



## Belgrave St. Bartholomew's Academy Pupil Premium Strategy: 2018/2019

### CONTEXT

Belgrave St. Bartholomew's Academy is a Church of England faith school which converted to academy status in April 2011. It is the lead school for the Britannia Teaching School Alliance and is a member of the St. Bart's Multi-academy Trust. The school received an Outstanding OFSTED judgement in the latest inspection in March 2017. An Outstanding SIAMS inspection was also achieved in November 2017.

Staff, pupils, parents and governors share the core 'CHERISH' values of the academy which stand for: Creativity, Humanity, Enthusiasm, Respect, Integrity, Spirituality and Hard Work. These values underpin the vision for the academy which is 'Being the best that we can be, together' and is supported by the scripture verse 'I can do all things through Him, who strengthens me'. Philipians 4:13

#### **School Context**

##### **Numbers on roll**

Belgrave St. Bartholomew's Academy is a two-form entry school. Numbers on roll in the academy are stable with all year groups full to capacity and waiting lists in most year groups. The current year 6 is a bulge cohort of 66 where the PAN was changed in Reception to accommodate an unusually large cohort across the city.

##### **Mobility**

Pupil mobility is very low at the academy. The vast majority of the children who start in Reception stay with us until they leave in year 6.

##### **Deprivation**

The IMD (Index of Multiple Deprivation) score for the academy is 4, however, 71% pupils attending the school sit in the top 3. The IDACI score for the school is 3 and 86% of the children at the academy sit in the top 3.

We have also consulted a number of research documents about why PP children underachieve, these include:

- Education Endowment Foundation Research 2015
- Schools and Communities Research, 'Effective pastoral strategies for the closing achievement gap'
- National Audit Office, 'Funding for disadvantaged pupils'
- DFE, 'Supporting the attainment of disadvantaged children'
- Ambition school leadership, 'Closing attainment gap'

### OBJECTIVES OF THE PUPIL PREMIUM SPEND 2018-2019

The planned spend of this year's grant takes into account research findings and our understanding of PP children at our school.

Objectives of pupil premium spend 2018-2019

1. Ensure quality first teaching for all children, ensuring gaps are diminished for PP pupils.
2. Improve early speech and language in EYFS and vocabulary development across the whole school
3. Improve attendance rates for PP children to 95% or above
4. Improve emotional well being for PP children
5. Extend children's life experiences
6. Positive behaviours for learning will be adopted and fostered
7. Increased parental engagement

| NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED |          |
|---|----------|
| Total number of pupils on roll                          | 483      |
| Total number of pupils eligible for Pupil Premium Grant | 110      |
| Amount of PPG received per pupil                        | £1,320   |
| Total amount of PPG received (April 2018– March 2019)   | £149,160 |

| NATURE OF SUPPORT 2017/18                 |     |
|---|-----|
| Focus on Learning in the curriculum       | 46% |
| Focus on social, emotional and behaviour  | 15% |
| Focus on enrichment beyond the curriculum | 31% |
| Focus on families / community             | 8%  |

| RECORD OF PUPIL PREMIUM SPENDING BY ITEM/PROJECT 2018/2019 |  |  |         |   |
|--|--|--|---------|---|
| Item/Project   | Rationale & Strategy   | Outcome  | Cost    | Impact  |
| Additional reading support across the school for PP pupils | <p>Pupils at risk of not making expected progress by the end of the year will receive additional reading support.</p> <p>Identified pupils receive reading support in addition to that given through quality first teaching. KS2 pupils to focus on comprehension skills and inference skills and use of Accelerated Reader Intervention.</p> <p>Focus particularly on last year's years 1,2 &amp; 3 where the gap did not close in reading.</p> | <p>PP pupils make the expected progress in reading by the end of the year.</p> <p>KS1 24 PP pupils<br/>LKS2 28 PP pupils<br/>UKS2 40 PP pupils</p> | £14,000 | <p>Key Stage 1 PP pupils making expected progress or higher in Reading:<br/>KS1 – 22/24 PP pupils (92%)<br/>(105/116 all pupils 90.5%)</p> <p>LKS2 – 28/28 PP pupils (100%)<br/>(115/118 all pupils (97%)</p> <p>UKS2 – 34/38 PP pupils (89%)<br/>(107/121 all pupils (88%)</p> |

|                                    |   |  |         |  |
|------------------------------------|---|--|---------|--|
| School Counsellor                  | Many of the disadvantaged pupils live with challenging circumstances at home.<br>Identified PP children receive support in school through new school counsellor and strategies to be shared with relevant staff.  | PP pupils receive support for the emotional/ mental wellbeing and acquire strategies to deal with issues which could impact on their ability to focus in class, limiting their progress.   | £7500   | The YESS School Counselling Service ended in the Spring term due to too many changes in the counsellor. It was felt this was not beneficial for the children who had built relationships with an individual, to then have to adapt to someone else. The children have been accessing support where required from Lorraine Jones our Extended Home School Links Worker and further training to develop this area is being undertaken. |
| EWO Services                       | Buy in EWO service to meet with families/ conduct home visits for those PP pupils whose attendance is below 95%.  | The attendance of all PP pupils will be above 95%.   | £4700   | PP Attendance<br>94.67% (95.42 all pupils)   |
| Speech & Language Therapy Services | Low levels of language and communication mean PP pupils cannot access the rest of the curriculum at the same rate as their peers.<br>PP pupils to be seen by DR to identify specific need to ensure strategies used in lessons, interventions and at home support language development.   | PP Pupils (without significant SEND need) in reception (7) meet expected standard for communication and language by the end of the year.   | £1300   | Pupil Premium pupils in reception who are where they should be for CL: Speaking.<br>September (40-60<) = 4/7<br>December (40-60=) = 4/7<br>March (40-60>/ELG =) = 6/7<br>July (ELG =) = 6/7  |
| Quality first teaching             | <i>"Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities"</i> EEF<br><br>Teachers understand the strategies they employ in their teaching and how this impacts on the pupils so that they are able to adapt to meet the needs of all learners. | All teachers are clear about who their PP pupils are in their classes and what they actively do to ensure these children meet their full potential.<br>Through rigorous monitoring, evaluation and coaching, teaching will ensure all PP pupils make the expected progress.<br>Additional interventions will | £40,240 | Pupil Premium Planners have analysed the impact each term of additional support and interventions for each child's specific areas of need.<br><br>67.8% of the Pupil Premium children across the school are working at Age Related Expectations or Above. 68.8% of All Pupils are performing across the school at Age Related Expectations   |

|                           |  |  |         |  |
|---------------------------|--|--|---------|--|
|                           | <p>Vocabulary to be taught more explicitly to address the poor language acquisition of pupils across the school.</p> <p>Additional teacher in Y6 to ensure PP pupils make the expected progress from their KS1 prior attainment.</p> <p>Focus on years 1-4 from last year due to gap in writing not closing for PP children.<br/>Focus on years 1,2 &amp;3 from last year in reading due to gap not closing for PP children.</p> | <p>be linked to classroom work and progress monitored closely so that staff can intervene promptly to address learning needs. Teaching support assistants will receive the support they need to ensure they have the relevant skills and knowledge to meet pupils learning needs. The quality of teaching of all pupils, specifically PP, enables them to individually make the expected progress.</p> | £42,200 | <p>or Above. The difference between the performance of PP and All Pupils has narrowed to 1% from a difference of 7.9% the previous year. This indicates the impact of QFT across the school. 76% of Year 6 PP children made expected progress or more in R, W and M (71% all pupils). This is an increase from 52.9% in 2017-18.</p> <p>Writing<br/>Y1 – PP 5/6 EXP/+<br/>Y2 – PP 16/18 EXP/+<br/>Y3 – PP 12/12 EXP/+<br/>Y4 – PP 16/16 EXP/+</p> <p>Reading<br/>Y1 – PP 5/6 EXP/+<br/>Y2 – PP 17/18 EXP/+<br/>Y3 – PP 12/12 EXP/+</p> |
| Subsidised trips          | <p>A number of pupils will be unable to attend trips/ residential which will broaden their life experiences and their ability to draw on these experiences when applying it to their learning. Disadvantaged families who cannot afford trips have the cost subsidised.</p>  | <p>PP pupils will access a wide and varied range of opportunities which they may not normally be able to access. They will draw on these experiences and apply them to their learning in school.</p>   | £5000   | <p>There have been a number of families who have received support with payments for trips. One child's carers said how amazing it had been for the child and how much they had benefitted from the child being supported, in being able to go on the trip.</p>   |
| Forest Schools Curriculum | <p>Experiences of the 'outdoors' is limited for many pupils attending the school. It is evident during discussions/ activities in school after half term/ end of term holidays that a significant number of pupils do not venture out of the local area, often only to visit the local supermarket or the park. Many pupils have a poor language base to</p>   | <p>Enrichment through the wider curriculum through opportunities to engage in outdoor learning will help develop PP pupils language base and give them experiences to draw upon in all areas of their learning.</p>  | £2500   | <p>The Forest Schools Curriculum at Belgrave is extremely important for providing experiences, which many of our children would never gain in any other context. The language which the Forest Schools Curriculum opens up to the children, is varied and rich.</p>  |

|   |   |  |              |   |
|---|---|--|--------------|---|
|   | <p>understand and explain many areas of the taught curriculum.<br/>         Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children and young people as they explore and experience the natural world for themselves. A combination of freedom and responsibility is beneficial to children with little confidence or challenging behaviour. Valuable life skills are learnt - communication, team working and responsibility.<br/>         All pupils will take part in the forest schools curriculum where they will be taught a number of skills. The forest schools curriculum will link with the curriculum taught in school to provide a stronger base for pupils to develop their understanding. PP Coordinator to observe Forest School sessions across the school to evaluate the impact it has on the children.</p> | <p>They will be able to link the outdoor learning with that done in school.<br/>         Children who struggle with the classroom environment will increase their engagement in learning during the forest school environment, which will in turn impact on their overall ability to focus.</p>  |              | <p>Similarly, the skills which the Forest Schools Programme develops with the children, opens up opportunities to the children which they are unlikely to experience otherwise.</p>   |
| <p>The development of a 'Growth Mindset Culture' to support all PP children in their mental health and well being</p> | <p>Extension of the work carried out into metacognition last year through September INSET on Growth Mindsets. All staff to deliver the Growth Mindset lessons through the Autumn term initially and impact on culture of learning to be monitored by staff and through SLT cycle of M&amp;E.</p>  | <p>There is a 'growth mindset' culture developing across the school by all stakeholders.<br/>         There is an increase in the % of pupils in both KS1 and KS2 who know how well they are doing and what they need to do better in their work.<br/>         Pupils have ownership of their own learning and know what they need to do to improve their work. They are able to talk about/ demonstrate how they move onto their next steps.<br/>         Pupils understand and use success criteria to monitor</p> | <p>£1200</p> | <p>The Growth Mindset culture continues to impact throughout the children's daily life. All lessons on Growth Mindsets were delivered and surveys carried out across the school. The survey results indicated:</p> <ul style="list-style-type: none"> <li>• The children feel safe in school.</li> <li>• The children feel happy at school</li> <li>• Children know who to speak to at school if they are feeling worried or upset.</li> </ul> <p>The surveys also indicated that the children would like their achievements celebrated more in</p> |

|  |  |  |       |  |
|--|--|--|-------|--|
|  |  | the progress they are making towards meeting age related expectations.   |       | school and that some children felt they did not have good friendships.   |
| Ensure PP pupils receive appropriate additional support through resources, reading materials (in school and at home) | <p>Ensure PP pupils have access to a range of texts to support their learning, including CGP books and fiction/ non-fiction texts to read in school and at home.</p> <p>Provide resources for pupils to use in school and at home. All PP pupils receive CGP support guides appropriate for their age.</p>   | PP pupils have access to a wide range of resources to support them in their learning, including those who are working at age related expectations or above.                                | £500  | <p>76% of Year 6 PP children made expected progress or more in R, W and M (71% all pupils)</p> <p>67.8% of the Pupil Premium children across the school are working at Age Related Expectations or Above. 68.8% of All Pupils are performing across the school at Age Related Expectations or Above. The difference between the performance of PP and All Pupils has narrowed to 1% from a difference of 7.9% the previous year.</p> |
| Attendance to after school clubs   | <p>A common disadvantage for our PP pupils is lack of access to extra-curricular activities which provide opportunities to socialise and practice/ develop team building skills, confidence.</p> <p>Staff to actively engage with parents to encourage them to allow their children to participate in after school clubs.</p> <p>PP pupils will be specifically targeted to attend after school clubs.</p>   | PP pupils will be specifically targeted to attend after school clubs. Numbers will increase from 60% attendance of PP pupils attending clubs last year.                                    | £300  | PE Passport to track attendance at clubs.  |
| Attendance to before school clubs  | <p>A number of PP pupils are consistently late for school and arrive without having had any breakfast. They do not have any time in the morning to interact with their peers as they arrive late and have to go straight into worship or lessons.</p> <p>PP pupils will be collected in the school minibus and transported to school to attend a specialist lead club where they have the opportunity to socialise with peers. They will receive breakfast</p> | The % of PP pupils who are late for school will decrease. They will engage with peers during club time and have a better focus in lessons due to being on time and having had a breakfast. | £1400 | <p>Pupil Premium lateness 1.43%</p> <p>All Pupils lateness 1.3%</p> <p>In Nursery, Years 2, 3 and 4 the % of lateness is lower than for all pupils.</p> <p>Attendance percentage for the academic year 2018-19 was 95.2% for Pupil Premium pupils and also for All Pupils.</p>   |

|                    |  |  |       |  |
|--------------------|--|--|-------|--|
|                    | to help them concentrate for longer in lessons and will be in school on time on these mornings.  |  |       |  |
| Accelerated Reader | <p>From the question level analysis of 2017 data, the academy performed below national in all areas of the questions (although reading SATs results were above national. Our children are very good at retrieving information from texts but are lacking in skills for comprehension and inference, preventing many from reaching the higher standard.</p> <p>Accelerated Reader produces “particularly positive effects” according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p>“The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</p> <p>Accelerated reader to be set up for pupils in upper key stage 2 initially and work towards cascading down the younger year groups.</p> | Pupils in each year group will develop their comprehension and inference skills, increasing their reading age by 5 months in 22 weeks from starting.   | £5000 | 85.7% of Year 6 Pupil Premium children achieved Expected Standard or higher in their Reading SAT. (All pupils 78.8%).  |
| Governor Training  | <p>There needs to be clear and transparent communication of PP spending to governors.</p> <p><i>“The competencies required will ensure that the board is able to make sufficiently informed and effective decisions on the use of resources and allocation of funds to improve outcomes for children and young people. It will also ensure that public money is utilised efficiently and in the best interest of the organisation.”</i> <b>Governor Competency Framework, DFE, January 2017</b></p> <p>PP strategy statement to have a more prominent feature in termly governor meetings. PP Coordinator ensures any gaps in governors skills are identified and relevant training given. PP governor to meet with PP Coordinator to provide</p>  | <p>Governors continue to hold school to account with regards to PP spending as they have a clear understanding of the PP Funding Strategy and the impact of work being undertaken in school in relation to attainment of PP pupils.</p> <p>Audit of skills shows increased confidence levels of PP governor.</p> |       | The PP Governor has continued to meet with the Pupil Premium Coordinator in order to hold school to account for the spending of the PP funding and the impact of work being undertaken in school. The PP Governor has then reported back to the School Governing Body. |

|  |   |  |  |  |
|--|---|--|--|--|
|  | challenge and support in meeting the needs of PP pupils and ensuring funding is used effectively. |  |  |  |
|--|---|--|--|--|

|                       |          |
|-----------------------|----------|
| TOTAL PPG RECEIVED    | £149,160 |
| TOTAL PPG EXPENDITURE | £        |
| PPG REMAINING         | £        |