

Pupil premium strategy statement

1. Summary information					
School	Breakwater Academy				
Academic Year	2018/19	Total PP budget	£104,280	Date of most recent PP Review	10/2018
Total number of pupils	202	Number of pupils eligible for PP	83 (41%)	Date for next internal review of this strategy	01/2019
<p>At Breakwater Academy, we view the needs of all our children as important and ensure that our teaching and learning opportunities meet the needs of all of them. A 'quality first' approach to teaching and learning seeks to maximise outcomes for all pupils, hence this funding ensures that any gaps in academic attainment are minimised, thus allowing all pupils to excel, regardless of their social or economic backgrounds.</p>					

2. Current progress and attainment			
Key Stage 2 (2018)	National PPG	Breakwater PPG	Breakwater non-PPG
Expected standard in reading, writing and maths	50%		60%
Expected standard reading	64%	50%	78%
Expected standard writing	67%	58%	72%
Expected standard maths	64%	75%	83%
Key Stage 1 (2018)			
Expected standard reading	62%	64%	78%
Expected standard writing	55%	46%	72%
Expected standard maths	62%	73%	78%
% passing phonics screening (yr 1)	72%	75%	86%
EYFS (2018)			
% achieving GLD	57%	40%	81%

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Disadvantaged pupils have historically achieved less well than their peers at end of Key Stage 1 and 2	
B.	Disadvantaged pupils enter schooling with low starting points, particularly in oral language skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance of disadvantaged pupils is below that of their peers.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To close the gap in attainment between children in receipt of PPG and all learners in English and Mathematics	KS1 and 2 SATS – attainment in line with non-PPG pupils
B.	To invest in the personal and cultural capital of all children to ensure that they leave Breakwater Academy with a range of experiences and skills (academic, social, sporting and artistic) that enables them to engage academically, intellectually and socially with all sections of society	100% of children visit a major cultural venue at least once. 100% of children experience a live theatrical production. 100% of children experience a live musical performance. 100% of children take part in a sporting activity with children from another setting.
C.	To ensure that all children attend school, and that measures are in place to respond to individual family contexts to facilitate 100% attendance	Attendance figures of ALL pupils are above 95%.

4. Planned expenditure

Academic year 2018/19

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 First 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?
To develop the excellence of teaching and learning to ensure that 100% of children are on target to meet or exceed national KS2 expectations	Graduate teachers employed to support classroom learning	More focussed teaching and learning can be tailored to individual pupils' needs	Individualised CPD for all teaching staff Half termly assessments and pupil progress meetings	Head teacher, SLT	December 2018
	Learning Mentor (Thrive trained) supports children and families with extended needs. PPG children identified for specific intervention as needed.	A holistic approach to learning will ensure that all pupils maintain a positive attitude to learning, through identification and management of potential individual barriers	Half termly assessments and pupil progress meetings Learning walks, conduct monitoring records.		
	Complete Maths implemented across KS2	Gap in achievement at end of KS (2018) between disadvantaged and non-disadvantaged children	Half termly assessments and pupil progress meetings		
	Implementation of knowledge curriculum, including daily whole class reading and structured, instructional approach to writing	Gap in achievement at end of KS (2018) between disadvantaged and non-disadvantaged children	Half termly assessments and pupil progress meetings		
	Sounds Write (linguistic phonics) training of all teachers across KS1 (followed by KS2)	Weak baseline on entry to reception, weak oracy skills across cohorts	Half termly assessments and pupil progress meetings		

January 2019 Review

Pupil progress meetings, book looks, learning walks and analysis of a range of assessment data (formal assessments, ability to decode and fluency and automaticity in reading, all informing teacher professional judgements) show where particular strengths and areas of continuing need exist in the achievement (attainment and progress) of PPG pupils in reading (phonics), maths and writing. From this monitoring and analysis, pupil specific actions are in place to ensure that progress for pupils is maximised (actions include medium term catch up intervention, afternoon small group and 1:1 to address additional needs). Learning Mentor supplements academic support with nurture group and individual coaching sessions with targeted pupils as appropriate. All teaching staff across KS1 trained in linguistic phonics (Sounds Write).

Total budgeted cost £60,000

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?
To develop the excellence of teaching and learning to ensure that 100% of children are on target to meet or exceed national KS2 expectations	Uniform whole cohort attainment and progress (no child left behind)	Attainment gap between Pupil Premium and non-Pupil Premium children must not be allowed to widen	Timetabling same-day interventions in reading, writing and mathematics	EHT, Head teacher, SLT	March 2019
			Small group/individual tuition prior to SATs		July 2019

Total budgeted cost £25,000

iii. Other approaches

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?
To invest in the personal and cultural capital of all children to ensure that they leave Breakwater Academy with a range of experiences and skills (academic, social, sporting and artistic) that enables them to engage academically, intellectually and socially with all sections of society	To ensure PPG children have access to a variety of social, cultural and sporting activities available to non-PPG .	To build the Cultural Capital of PPG children	Clubs Trips Workshops Theatre visits	SLT, STEP Music associate	March 2019

To ensure that all children attend school, and that measures are in place to respond to individual family contexts to facilitate 100% attendance	Attendance Officer and Educational Welfare service to address PA children, work with families to address lateness and poor attendance. Direct SLT involvement for identified families	Attendance of disadvantaged children lower than non-PPG across the school.	Fortnightly meetings with EWS Detailed case studies of target families to better identify strategies for support SLT to support Attendance Officer to ensure daily procedures are robust	SLT	March 2019
Total budgeted cost					£15,000