

Pupil Premium Grant Actions & Development *2016/2017*



*Read in collaboration with:
Academy Improvement Plan 2016/2017
Performance Management 2016/2017
SEF 2016/17*

Total PPG for Breakwater Academy 2016/2017: £108,240

Impact 2015/2016: *Based on RaiseOnline analysis*

- *Attainment in the Phonics check is in line with the cohort and above national PPG*
- *Attainment for disadvantaged children was in line with their peers in Maths in KS1*
- *Progress in Writing for disadvantaged children was in line with that of their peers in KS2*

Pupil Premium (2016 – 2017)

Levels of FSM Eligibility Across the Academy, including Ever6:

	Number on Roll (January 2016 census)	% PPG 2016-2017
EYFS	28	21%
Year 1	26	23%
Year 2	28	38%
Year 3	42	48%
Year 4	28	53%
Year 5	30	40%
Year 6	23	57%
Total	205	40%

Context	PPG
Number of PPG Pupils on roll (2015.16- including Ever6 –as of 2015 Census)	91 (42%)
Total Amount of Pupil Premium 2015-2016	£118,993
Number of pupils who are looked after (CLA)	0
Number of Pupils whose parents currently employed in the armed services	0

In school barriers:

- A. At the end of Key Stage 1 and Key Stage 2, pupils who are classed as disadvantaged, or those eligible for Free School Meals, are achieving significantly below their peers.
- B. Attendance for Free School Meal pupils was 91% at the end of last academic year.
- C. Self-confidence and self-esteem issues for a significant group of pupils in Key Stage 2, which contributes towards their disengagement in lessons.

Primary focus areas 2016/2017:

Outcomes: *Linked to Key Priority 1 & 5 within the Academy Improvement Plan*

1. To raise attainment in reading, writing & maths for PPG children to at least national averages.
2. To ensure that children who are deemed PPG make accelerated progress within each year group.

Teaching & Learning: *Linked to Key Priority 1 & 5 within the Academy Improvement Plan*

1. To ensure that teaching, curriculum and approaches meet the needs of all children so that they make accelerated progress from starting points.
2. To ensure that the curriculum is adapted for children who are deemed PPG, based on data trends and analysis throughout the year.

Personal Development, Behaviour & Welfare: *Linked to Key Priority 1, 4 & 5 within the Academy Improvement Plan*

1. To ensure that all PPG have equal opportunities to access a wide range of clubs, residential and experiences.
2. To ensure that further development of social, emotional provision is developed for our PPG children, where there are barriers to learning.
3. To ensure that behaviour for learning in all classrooms and at all times further develops.

Rationale for actions: Based on learning walks, End of Key Stage data, internal data analysis Autumn 1, observations, team teaching cycle 1, planning and book scrutiny's , evidence demonstrates that the below needs to take place.

What have we Identified:	Action – what, how	Milestones of Success - Desired	Actual Impact
<p>EYFS At the end of 2015/16:</p> <ul style="list-style-type: none"> Disadvantaged children were working 33% below non-disadvantaged children at the end of EYFS. <p>Current information:</p> <ul style="list-style-type: none"> Using their baseline assessments, our disadvantaged children are working below their peers in the core areas of learning. <p><i>Behaviour for learning was a concern at the start of the year. Children lacking skills to learn collaboratively.</i></p> <p><i>Attendance has been significantly low for a number of years in the school.</i></p>	<p>Introduce Success For All (SFA) £10000 <i>(whole school strategy to encompass the teaching of reading, writing, grammar, spelling and punctuation. The collaborative element of SFA will support children throughout the day develop speaking and listening skills, confidence and how to take turns. It will also encourage children to take part and contribute during lessons.</i></p> <p>Learning Mentor: £5000 <i>Aimed at supporting children and families with extended needs so that we can break down any barriers to learning. Learning Mentor trained in Thrive to break down barriers to learning through social groups as well as to support children and families with emotional and social difficulties.</i></p> <p>Educational Welfare Service and Attendance Officer £1000 <i>To tackle the number of PA children and to work with families in addressing lateness and poor attendance. To work closely alongside the EWO and developing relationships with hard to reach families.</i></p> <p>Disadvantaged Subsidy: £500 <i>This budget enables the school to provide support for targeted pupils and their families. For example, help with transport for families re-housed, provision of breakfast club and break time snacks for vulnerable pupils</i></p> <p>SALT: £250 <i>Specific children to have access to SALT local provision.</i></p> <p>Total for Key Stage 1 = £17050</p>	<p>Autumn Term: <i>Additional 10% (3 children) of children at expected standard in core areas Raising total at expected to: 72% Reading, 68% Writing and 64% Maths 2 of the 6 PPG children are on track to exceeding the expected standard</i></p> <p>Spring Term: <i>Additional 10% (3 children) of children at expected standard in core areas Raising total at expected to: 82% Reading, 78% Writing and 74% Maths 2 of the 6 PPG children are on track to exceeding the expected standard</i></p> <p>Summer Term: <i>Raising total expected to 75% of children reaching GLD at the end of the year 2 of the 6 PPG children are on track to exceeding the expected standard</i></p> <p>Attendance: 95%</p>	<p>End of Autumn Term: EYFS: Reading 88% on track Writing 76% on track Maths 84% on track</p> <p>Attendance: 95.8%</p>
<p>Key Stage 1 At the end of 2015/16:</p> <ul style="list-style-type: none"> Disadvantaged children were working 15% below non-disadvantaged children in the Phonics Check Disadvantaged children achieved significantly less than their peers and below ARE at the end of KS1 <p>Current information:</p> <ul style="list-style-type: none"> In Year 1, PPG children are working significantly below their peers in Reading and Writing, but outperforming them in Maths. In all three areas, however, the children are still working below age-related expectations. Year 2 PPG children are in line with their peers in Reading, Writing and Maths, but still working below national expectations. 	<p>Introduce Success For All (SFA) £10000 <i>(whole school strategy to encompass the teaching of reading, writing, grammar, spelling and punctuation. The collaborative element of SFA will support children throughout the day develop speaking and listening skills, confidence and how to take turns. It will also encourage children to take part and contribute during lessons.</i></p> <p>Learning Mentor: £10000 <i>Aimed at supporting children and families with extended needs so that we can break down any barriers to learning. Learning Mentor trained in Thrive to break down barriers to learning through social groups as well as to support children and families with emotional and social difficulties.</i></p>	<p>End of Autumn Term: Year 1: <i>Additional 20% (6 children) of children at expected standard Raising total at expected to: 59% Reading, 39% Writing and 66% Maths 2 of the 6 PPG children are on track to exceeding the expected standard</i></p> <p>Year 2: <i>Additional 25% (7 children) of children at expected standard Raising total at expected to: 53% Reading, 39% Writing and 45% Maths 3 of the 10 PPG children are on track to exceeding the expected standard</i></p>	<p>End of Autumn Term: Year 1: Reading 77% on track for ARE Writing 42% on track for ARE Maths 59% on track for ARE 3 PPG pupils on track in Reading, 1 in Writing & all 6 in Maths</p> <p>Attendance: 92.4%</p> <p>Year 2: Reading 63% on track for ARE Writing 57% on track for ARE Maths 54% on track for ARE 8 PPG pupils on track in Reading, 7 in Writing & 7 in Maths</p>

11% of children when in KS1 achieved above the expected standard in Reading. (5 children PPG and are not on track)

14% of children when in KS1 achieved above the expected standard in writing (5 children PPG and not on track)

5% of children when in KS1 achieved above the expected standard in writing (1 child PPG and on track)

Behaviour for learning was a concern at the start of the year. Children lacking skills to learn collaboratively.

Early learning walks identified that children were passive in their learning. This was also identified by the SFA regional Lead during a support visit.

Social and emotional need has been highlighted in year 2 – Further development is needed to remove barriers so that learning can progress.

Attendance has been significantly low for a number of years in the school.

The curriculum did not provide challenge for pupils and did not engage them.

Educational Welfare Service and Attendance Officer

£3000 To tackle the number of PA children and to work with families in addressing lateness and poor attendance. To work closely alongside the EWO and developing relationships with hard to reach families.

Disadvantaged Subsidy: £1000

This budget enables the school to provide support for targeted pupils and their families. For example, help with transport for families re-housed, provision of breakfast club and break time snacks for vulnerable pupils

SALT: £500

Specific children to have access to SALT local provision.

Total for Key Stage 1 = £24500

75% of all lessons demonstrate good or better behaviours for learning.

Books reflect pace of learning within the Curriculum Key persistently late children identified; punctuality reduced; parents working with school.

End of Spring Term:

Year 1:

Additional 10% (3 children) of children at expected standard in Reading and Maths, 20% (6 children in Writing)

Raising total at expected to: 69% Reading, 59% Writing and 76% Maths

2 of the 6 PPG children are on track to exceeding the expected standard

Year 2:

Additional 10% (3 children) of children at expected standard in Reading and Maths, 20% (6 children in Writing)

Raising total at expected to: 63% Reading, 59% Writing and 55% Maths

3 of the 10 PPG children are on track to exceeding the expected standard

85% of all lessons demonstrate good or better behaviours for learning.

Books reflect pace of learning within the Curriculum Key persistently late children identified; punctuality reduced; parents working with school.

End of Summer Term:

Year 1:

Additional 10% (3 children) of children at expected standard in Reading and Maths and 20% (6 children) in Writing.

Raising total expected to 75% and reaching target set at the start of the year.

2 of the 6 PPG children are on track to exceeding the expected standard

Year 2:

Additional 20% (6 children) of children at expected standard

Raising total expected to 75% and reaching target set at the start of the year.

3 of the 10 PPG children are on track to exceeding the expected standard

100% of all lessons demonstrate good or better behaviours for learning.

Books reflect pace of learning within the Curriculum Key persistently late children identified; punctuality reduced; parents working with school.

Children meet end of year targets.

Attendance: 92.4%

End of Spring Term:

Year 1:

Reading 77% on track for ARE

Writing 89% on track for ARE

Maths 89% on track for ARE

4 PPG pupils on track in Reading, all 6 in Writing & all 6 in Maths

Year 2:

Reading 70% on track for ARE

Writing 50% on track for ARE

Maths 64% on track for ARE

8 PPG pupils on track in Reading, 8 in Writing & 6 in Maths

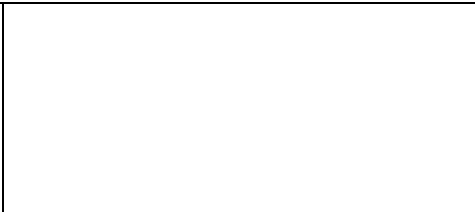
End of Summer Term:

<p>Key Stage 2</p> <p>At the end of 2015/16:</p> <ul style="list-style-type: none"> Disadvantaged children achieved significantly less than their peers and below ARE at the end of KS2 in Reading, Writing and Maths. Disadvantaged children made significantly less progress than their peers from Key Stage 1 in all subject areas. <p>Current information:</p> <ul style="list-style-type: none"> Children in all year groups are working significantly below ARE and below that of their non-PPG peers: % of PPG pupils currently meeting ARE: <p>Year 3 – 0 pupils in any subject Year 4 – 2 pupils in Reading, 0 in Maths and Writing Year 5 – 2 pupils in Reading, 0 in Maths and Writing Year 6 – 0 pupils in any subject</p> <p><i>There are some key children in each class that have been identified with social and emotional needs. These can at times be barriers to learning.</i></p> <p><i>Behaviour for learning was a concern at the start of the year. Children lacking skills to learn collaboratively.</i></p> <p><i>Early learning walks identified that children were passive in their learning. This was also identified by the SFA regional Lead during a support visit.</i></p> <p><i>Attendance has been significantly low for a number of years in the school.</i></p> <p><i>The curriculum did not provide challenge for pupils and did not engage them.</i></p>	<ul style="list-style-type: none"> Introduce Success For All (SFA) £10000 <i>(whole school strategy to encompass the teaching of reading, writing, grammar, spelling and punctuation. (£10000 per year group)</i> <i>The collaborative element of SFA will support children throughout the day develop speaking and listening skills, confidence and how to take turns. It will also encourage children to take part and contribute during lessons. In Key Stage 2, a number of children will be taught in the Roots programme of SFA. This will support us tackle the identified lack of phonics knowledge and support them quickly catch up to the rest of their cohort.</i> Intervention teachers £42000 <i>Focus on PPG children across Key Stage 2</i> <i>Support Key Stage 2 team address the low attainment issue by ensuring that pupils are correctly placed in SFA groups and further interventions are having impact.</i> <i>To monitor and track PPG pupils who are currently not on track to achieving above the expected standard.</i> <i>Support teachers plan and provide extra challenge.</i> Learning Mentor: £10000 <i>Aimed at supporting children and families with extended needs so that we can break down any barriers to learning.</i> <i>Learning Mentor trained in Thrive to break down barriers to learning through social groups as well as to support children and families with emotional and social difficulties.</i> Educational Welfare Service and Attendance Officer £3000 <i>To tackle the number of PA children and to work with families in addressing lateness and poor attendance.</i> <i>To work closely alongside the EWO and developing relationships with hard to reach families.</i> Disadvantaged Subsidy: £1000 <i>This budget enables the school to provide support for targeted pupils and their families. For example, help with transport for families re-housed, provision of breakfast club and break time snacks for vulnerable pupils</i> SALT: £500 <i>Specific children to have access to SALT local provision.</i> Total for Key Stage 1 = £66500 	<p>Attendance: 95%</p> <p>End of Autumn Term:</p> <p>Year 3: <i>Additional 25% (11 children) of children at expected standard in Reading and Maths, 20% (9 children) in Writing</i> <i>Raising total at expected to: 35% Reading, 37% Writing and 28% Maths</i> <i>7 of the 20 PPG children are on track to exceeding the expected standard</i></p> <p>Year 4: <i>Additional 25% (7 children) of children at expected standard</i> <i>Raising total at expected to: 46% Reading, 25% Writing and 25% Maths</i> <i>5 of the 15 PPG children are on track to exceeding the expected standard</i></p> <p>Year 5: <i>Additional 25% (7 children) of children at expected standard</i> <i>Raising total at expected to: 35% Reading, 28% Writing and 28% Maths</i> <i>4 of the 12 PPG children are on track to exceeding the expected standard</i></p> <p>Year 6: <i>Additional 25% (6 children) of children at expected standard</i> <i>Raising total at expected to: 29% Reading, 25% Writing and 29% Maths</i> <i>4 of the 13 PPG children are on track to exceeding the expected standard</i></p> <p><i>75% of all lessons demonstrate good or better behaviours for learning.</i> <i>Books reflect pace of learning within the Curriculum</i> <i>Key persistently late children identified; punctuality reduced; parents working with school.</i></p> <p>End of Spring Term:</p> <p>Year 3: <i>Additional 25% (11 children) of children at expected standard in Reading and Maths, 20% in Writing</i> <i>Raising total at expected to: 60% Reading, 57% Writing and 53% Maths</i> <i>7 of the 20 PPG children are on track to exceeding the expected standard</i></p> <p>Year 4: <i>Additional 25% (7 children) of children at expected standard in Maths and Writing, 20% in Reading</i> <i>Raising total at expected to: 66% Reading, 50% Writing and 50% Maths</i> <i>5 of the 15 PPG children are on track to exceeding the</i></p>	<p>End of Autumn Term:</p> <p>Year 3: Reading 55% on track for ARE Writing 47% on track for ARE Maths 57% on track for ARE 13 PPG pupils on track in Reading, 11 in Writing & 11 in Maths</p> <p>Attendance: 94%</p> <p>Year 4: Reading 50% on track for ARE Writing 46% on track for ARE Maths 4% on track for ARE 5 PPG pupils on track in Reading, 4 in Writing & only 1 in Maths</p> <p>Attendance: 93.4%</p> <p>Year 5 Reading 61% on track for ARE Writing 12% on track for ARE Maths 10% on track for ARE 5 PPG pupils on track in Reading, 1 in Writing & 0 in Maths</p> <p>Attendance: 93.3%</p> <p>Year 6 Reading 47% on track for ARE Writing 21% on track for ARE Maths 48% on track for ARE 5 PPG pupils on track in Reading, 1 in Writing & 0 in Maths</p> <p>Attendance: 94.9%</p> <p>End of Spring Term:</p> <p>Year 3: Reading 59% on track for ARE Writing 48% on track for ARE Maths 68% on track for ARE 12 PPG pupils on track in Reading, 12 in Writing & 14 in Maths</p> <p>Year 4: Reading 62% on track for ARE Writing 42% on track for ARE Maths 54% on track for ARE 7 PPG pupils on track in Reading, 11 in Writing & 6 in Maths</p> <p>Year 5: Reading 69% on track for ARE Writing 33% on track for ARE</p>
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		<p><i>expected standard</i></p> <p><i>Year 5:</i> <i>Additional 25% (7 children) of children at expected standard</i> <i>Raising total at expected to: 60% Reading, 53% Writing and 53% Maths</i> <i>4 of the 12 PPG children are on track to exceeding the expected standard</i></p> <p><i>Year 6:</i> <i>Additional 25% (6 children) of children at expected standard</i> <i>Raising total at expected to: 54% Reading, 50% Writing and 54% Maths</i> <i>4 of the 13 PPG children are on track to exceeding the expected standard</i></p> <p><i>85% of all lessons demonstrate good or better behaviours for learning.</i> <i>Books reflect pace of learning within the Curriculum</i> <i>Key persistently late children identified; punctuality reduced; parents working with school.</i></p> <p><u>End of Summer Term:</u></p> <p><i>Year 3:</i> <i>Additional 20% (9 children) of children at expected standard</i> Raising total expected to 75% and reaching target set at the start of the year. <i>7 of the 20 PPG children are on track to exceeding the expected standard</i></p> <p><i>Year4:</i> <i>Additional 25% (7 children) of children at expected standard in Maths and Writing, 15% (5 children) in Reading</i> Raising total expected to 75% and reaching target set at the start of the year. <i>5 of the 15 PPG children are on track to exceeding the expected standard</i></p> <p><i>Year 5:</i> <i>Additional 25% (7 children) of children at expected standard</i> Raising total expected to 75% and reaching target set at the start of the year. <i>3 of the 12 PPG children are on track to exceeding the expected standard</i></p> <p><i>Year 6:</i> <i>Additional 20% (5 children) of children at expected standard</i> Raising total expected to 75% and reaching target set at the start of the year. <i>4 of the 12 PPG children are on track to exceeding the expected standard</i></p>	<p>Maths 59% on track for ARE 5 PPG pupils on track in Reading, 1 in Writing & 6 in Maths</p> <p>Year 6: Reading 56% on track for ARE Writing 32% on track for ARE Maths 50% on track for ARE 8 PPG pupils on track in Reading, 5 in Writing & 8 in Maths</p> <p>End of Summer Term:</p>



*100% of all lessons demonstrate good or better behaviours for learning.
Books reflect pace of learning within the Curriculum
Key persistently late children identified; punctuality reduced; parents working with school.*



Attendance: 95%