

Pupil premium strategy statement (primary)

1. Summary information					
School	Battle Primary Academy				
Academic Year	2019/20	Total PP budget	£96, 360	Date of most recent PP Review	July 2019
Total number of pupils	416	Number of pupils eligible for PP <i>Including Ever 6</i>	73 as of Jan 2019 (67+6) 17%	Date for next internal review of this strategy	Dec 2019

2. Current attainment

Attainment: Pupil Premium and Non Pupil Premium

Pupil Premium %	Reading At expected and above		Writing At expected and above		Maths At expected and above	
FS2 Reception	9/12	75%	9/12	75%	9/12	75%
Non PPG	34/44	77%	26/44	59%	31/44	70%
Year 1	5/7	71%	3/7	43%	5/7	71%
Non PPG	43/53	81%	36/53	68%	42/53	79%
Year 2	2/7	29%	3/7	43%	2/7	29%
Non PPG	31/47	66%	30/47	43%	32/47	68%
Year 3	1/9	11%	3/9	33%	3/9	33%
Non PPG	25/43	58%	28/43	65%	31/43	72%
Year 4	8/17	47%	7/17	41%	8/17	47%
Non PPG	21/32	66%	15/32	47%	17/32	53%
Year 5	5/9	56%	5/9	56%	5/9	56%
Non PPG	24/41	59%	22/41	54%	23/41	56%
Year 6	3/8	38%	3/8	38%	1/8	13%
Non PPG	30/51	59%	35/51	69%	30/51	59%

Progress from July 2018- July 2019: Pupil Premium and Non Pupil Premium

Year 1 Progress data cannot be calculated because the systems from EYFS to End of year 1 are not compatible.

Pupil Premium %	Reading expected or above progress		Writing expected or above progress		Maths expected or above progress	
FS2 Reception						
Non PPG						
Year 1	2/7	28%	3/7	42%	5/7	71%
Non PPG	23/53	43%	40/53	75%	44/53	83%
Year 2	4/7	57%	5/7	71%	3/7	42%
Non PPG	29/47	61%	32/47	68%	28/47	59%
Year 3	6/9	66%	7/9	77%	6/9	66%
Non PPG	30/43	69%	36/43	83%	35/43	81%
Year 4	13/17	76%	13/17	76%	14/17	82%
Non PPG	22/32	68%	28/32	87%	28/32	87%
Year 5	8/9	88%	7/9	77%	8/9	88%
Non PPG	28/41	68%	25/41	60%	30/41	73%
Year 6	2/8	25%	3/8	37%	3/8	37%
Non PPG	25/51	49%	35/51	69%	41/51	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

A.	Development of good/consistent teaching. Some teaching is not yet good (dialogue and opportunities for depth challenge, expectations) Though children's barriers to learning have been individually and usually accurately identified some class teachers don't always prioritise breaking down these barriers on class because they are trying to work equally with all children or delegating responsibility for intervention to other adults
B.	Language and communication skills are weak- children are not exposed to as much vocabulary as others. They then have a harder time accessing the curriculum than their peers.
C.	Lack of phonics understanding and exposure. Gaps in the development of early language skill and exposure to high quality talk can mean that some of our children need extra opportunities to be taught and apply phonics. With individual interventions 86%% of PP children met the required standard compared to 84% of Non PP children as of July 2019.

D.	A number of children have additional learning, emotional and social needs that impact their ability to access learning opportunities in and out of class. As a result some require extra or specific curriculum adaptations and interventions to help them succeed.	
E.	There is too much abstract learning planned to help children who do not have extensive educational opportunities and learning experiences out of school. The curriculum does not have enough concrete and contextual learning opportunities to help children develop cultural capital and conceptual understanding.	
F.	Learning is hindered by a lack of resilience and a fear of failure. This manifests in a lack of confidence to learn independently. The changing culture is beginning to promote a growth mind-set but this needs developing. <i>Children do not have enough opportunities to deepen their understanding and thinking and the curriculum does not yet give enough opportunities to apply learning.</i>	
G.	Improving the increased opportunities to develop confidence and self-esteem in other areas e.g. Art/Computing/Sports/Singing/Organising etc., including out of school.	
External barriers (issues which also require action outside school, such as low attendance rates)		
H.	Some children's attendance is below 95%. Lateness. 48% of PPG children within KS2 had attendance of less than 95% and 64% of PPG children within KS1. 23% of PPG children within KS1 had persistent absence (below 90%) and 21% of PPG children within KS1. PPG average attendance as of July 2019 91.4% compared to non PPG 94.8	
I.	For some children, family life can include one or a combination of the following: chaotic family lifestyles/lack of routines/sub-standard housing / deprivation /poor well-being etc.	
J.	Lack of opportunities for concrete experiences/ development of language	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
H.	Attendance and punctuality improves for identified PP children so that it is in line with their peers. Monitor, challenge and support attendance of vulnerable families. Close the gaps in learning caused by absence.	Reduce the number of persistent absentees among pupils eligible for PP to below 10% at KS1 and KS2. Overall PP attendance improves from 91.4% to 94.8% (in line with non PPG pupils 2018-19) Identify pupils in all years whose attendance falls below 95% Persistent absence to be reduced This will then impact on academic performance and more PP children meeting or exceeding expected standards. Enable catch up of work missed through close assessment and immediate follow up Raised as an agenda item on intervention/fortnightly PiXL Core Meetings.

	Therapeutic approach helps children access learning.	<p>PiXL training for all staff. Link to incorporation of new feedback policy All staff received training. Therapeutic Thinking Training Therapeutic plans are in place for individual children. Consistent use of language/approach Exclusions are reduced by 90%</p>
A.	<p>Higher rates of progress for the targeted group or individuals in KS2/1 Higher rates of attainment for the targeted group or individuals in KS2/1</p> <p>Effective use of reliable assessment, specific learning gaps identified and catered for; reflected in plans/curriculum. accurately inform</p> <p>Staff focusing their formative assessment in class on PP children.</p> <p>Academic consistency</p> <p>Universal implementation of the new feedback policy, including pupil engagement. Increasing specific feedback in class to underperforming PP children.</p>	<p>Attainment across the school increases in RWM 75% of PP children achieve ARE at end of KS2 in RWM 16% of PP children achieve greater depth combined at end of KS2 Y4/5: 50% PPG pupils achieve ARE in RWM combined Y3: 57% PPG children achieve ARE in RWM combined Y2: 71% PPG children achieve ARE in RWM combined 10% increase in PP pupils working at ARE in Reading across the school 70% of pupils achieve ARE in Reading at end of KS2</p> <p>Correct match of therapy/PLC to close the gap</p> <p>Robustness/reliability of assessments.</p> <p>Increased confidence in children's ability to edit, understand the improvements required and apply within a lesson. Impact shown in 'Hot tasks'/data.</p>
E,F, G,I, J	<p>Enhance the experiences and opportunities available to PP children in order to improve attainment and progress. Develop an appreciation of human creativity and achievement</p> <p>Through the curriculum and interactions with practitioners, ensure that children experience the awe and wonder of the world in which they live,</p>	<p>To provide a broad curriculum that builds on Cycle A and develops the existing cycle All children fully participate in school trips and activities To ensure wider curriculum progression in humanities, reading and science</p> <p>Planned use of mixed ability groupings and collaboration within lessons</p> <p>Continue to develop high quality opportunities for cross curricular writing, based on concrete opportunities</p> <p>Development of Reading across the school, raised profile /expectations.</p>

<p>Introduce children to the ‘best that has been thought and said.’</p> <p>Children’s experiences of school inform their understanding of the world, inspire their ambition and enable social mobility.</p> <p>Peer Coaching culture supports accelerated progress</p> <p>Ensure that children love learning and constantly strive to be the best they can be regardless of their socio economic background and educational starting points because teaching is contextual, relevant, concrete and fun.</p>	<p>Within sports activities 95% Y6 children have represented the school Participation in external events increases by 10% 3 teams make county finals Access further outreach from Kendrick and Reading Boys, including tutoring Successful positions of responsibility in school established. Where the process/role mirrors life i.e. application, interview, training, reporting etc. Positive pupil achievements are recognised Learning culture is enhanced Expectations and aspirations are raised.</p> <p>Pupil voice reflects an enjoyment of learning and an improved growth mind-set.</p>
---	--

5. Planned expenditure					
Academic year	2019/2020				
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?
Teachers able to interpret and analyse assessment information so that they identify underperformance and plan accordingly.	<p>introduce new assessment systems (PiXL and SIMS) terminology and grading. Align with school procedures.</p> <p>Introduce fortnightly core team meetings and year group Standards Partners. Use analysis within Core Team meetings to drive improvements and focus effort</p> <p>Train Standards Partners.</p>	<p>DFE research states that successful schools are data driven, teachers use data/assessment to adapt their lessons to help pupils make better progress. Additionally, leaders clearly communicate expectations and develop cultures where the performance of vulnerable</p>	<p>Termly monitoring schedule, with line of inquiry from the S.I.P.</p> <p>Triangulation of evidence at weekly</p>	<p>CN</p> <p>NBB</p>	<p>Termly monitoring schedule Feedback to Board</p>

<p>Focusing their formative assessment in class on pp children</p> <p>Increasing specific feedback in class to underperforming PP children</p>	<p>SLT attend PiXL training Align key PiXL processes with school development calendar. PiXL partner visit/report. Monitor/support progress of B1 pupils.</p> <p>Informed use of Pixl therapies/PLCs to close the gap. Short term specific teacher led intervention for specific concepts/strategies and to overcome learning barriers</p> <p>Set up new recording system: SIMs marksheets SIMs training for SLT and teaching staff Introduce new Trust Standards Report Use analysis with Core Teams and subject leaders to drive improvement and focus effort Intervention/use of therapies demonstrates accelerated progress</p> <p>D.I.R.T (Dedicated Improvement and Reflection Time) opportunities/approaches regularly identified on plans and in books. Children able to reflect on progress within this time. Embed new feedback policy – monitor impact and follow up Purple Power Award</p>	<p>children is at the heart of self-evaluation.</p> <p>Monitoring highlighted that data needs to be used more frequently to inform planning/teaching.</p> <p>PPG children work well in smaller groups. Some feel more able to contribute and verbalise their thoughts.</p> <p>The EEF toolkit notes that small group teacher led instruction can add an additional 4 months progress.</p> <p>The EEF toolkit notes that improving feedback is a highly effective and low cost intervention</p>	<p>SLT meetings</p> <p>Data harvest and analysis at different levels i.e. Pixl core team meetings, Leadership</p> <p>Review with Board.</p> <p>Monitoring triangulation</p>	<p>CN</p>	
<p>Close gaps in learning caused by absence</p>	<p>Monitor progress of key children Enable catch up of work missed through close assessment and immediate follow up Link to intervention/fortnightly PiXL Core Meetings PiXL training for all staff. Link to incorporation of new feedback policy</p>	<p>School monitoring confirmed that children who have absences have gaps in their learning journey.</p>	<p>Data harvest and analysis at different level i.e. Pixl core team meetings, Leadership</p>		<p>Termly monitoring schedule</p>

<p>Improve the cultural capital; enhance the experiences and opportunities available to PP children in order to improve attainment and progress.</p> <p>Development of Reading across the school, raised profile and expectations of texts/vocabulary</p> <p>Develop an appreciation of human creativity and achievement.</p> <p>Through the curriculum and interactions with practitioners, ensure that children experience the awe and wonder of the world in which they live,</p>	<p>Use of mixed ability/collaborative groupings within lessons.</p> <p>Introduce planning progression documents for Reading Training/support for Guided Reading Termly PiXL Reading assessments Visit best practice Agree whole school Reading expectations Introduce new class and library Reading resources Trial online reading scheme Recruit further reading volunteers</p> <p>Curriculum entry/exit points Termly trip/visit linked to topic Continue/develop use of the knowledge organisers Develop integration of vocab/Knowledge quizzes Linked texts to topics used during Guided Reading Y6 Reading Action Plan</p> <p>Continue to develop high quality opportunities for cross curricular writing, based on concrete opportunities Use of aspirational work by artists', creators, authors within assemblies.</p> <p>Plan Term 6 topic to include: Open for Art, cross phase learning opportunities Introduce Y5 Bush craft Sleepover, repeat Y4 day trip and a Y6 camping residential. Involvement in whole school activities/celebrations where the children work with others outside the school community e.g. Harvest at church, Jelly Art ,Singing festival at theatre and inter sports events.. Y4 learn to play a musical instrument. Music Lead to teach across the school. Trips to theatre e.g. Year 5 to Reading Rep Theatre and trained to become theatre critics.</p> <p>Continue Peer Coaching and further develop roles. Peer Coaches Allocate buddies/partners</p>	<p>Current research indicates that streaming may hinder particular children's progress as they are categorised and receive simplified/limited expectations. The EEF notes that mastery approaches to learning can add an additional 5 months progress in a year and that collaborative learning improves attainment. Introduce children to the 'best that has been thought and said' to raise academic aspiration.</p> <p>To strengthen wider curriculum approach by building on progress made last year. To ensure knowledge is planned and structured progressively.</p> <p>To compensate for lack of experiences/opportunities associated with social demographic. To raise expectations and aspirations of disadvantaged children who are an underperforming group.</p> <p>Educational theory suggests that concrete learning is an essential part of conceptual understanding; this is necessary for reasoning and application.</p>	<p>Termly monitoring schedule, with line of inquiry from the S.I.P.</p> <p>Triangulation of evidence at weekly SLT meetings</p>	<p>S.L.T</p> <p>AD</p> <p>AD</p> <p>S.L.T</p> <p>CW GU AJ NBB</p> <p>AD</p>	<p>Termly monitoring schedule Feedback to Board</p>
--	---	---	---	---	---

<p>Children's experiences of school inform their understanding of the world, inspire their ambition and enable social mobility</p>	<p>Support with training/modelling Monitor progress each term of 'coachees' and coaches Coordinate feedback survey Head Boy/Girl etc. established. Year 6 to take on roles within the office e.g. answering phones etc. Young Interpreters support children new to English to integrate into school Continuation of the school daily mile. Participate in local sports events Continue Swimming lessons Run clubs in preparation for sports events Record/analyse children taking part in events/clubs To develop opportunities for House competitions and events - sport, art, music Publicise in newsletter/on website</p> <p>Implementation of new statutory PSHE guidance</p>	<p>Children told us learning was not exciting enough and children need a purpose for writing.</p> <p>We want to provide all our children with opportunities to try new things, find individual talents, experience success and improve cultural capital.</p> <p>Often once success has been experienced there can be a thirst for it, confidence can start to improve and this then has a knock on effect in other areas of the curriculum.</p>		<p>CW</p> <p>CW</p> <p>AJ/ CN</p> <p>AG JM</p> <p>S.L.T</p> <p>JW</p>	
<p>To develop stronger learning behaviours by removing common barriers through integrated and informed structures of support.</p> <p>To develop children's ability</p>	<p>Therapeutic Thinking Training delivered Continue development of Therapeutic Thinking and incorporate into policy and practice Therapeutic plans are in place for individual children and reviewed Consistent use of language/approach amongst staff develop skills in communication, diversion and de-escalation strategies, Newly qualified ELSA in place Continue with Lego therapy Successful preventative lunchtime organisation for particular children in place</p>	<p>Both Public Health and Academic research acknowledge that: Resilience is the capacity to 'bounce back' from adversity. Protective factors increase resilience,</p> <p>Those who are resilient do well despite adversity. Schools have a key opportunity to build resilience among children they</p>		<p>HW NBB CA</p>	

and response to challenge so that a larger a proportion of children are accessing learning at a greater depth All children are in an emotional state, where they are as ready to learn as possible/ have preventative strategies in place	Continue/develop approach to Growth Mind-set through assemblies, rewards and language for learning in the classroom Staff model Growth Mind-set language/thinking All Year 5 given the book 'You are Awesome' by M.S-Link to Pixl unit and use to promote a dedicated attitude with resilience.	can aim to increase achievements of pupils; to support them through transitions and encourage healthy behaviours; to promote better interpersonal relationships between people			
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 lead	When will you review implementation?
Reduce lates and improve attendance for identified PP children so that it is in line with their peers.	Continued phone calls home made by office for every PP child absence Teachers to talk to each PP parent at first parent meeting where attendance is an issue and show child's attainment and progress data. Budget allocation for weekly and termly reward systems Pastoral Manager to explore additional ways of engaging with parents Pastoral Manager support/challenge for vulnerable families including access to breakfast/after school club, home visits, parenting support, etc. Regular updates from Pastoral Manager to class teachers of ongoing attendance percentages/issues. Termly attendance report Weekly Vulnerable Children meetings Attendance Panels	The position of the PM frees the SLT to concentrate on the activities from the S.I.P. Our own in house provision means that the needs of our school population can be better met, quicker. DFE research shows children with good attendance, achieve better progress/attainment. School monitoring confirmed that children who have absences have gaps in their learning journey.	Attendance data Termly monitoring schedule	HW NBB	Termly monitoring. Feedback to Board.
Total budgeted cost					£96,360