

Pupil Premium Grant Actions & Development *2017/2018*



*Read in collaboration with:
Academy Improvement Plan 2017/2018
Performance Management 2017/2018
SEF 2017/18*

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

Impact 2016/2017:

- *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 Reading and above their peers in Maths and Writing in KS1*
- *Progress in Reading, Writing and Maths for disadvantaged children, although below the national expectations, was in line with that of their peers in KS2*

Pupil Premium (2017 – 2018)

Levels of FSM Eligibility Across the Academy, including Ever6:

	Number on Roll (January 2016 census)	% PPG 2016-2017
EYFS	29	19 (65.5%)
Year 1	26	19 (73%)
Year 2	30	18 (60%)
Year 3	43	21 (48.8%)
Year 4	28	12 (42.8%)
Year 5	31	18 (58%)
Year 6	25	10 (40%)
Total	212	117 (55.2%)

Context	PPG
Number of PPG Pupils on roll (2016.17- including Ever6 –as of 2015 Census)	67 (40%)
Total Amount of Pupil Premium 2016-2017	£105,000
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 below their peers.
- B. Attendance for Free School Meal pupils below the attendance for non-PPG pupils 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 2017/2018:

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, residentials 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</p> <p>At the end of 2016/17:</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>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>Maths Mastery £1500 <i>Whole school strategy for Maths, however only initially used in EYFS and Year 1. This will encourage pupils to have a deep understanding of the mastery of Maths as well as the development of applying their mathematical skills.</i></p> <p>SALT: £250 <i>Specific children to have access to SALT local provision.</i></p> <p>Total for EYFS = £18250</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</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</i></p> <p>Summer Term: Raising total expected to 73% of children reaching GLD at the end of the year</p> <p>Attendance: 96%</p>	<p>Autumn Reading 50% Writing 47%</p> <p>Numbers 47% Shape, Space and Measures 60%</p> <p>Spring Reading 70% Writing 67%</p> <p>Numbers 67% Shape, Space and Measures 78%</p> <p>Summer Reading 70% Writing 67%</p> <p>Numbers 70% Shape, Space and Measures 78%</p>																
<p>Key Stage 1</p> <p>At the end of 2016/17:</p> <ul style="list-style-type: none"> Disadvantaged children were working in line with non-disadvantaged children in the Phonics Check Disadvantaged children were in line or above their peers in Reading, Writing and Maths 0% disadvantaged pupils achieved greater depth in 	<p>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>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</i></p>	<p>Autumn</p> <table border="1"> <thead> <tr> <th></th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>37%</td> <td>63%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>60%</td> <td>40%</td> <td>10%</td> </tr> </tbody> </table>		Below	At	Above	Reading				Year 1	37%	63%	0%	Year 2	60%	40%	10%
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<p>any subject area.</p> <p>Current information:</p> <ul style="list-style-type: none"> In Year 2, PPG children are working significantly below their peers in Maths and Writing, but outperforming them in Reading. In all three areas, however, the children are still working below age-related expectations. <p><i>Behaviour for learning is still a concern as children lack 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>Social and emotional need has been highlighted for certain pupils – Further development is needed to remove barriers so that learning can progress.</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>	<p>Maths Mastery £1500 Whole school strategy for Maths, however only initially used in EYFS and Year 1. This will encourage pupils to have a deep understanding of the mastery of Maths as well as the development of applying their mathematical skills.</p> <p>Learning Mentor: £10000 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. PPG children identified who will have specific intervention around emotions, especially anger and frustration.</p> <p>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.</p> <p>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</p> <p>SALT: £500 Specific children to have access to SALT local provision.</p> <p>Total for Key Stage 1 = £26000</p>	<p>Year 2: Additional 50% (4 children) of children at expected standard Raising total at expected to: 75% Reading, 50% Writing and 62.5% Maths 80% 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.</p> <p>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</p> <p>Year 2: Additional 25% (2 children) of children at expected standard in Reading, Writing and Maths Raising total at expected to: 100% Reading, 75% Writing and 87.5% Maths</p> <p>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.</p> <p>End of Summer Term: All pupils working at ARE in Reading, Writing and Maths</p> <p>100% of all lessons demonstrate good or better behaviours for learning. 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Children meet end of year targets.</p> <p>Attendance: 96%</p>	<table border="1"> <thead> <tr> <th>Writing</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>50%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>90%</td> <td>10%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>37%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td>Year 2</td> <td>20%</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table> <p>Spring</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>44%</td> <td>56%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>36%</td> <td>64%</td> <td>9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>46%</td> <td>54%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>91%</td> <td>9%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>37%</td> <td>63%</td> <td>0%</td> </tr> <tr> <td>Year 2</td> <td>9%</td> <td>91%</td> <td>0%</td> </tr> </tbody> </table> <p>Summer</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Year 2</td> <td>38%</td> <td>62%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>62%</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>Year 2</td> <td>61%</td> <td>39%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>50%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Year 2</td> <td>31%</td> <td>69%</td> <td>0%</td> </tr> </tbody> </table>	Writing	Below	At	Above	Year 1	50%	50%	0%	Year 2	90%	10%	0%	Maths	Below	At	Above	Year 1	37%	63%	25%	Year 2	20%	80%	20%	Reading	Below	At	Above	Year 1	44%	56%	0%	Year 2	36%	64%	9%	Writing	Below	At	Above	Year 1	46%	54%	0%	Year 2	91%	9%	0%	Maths	Below	At	Above	Year 1	37%	63%	0%	Year 2	9%	91%	0%	Reading	Below	At	Above	Year 1	50%	50%	13%	Year 2	38%	62%	0%	Writing	Below	At	Above	Year 1	62%	38%	13%	Year 2	61%	39%	0%	Maths	Below	At	Above	Year 1	50%	50%	25%	Year 2	31%	69%	0%
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<p>Key Stage 2</p> <p>At the end of 2016/17:</p> <ul style="list-style-type: none"> Disadvantaged children, although still significantly below national, achieved above their peers at the end of KS2 in Reading, Writing and Maths. Disadvantaged children made more progress than their peers from Key Stage 1 in all subject areas. <p>Current information: % of PPG pupils currently meeting ARE: Reading – Y3 (72%), Y4 (63%), Y5 (54%), Y6 (45%) Writing - Y3 (72%), Y4 (36%), Y5 (23%), Y6 (18%) Maths - Y3 (81%), Y4 (53%), Y5 (54%), Y6 (54%)</p>	<ul style="list-style-type: none"> Success For All (SFA) £10000 Whole school strategy to encompass the teaching of reading, writing, grammar, spelling and punctuation. (£10000 per year group) 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. 	<p>End of Autumn Term: Year 3: Additional 10% (1 child) at expected standard in Reading and Writing Raising total at expected to: 80% Reading, 70% Writing and 80% Maths</p> <p>Year 4: Additional 11% (2 children) of children at expected standard in Maths and Reading; additional 22% in Writing Raising total at expected to: 77% Reading, 61% Writing and 67% Maths</p>	<p>Autumn</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>73%</td> <td>27%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>47%</td> <td>53%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>29%</td> <td>21%</td> </tr> <tr> <td>Year 6</td> <td>45%</td> <td>55%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Year 4</td> <td>84%</td> <td>16%</td> <td>0%</td> </tr> <tr> <td>Year 5</td> <td>63%</td> <td>36%</td> <td>14%</td> </tr> </tbody> </table>	Reading	Below	At	Above	Year 3	73%	27%	0%	Year 4	47%	53%	0%	Year 5	71%	29%	21%	Year 6	45%	55%	0%	Writing	Below	At	Above	Year 3	100%	0%	0%	Year 4	84%	16%	0%	Year 5	63%	36%	14%																																																												
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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.

Behaviour for learning is still a concern as children lack 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.

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.

Maths comes through as a key area that disadvantaged pupils are lagging behind non-disadvantaged pupils.

• **Intervention teachers £42000**

Focus on PPG children across Key Stage 2
Support Year 6 team address the low attainment issue by ensuring that pupils are correctly placed in SFA groups and further interventions are having impact.
To monitor and track PPG pupils who are currently not on track to achieving above the expected standard.
Support teachers plan and provide extra challenge.
Year 6 PPG pupils will have interventions 3 afternoons a week, plus specific smaller groups in SFA and Maths.

Learning Mentor: £10000

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.
Pupils identified for specific interventions with the learning mentor around anger and emotions to allow them to better access the classroom learning.

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 = £66500

Year 5:

Additional 15% (2 children) of children at expected standard in Reading and Writing; additional 30% (4 children) in Writing
Raising total at expected to: 69% Reading, 69% Maths and 53% Writing

Year 6:

Additional 9% (1 child) at expected standard in Maths and Reading; additional 18% (2 children) in Writing
Raising total at expected to: 54% Reading, 36% Writing and 63% Maths

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 3:

Additional 10% (1 child) at expected standard in Reading, Maths and Writing
Raising total at expected to: 90% Reading, 80% Writing and 90% Maths

Year 4:

Additional 11% (2 children) of children at expected standard in Maths, Writing and Reading
Raising total at expected to: 88% Reading, 72% Writing and 78% Maths

Year 5:

Additional 15% (2 children) of children at expected standard in Reading, Writing and Maths
Raising total at expected to: 84% Reading, 68% Writing and 84% Maths

Year 6:

Additional 9% (1 child) at expected standard in Maths and Reading; additional 18% (2 children) in Writing
Raising total at expected to: 63% Reading, 54% Writing and 72% Maths

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:

All pupils are working at ARE in Reading, Writing and Maths

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

Books reflect pace of learning within the Curriculum

Year 6 45% 55% 0%

	Below	At	Above
Maths			
Year 3	36%	64%	0%
Year 4	21%	79%	10%
Year 5	43%	57%	29%
Year 6	18%	82%	27%

Spring

	Below	At	Above
Reading			
Year 3	71%	29%	0%
Year 4	53%	47%	5%
Year 5	60%	40%	26%
Year 6	33%	67%	0%

	Below	At	Above
Writing			
Year 3	73%	27%	0%
Year 4	95%	5%	0%
Year 5	60%	40%	26%
Year 6	45%	55%	0%

	Below	At	Above
Maths			
Year 3	21%	79%	0%
Year 4	19%	81%	0%
Year 5	47%	53%	7%
Year 6	8%	92%	33%

Summer

	Below	At	Above
Reading			
Year 3	50%	50%	0%
Year 4	43%	57%	9%
Year 5	37%	63%	12%
Year 6	38%	62%	15%

	Below	At	Above
Writing			
Year 3	43%	57%	0%
Year 4	60%	40%	7%
Year 5	39%	61%	11%
Year 6	33%	67%	7%

	Below	At	Above
Maths			
Year 3	57%	43%	0%
Year 4	39%	61%	4%
Year 5	37%	63%	12%
Year 6	15%	85%	8%



Key persistently late children identified; punctuality reduced; parents working with school.

Attendance: 96%

