that there is a bespoke approach in place to support these individuals which aims to remove barriers to learning and gives them the skills to access the learning and experience success.
<b>B.</b>	Poor language skills – Children arrive at the school with poor language skills which, without intervention, impacts upon their ability to read and write. This means that they are unable to access the curriculum and express themselves through the written word. Neither do they have the skills nor stamina to problem solve and to reason.

#### External barriers (issues which also require action outside school, such as low attendance)

<b>C.</b>	Safeguarding issues – Children under Social Care - Child Protection, Child in Need and Looked After/In Care, victims of Domestic Violence etc. There is a high % of pupils within the school for whose home lives are disrupted for a number of different reasons. For some the disruption is short lived, for others the disruption is long term with lasting effects. Children in these circumstances very often become easily distracted, use avoidance tactics in the classroom and have on occasion disturbed the learning environment. The Pastoral Support Team liaise with each other and with various external agencies in order to identify and address barriers to learning.
<b>D.</b>	Poor punctuality is a result of a number of parents whose early morning routines are not established and therefore are chaotic and rushed; Thus making the children late for school. Also some live some distance away from the school. Some through choice, some because they have been rehoused across the other side of town and there is no school place open to them nearer to their new property. There are also those who have been re-housed or due to home circumstances they are living in a refuge. Low attendance is a reflection of the lack of value placed on education and school. A number of children and parents with attachment issues as well as those who take days off for sickness (SEN boys who are also disadvantaged being the greatest offenders. We also have proportion of parents who have taken children out for unauthorised holiday.
<b>E.</b>	Poor Mental Health (child related and within families). We have seen an increase in the number of children who have a diagnosis for mental illness (e.g. clinical depression) or have parents with diagnosis of mental illness e.g. Bi-polar disorder. The majority of children with parents with such a diagnosis are from low income disadvantaged backgrounds. The impact of such illness can be seen by the lack of support given to children in the home environment, lack of engagement with the school which impacts on the child's readiness to learn, engagement within the learning environments and therefore their progress.

#### 4. Desired outcomes

#### Success criteria

**A, E & C.**

Disadvantaged children make at least expected progress (in line with all others nationally) with a higher proportion achieving better than expected progress at the end of Key Stage 1 & 2 when compared to last academic year.

Attainment is at least in line with all others within the school and nationally

**KS2 – Provisional Target for attainment % at scaled score 100 (July 2020).**

58 pupils in total (27 PP – 47%)	100	100 +	(27) Pupil Premium 100	Pupil Premium 100+
Reading	78	30	76	25
Writing	75	28	73	20
Mathematics	79	30	75	25
GPS	75	25	73	20
Combined reading, writing, maths	72	25	70	18

**KS1 – Provisional Target for attainment % at scaled score 100 (July 2020).**

60 pupils in total (21 PP – 35%)	100	100+	(21) Pupil Premium100	Pupil Premium100+
Reading	75	25	70	15
Writing	70	15	66	10
Mathematics	75	20	68	18
Combined R/W/M	70	15	66	10

DISADVANTAGED	2018-19 progress confidence intervals	Bardfield 2019 – 20 Current Prediction	Bardfield 2019-20 accelerated prediction	Accelerated difference
Reading	--1.3 to 1.9 (0.3 actual)	TBC	TBC	TBC
Writing	-0.3 to 2.6 (1.1 actual)	TBC	TBC	TBC
Maths	-1.5 to 1.3 (-0.1 actual)	TBC	TBC	TBC

DISADVANTAGED More able	2018-19 progress confidence intervals	Bardfield 2019 – 20 Current Prediction	Bardfield 2019-20 accelerated prediction	Accelerated difference
Reading	TBC	TBC	TBC	TBC
Writing	TBC	TBC	TBC	TBC
Maths	TBC	TBC	TBC	TBC

Pupil Progress meetings identify barriers and how differences diminished

Data shows attainment reading, writing and Maths combined is increased year on year from current year 1 to current year 6 In year progress at end of year shows an improvement of at least 5% when compared with last year and good progress at end of KS2 – building on 2019 outcomes of +0.3 Reading; +1.1 Writing and -0.1 Maths

Attainment for disadvantaged in line with all others within the school and nationally

<b>B.</b>	Children demonstrate improved language skills and enhanced vocabulary which in turn impacts upon ability to read and to write; thus enabling them to better access the curriculum and use their skills to communicate in a variety of ways. Attainment is raised and progress accelerated at end of KS and at key points throughout the year (half termly data analysis). (See above)	End of year data demonstrates raised attainment and accelerated progress in reading, writing and maths at end of KS 1 and end of year assessments in all year groups. End KS2 increase in % working at greater depth and + progress in Maths.
<b>C.</b>	<p>Reduce the persistent absence of disadvantaged and improve the overall attendance of disadvantaged children. By end of summer 2019 data shows a reduction in absence: Attendance 96.04% bringing it broadly in line with all pupils nationally. Persistent absence of disadvantaged pupils is further reduced</p> <p>Improved attainment/ better than expected progress as a result of improved attendance.</p> <p>Reduce the number of fixed term exclusions</p>	Monthly monitoring of attendance. Data analysis and headline news completed by the Attendance Officer demonstrates improvements – monthly and when compared with last academic year. Fixed term exclusions are reduced. Case Studies show impact of strategies

5. Planned expenditure					
Academic year		2019-20			
With the aid of Pupil Premium, here at Bardfield we aim 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?
<p>Raised attainment and achievement in year 5 &amp; 6</p> <p>End of year targets</p> <p><b>Year 6</b></p> <p>Reading – ??%</p> <p>Writing – ??%</p> <p>GPS – ??%</p> <p>Maths – ??%</p> <p>RWM - ??% (greater depth ??%)</p> <p><b>Year 5</b></p> <p>Reading – ??%</p> <p>Writing – ??%</p> <p>GPS – ??%</p> <p>Maths – ??%</p> <p>RWM – ??%</p>	<p>Additional staffing in year 6 to enable to target support at smaller groups</p> <p>£61,573 (24%)</p>	<p>Smaller classes, individual pupils are the focus of a teacher’s attention for more time; there is more active interaction between pupils and teachers; and more pupil engagement. Research on parental opinion on class size found that 96% of parents believed that the number of children in a class affects the quality of teaching and learning. In the same study teachers and head teachers were also found to consider class size to be an important issue.</p> <p><b>CLASS SIZE IN EDUCATION IN ENGLAND REPORT - DFE</b></p>	<p>Termly lesson observations, weekly informal ‘drop ins’. Half termly pupil progress meetings</p>	<p>HT</p>	<p>July 2020</p>

Improved attainment in year 1, 4 & 5 writers and progress in all year groups; in particular SEN (who are also disadvantaged) and most able (who are also disadvantaged) pupils attain and progress at least in line with their peers and in some cases accelerated progress. End of KS outcomes compare favourably	Additional TA hours £32 014 (13%)	TAs should not be used to make up for a lack of teacher attention on low-attaining or SEN students, but rather their support should allow teachers to spend more time with these students. TAs can help students take ownership of their learning, encouraging them to ask questions and take risks. <b>TEACHER NETWORK RESEARCH 2015</b>  'Team' teaching styles, involving TAs and work with small groups, promotes learning support as a routine activity and part of an 'inclusive' environment in which all children are supported.	Performance Management targets for TAs focussed on attainment and progress. Termly lesson observations, weekly informal 'drop ins'. Half termly pupil progress meetings	HT/DHT	Interim PM target review Annual PM review Half termly pupil progress meetings
<b>Total budgeted cost</b>					<b>£93 587 (39%)</b>
<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>



<p>Raised attainment and achievement across the school – all year groups, all groups (See end of year targets on Single Plan) – Reading &amp; Writing in Year 6 and Writing in year 5 and Greater Depth in Maths (Year 5 &amp; 6)</p>	<p>Additional P/T teaching staff for PPA cover (maintaining qualified, 'quality' teaching and interventions)</p> <p>£49,466 (20%)</p>	<ul style="list-style-type: none"> <li>• The key elements of effective teaching approaches for low attainers in literacy include: early intervention, one to one and/or small group support and personalisation (<b>Brooks, 2002</b>); and, Low attainers in mathematics benefit from detailed assessment of their learning needs, and interventions work best when they are targeted on an individual child's weakness (<b>Dowker, 2004</b>);</li> </ul>	<p>Termly lesson observations, weekly informal 'drop ins'. Half termly pupil progress meetings PM targets</p>	<p>DHT</p>	<p>Every 6 weeks at PP meetings</p>
<p>At least 85% reach the required level of phonics at the end of year 1 (or to be at least in line with National) 95% of year 2 to reach required standard in phonics at the end of KS1.</p>	<p>Phonic Intervention/Support (20 hours per week)</p> <p>£11 167 (4%)</p>	<p>The main ingredients for success in the teaching of beginner readers are: well-designed phonics programmes that are taught discretely and systematically for short periods of time &amp; additional support for those struggling with literacy that is compatible with mainstream practice <b>TEACHING PHONICS EFFECTIVELY GTC 2007</b></p>	<p>Regular monitoring by phonics lead Half termly assessments and pupil progress meetings</p>	<p>Phonics lead</p>	<p>December 19 February 20 May 20</p>

Progress of SEN, disadvantaged and most able disadvantaged in line with all others nationally	TA support for individual pupils with specific needs  £10 705 (4%)	‘Sensitive’ TA support can facilitate pupil engagement in learning and social activities, with the class teacher and their peers; that is, sensitive TA support can both facilitate interaction, and also reflect an awareness of times when pupils need to undertake self-directed choices and actions <b>THE IMPACT OF ADULT SUPPORT STAFF ON INDIVIDUALS AND MAINSTREAM SCHOOLS -IOE</b>	Informal drop ins and lesson observations PM targets pertaining to progress of groups	AHT (senco/ Inclusion)	SENCo to monitor interventions half termly
<b>Total budgeted cost</b>					<b>£71, 318 (28%)</b>
<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>
Improved attitude, attendance (if applicable) and integration leading to improved outcomes (attainment and achievement) of pupils with social and emotional difficulties – Progress in line with their peers.	Support for Attendance (including dedicated member of staff, rewards and external support agencies when required)  £21,500 (8%)	What happens at home impacts on the child. At Bardfield we have a positive and public commitment to parental partnership, especially with the families that are potentially more vulnerable. At Bardfield we believe that no parent is unreachable The Attendance Officer liaising with other member of the Pastoral Care Team (PCT) works with parents and families breaking barriers to communication, making positive connections with them and agencies	Monitoring work of Attendance Officer. HT to meet half termly with the AO Pupil progress meetings PM targets – half year review and annual review Weekly PCT meetings (Pastoral Care Team)	AHT (Inclusion lead)	Nov 19 Jan 20 March 20 May 20

<p>Speech and Language therapist pinpoints and explains the nature and severity of the problem and, with school staff and parents, evaluate its impact on both classroom learning and everyday life. Bespoke therapy – improvement in speaking and listening, accessing the curriculum, attainment and achievement.</p>	<p>Speech and Language Therapy £11,000 (4%)</p>	<p>Pupils who have been identified as requiring speech and language therapy receive programmes formulated and devised to tie in with the individual pupil's needs within their specific environment. These are then evaluated, developed and modified over time to meet individuals' needs and enable them in time to better access the learning within the classroom and beyond.</p>	<p>Half termly pupil progress meetings</p>	<p>AHT (Inclusion Manager)</p>	<p>Progress monitored half termly.</p>
<p>Barriers to learning are explored; behaviours and emotions understood enabling CT and other adults to provide an approach to learning relevant for the individual child.; thus enabling them to access the learning and make progress.</p>	<p>Counselling; Advice and Support for Parents £19,500 (8%)</p>	<p>School staff know their pupils well. Teachers and support staff say that they often don't have either the time or the expertise to help children and young people when they begin to show signs of distress. Studies show that school staff can appreciate the availability of a professionally qualified counsellor who can support these children and young people once they have been identified. School staff also say that they benefit from the guidance of counsellors when they are trying to understand and manage children and young people's behaviours and emotions in school. <b>COUNSELLING IN SCHOOLS – DFE FEB 2016</b></p>	<p>Half termly pupil progress meetings Weekly PCT meetings (Pastoral Care Team)</p>	<p>AHT (Inclusion Manager)</p>	<p>Termly</p>

Pupils with social and emotional difficulties display improved attitudes to learning; pupils make progress in line with their peers	Contribution to Behaviour Support and Well-Being  £20,000 (8%)	There is evidence to suggest that individuals who display problematic behaviour in childhood or adolescence, for example through having a conduct disorder, are more likely to have few, or no, educational qualifications in later life (Richards et al, 2009; Colman et al, 2009).	Half termly pupil progress meetings Weekly PCT meetings Fortnightly PSP reviews (Pastoral Support Plans)	AHT (Inclusion Manager)	Half termly
All pupils are given the opportunity to attend residential irrespective of their family's socio economic situation.	Contribution towards Residential  £4,500 (2%)	The most important benefits of all experiences are seen as building self-confidence, developing social skills and team building; as well as providing equal opportunities for the most vulnerable and the disadvantaged.	HT liaise with the Education Visits Coordinator	HT	Annually
Not one child is left out. All have access to everything that is on offer – academically and socially.	Other incidentals and resources e.g. Contribution to nursery play area, Breakfast Club, PE kit, trips, Alternative provision etc £7015 (including £2727 contingency) (1.%)  Outdoor play area KS2 £5000 (2%)	No child is left behind.	HT to liaise with members of the PCT, office staff and senior leaders and CTs to identify potential barriers.	HT	Fortnightly
<b>Total budgeted cost</b>					<b>£88 515 (33%)</b>

## 6. Review of expenditure at end of 2018-19

**Actual Allocation Sept 18-19 £248, 120**

**Actual Spent - £249, 120**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>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>
<p>Raised attainment and achievement in year 5 &amp; 6</p> <p>End of year targets (actual)</p> <p><b>Year 6</b>                      Reading – 78% (67%)                      Writing – 78% (75%)                      GPS – 78% (72%)                      Maths – 80% (77%)                      RWM - 75% (greater depth 20%)</p> <p><b>Year 5</b>                      Reading – 75% (82%)                      Writing – 73% (68%)                      GPS – 75% (71%)                      Maths – 86% (77%)                      RWM – 70% (67%)</p>	<p>Additional teaching staff in year 5 &amp; 6 to reduce class sizes</p>	<p>Attainment for Year 6 pupils eligible for Premium was lower when compared with the cohort as a whole and those not eligible. However, when those with Special Educational Needs were removed attainment for writing was broadly in line with the cohort or indeed exceeded the cohort.</p> <p><u>Thing to consider:</u>                      Progress Reading +0.3 (2018 -2.8); Writing +1.1 (2018 +0.2); Maths -0.1 (2018 -0.4)                      5 children                      Low attaining cohort. EYFS GLD = 27%; KS1 Reading 60%, Writing 47%, Maths 7%; Combined 47% - So value added/progress good.                      Mobility: 5 children left in year and 5 new children joined</p> <p><u>Year 5 Attainment</u>                      PP = 76% 59% 72%                      PP – SEN = 91% 93% 91%</p> <p>For those children who had been at the school for the whole of KS2 the strategy was as success.</p> <p><u>Thing to consider:</u>                      4 children arrived midyear                      24% of the PP have SEN</p>	<p>'Make-up/membership of ability groups to be revised and an additional Greater Depth Maths group (taken by the DHT) to be implemented.</p>	<p>£57 665  (23%)</p>

<p>Improved attainment in year 4 writers and progress in all year groups; in particular SEN (who are also disadvantaged) and most able (who are also disadvantaged) pupils attain and progress at least in line with their peers and in some cases accelerated progress. End of KS outcomes compare favourably with outcomes for all</p>	<p>Additional TA hours re full time in all classes</p>	<p>In year progress is good for most cohorts and groups. In year progress for year 1 Maths and year 6 writing requires some improvement.</p> <p>For more able disadvantaged made good progress except in year 2 writing and year 3 reading. SEN disadvantaged there is a patchier picture for some cohorts and some subjects there was an improvement but in others there were not. Changes in individual pupil's situations (safeguarding) and children leaving and joining the school impacted this.</p> <p>There was an improvement in year 4 writing with attainment rising from 59% at the beginning of the year to 66% (though this year group had a significant amount of mobility).</p>	<p>Revisit interventions. Targeted support for those with SEN and initiatives for most able need to be more bespoke. Make Greater Depth focus for PMR.</p> <p>Continue with strategy.</p>	<p>£27 699 (11%)</p>
<p>More attaining working 'at greater depth' in writing at the end of KS2. RWM combined at greater depth increased so in line with national</p> <p>Target for working at greater depth KS2 20%- Writing</p> <p>Target for working at greater depth RWM combined KS2 20%</p>	<p>Adopt and Author</p>	<p>In 2019 22% pupils attained greater depth in writing compared to 31% in 2018 and 19% in 2017. (56% were eligible for PP compared to 19% in 2018 and 13% in 2017)</p> <p>RWM combined greater depth decreased from 11% to 3%. National for Greater Depth is yet to be announced.</p>	<p>Though the children directly involved with the project thoroughly enjoyed the experience and they produced a book that they can all be proud of, the impact was not as great a one would have hope. Therefore this strategy will not continue.</p>	<p>£4500 (2%)</p>

<b>ii. Targeted support</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>
<p>Raised attainment and achievement across the school – all year groups, all groups (See end of year targets on Single Plan)</p> <p>Reading &amp; Writing in Year 6 and Writing in year 5 and Greater Depth in Maths (Year 5 &amp; 6)</p>	<p>P/T teachers for interventions (2 days)</p>	<p>Whilst attainment in reading and writing in year 6 was lower than the previous academic year this was lower attaining cohort (27% GLD end of EYFS; 60% reading and 47% writing at end of KS1. Pupils made good progress in both of these areas +0.3 reading; +1.1 writing. However those attaining greater depth in Maths in year 6 fell.</p> <p>Year 4:- 13 chdn targeted across the yr. 12/13 made expected progress in reading 8/13 made expected progress in writing and 13/13 made expected progress in maths. 2/13 chd made accelerated progress in maths</p> <p>Year ????? From 14 79% made at least expected progress (SEN chdn made 3 steps). Feedback from teachers is that these children are a lot more confident within maths in class. Feedback from chdn - all positive and want to continue with intervention. Introduced take home tasks - positive feedback</p>	<p>Continue with strategy however GD Maths group/set to be in addition to the three existing groups (taken by the DHT)and GD to be incorporated into PMRs. Changes to come teaching staff in year 5 and year 6</p>	<p>£44 911</p> <p>(18%)</p>

<p>At least 80% reach the required level of phonics at the end of year 1 (or to be at least in line with national).</p> <p>98% of year 2 to reach required standard in phonics at the end of KS1.</p>	<p>Phonic Intervention (20 hours per week)</p>	<p><b>YEAR 1 PHONICS</b> 85% reached the required level. 9 children did not pass 5/9 are SEND – 1 with an EHCP Remaining 4 low attainers at the end of Reception (Emerging readers).</p> <p><b>YEAR 2 PHONICS</b> 93% (cumulative) 4 Pupils have not reached the required standard. 1 EHCP (scored 24 in year 1 – 29 in year 2) Other results rose from....25-27; 25-26; 16-28 Taking them all nearer to the pass mark of 32 and the required standard.</p>	<p>Continue with strategy.</p>	<p>£10,558 (4%)</p>
<p>Progress of SEN, disadvantaged and most able disadvantaged in line with all others nationally</p>	<p>TA support for individual pupils with specific needs</p>	<p>Though National data has not yet been published progress is variable depending upon the individual pupils and some of the extenuating factors and external influences that impacted upon their progress. Information may be found in individual case studies.</p> <p>In year progress: - <b>SEN:</b> Variable variety of needs within year groups <b>Disadvantaged:</b> Good - though CL, Lit (EYFS); Reading and Maths (year 1) and Writing (year 6) Poor. However, the 'make up' and mobility of these groups have impacted on progress over all. <b>Most Able Disadvantaged:</b> Good in most year groups though Reading (year 1), Writing (year 2) and Reading (year 3) was poor – however these figures need ot be looked at in context for each individual child rather than as a whole.</p>	<p>Support for individuals will continue depending upon need.</p>	<p>£11,486 (12%)</p>
<p><b>iii. Other approaches</b></p>				



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 attitude, attendance (if applicable) and integration leading to improved outcomes (attainment and achievement) of pupils with social and emotional difficulties – Progress in line with their peers.	Support for Attendance (including dedicated staff, rewards and external support agencies when required)	<p>Attendance has improved year on year. 2015-16 94.49%; 2016-17 – 95.08%; 2017-18 – 95.28%; 18-19 96.04% Pupil Premium pupils has risen from 93.31% 15/16/ to 94.04 16/17 to 94.4% 17/18. IN 2018/19 attendance of Pupil Premium pupils was 94.45%</p> <p>Fixed term exclusion were on a par with the previous academic year. There was one permanent exclusion.</p>	Attendance Officer became the Attendance and Well Being Officer, taking on additional duties linked to safeguarding (such is the link between safeguarding and attendance).	£18,000  (7%)
Speech and Language therapist pinpoints and explains the nature and severity of the problem and, with school staff and parents, evaluate its impact on both classroom learning and everyday life. Bespoke therapy – improvement in speaking and listening, accessing the curriculum, attainment and achievement.	Speech and Language Therapy	<p>Speech and Language therapist worked with individual children and shared her expertise with staff. This enabled staff to run S&amp;L interventions under the SALT's guidance. This impacted both on individual's achievement reaching specific S&amp;L goals but also has impacted on many children within the interventions.</p> <p>All children in either 1:1 interventions or group interventions have made expected progress or above in Writing, except for SEN children. However overall children with SEN with speech, language and communication need (SLCN) have made expected progress compared to other SEN who made below expected progress.</p>	<p>Robust assessment for children with SLCN will continue to be implemented moving forward to ensure accurate impact of SALT.</p> <p>Speech and Language continues to be a priority for EYFS developing speech and language baseline assessments and ensuring all staff (Reception and Nursery) are confident in assessing Speech, Language and Communication.</p> <p>Training of support staff and using the expertise of SALT will continue to benefit more children using SALT strategies in the classroom</p>	£10,000  (4%)

<p>Barriers to learning are explored; behaviours and emotions understood enabling CT and other adults to provide an approach to learning relevant for the individual child.; thus enabling them to access the learning and make progress.</p>	<p>Counselling/Play Therapy</p>	<p>Our School Counsellor has worked directly with vulnerable families and children in the school. Not only has she worked with individual children, but has shared her expertise with staff who in turn are able to run behaviour support and social groups in the afternoon. This has impacted both on individual's achievement reaching specific Boxoll Profile goals and also has impacted on many children within the behaviour interventions.</p> <p>All children under the School Counsellor's case load has made progress according to the Boxoll Profile assessment. 79% achieved AR &amp; 86% made at least expected progress. Those who did not make expected academic progress are on-going cases and individuals with severe SEMH needs.</p>	<p>We will continue to use the skills of the School Counsellor to guide in strategies used in the classroom and in interventions. Thus using the School Counsellor to impact on the wellbeing of our most vulnerable children. However her work will expand to endeavour to better reach and support the families of these children</p>	<p>£19,000  (8%)</p>
<p>Pupils with social and emotional difficulties display improved attitudes to learning; pupils make progress in line with their peers</p>	<p>Behaviour Support</p>	<p>Our Behaviour Support Assistants (BSA) work full time within the academy. The BSA's have worked in classrooms with children who find keeping focused challenging. They have also worked alongside other staff running behaviour interventions in the afternoons with children at risk of exclusion. We have seen a decrease in incidents in classrooms with the particular children they have worked alongside. It is unstructured times like lunch times that prove to be a difficulty for some</p>	<p>Continue to support pupils within the classroom as well as bespoke approaches beyond the classroom. Re-instate the HUB for small group who find working in the classroom difficult and who are at risk of exclusion.</p>	<p>£38,534  (15%)</p>

<p>All pupils are given the opportunity to attend residential irrespective of their family's socio economic situation.</p>	<p>Contribution towards Residential</p>	<p>All pupils who wanted to attend had the opportunity to do so building strength, stamina, team building skills, cooperation and leadership skills.</p>	<p>There will be a contribution made next academic year to ensure that all who wish to attend can, and will.</p>	<p>£4,500 (2%)</p>
<p>Not one child is left out. All have access to everything that is on offer – academically and socially.</p>	<p>Other incidentals and resources e.g. Contribution to Breakfast Club, PE kit, trips etc.  Alternative Provision</p>	<p>Various contributions made towards breakfast club, attendance, trips etc. to ensure no child is left out or behind.  Alternative provision proved difficult to access therefore no-one attended. Funds were therefore redirected to other incidentals.</p>	<p>There will be a contribution made next academic year to ensure that no child is left behind or without</p>	<p>£2267 (1.5%)</p>