

Pupil premium strategy statement

1. Summary information					
School	Breakwater Academy				
Academic Year	2019-20	Total PP budget	£116,380	Date of most recent PP Review	07/2020
Total number of pupils	207	Number of pupils eligible for PP	103 (50%)	Date for next internal review of this strategy	01/2021
<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 (2019)	National PPG	Breakwater PPG	Breakwater non-PPG
Expected standard in reading, writing and maths	71%	47%	59%
Expected standard reading	78%	53%	62%
Expected standard writing	83%	74%	80%
Expected standard maths	84%	79%	86%
Key Stage 1 (2019)			
Expected standard reading	78%	88%	78%
Expected standard writing	73%	88%	72%
Expected standard maths	79%	88%	78%
% passing phonics screening (yr 1)	84%	60%	86%
EYFS (2019)			
% achieving GLD	74%	77%	80%

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 or a live musical performance
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 at or above 95%.

4. Planned expenditure

Academic year | 2019-20

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	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. Performance management cycle.	Head teacher, SLT	December 2019
	Additional Learning Mentor recruited and deployed	The number of children identified as needing additional support as above is increasing – capacity needs to be increased.	Half termly assessments and pupil progress meetings Learning walks, conduct monitoring records. Performance management cycle.		
	Teacher with responsibility for performance of disadvantaged pupils appointed	Recognising that the gap between disadvantaged and non-disadvantaged pupils is not narrowing quickly enough, an additional, class based practitioner with appropriate release time is needed.	Performance management cycle. Performance in statutory assessments summer 2020.		
	Whole class reading approach developed further.	Continuing gap in achievement at end of KS2 (2019) is partly due to legacy issues, however staff are now more experienced with this pedagogy and are better equipped to tailor provision.	Half termly assessments and pupil progress meetings		
	Mastery approach to writing developed further across KS1 and KS2.	Continuing gap in achievement at end of KS2 (2019) between disadvantaged and non-disadvantaged children – approach provides a slow, structured framework to all aspects of grammar and structure to composition.	Half termly assessments and pupil progress meetings		

	Further development of knowledge curriculum, including daily whole class reading and structured, instructional approach to writing	Continuing gap in achievement at end of KS2 (2019) between disadvantaged and non-disadvantaged children	Half termly assessments and pupil progress meetings		
	Sounds Write (linguistic phonics) training of all teaching staff (including support staff)	Weak baseline on entry to reception, weak oracy skills across cohorts	Half termly assessments and pupil progress meetings		
	Termly assessment of ability to decode, automaticity and fluency informs whole class provision and pupil progress discussions	Continuing gap in achievement at end of KS (2019) between disadvantaged and non-disadvantaged children	Pupil progress meetings		

January 2020 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. Register of pupils created which has enhanced tracking, and all teachers refer to this contextual data in their class context records which inform planning. Whole staff CPD continues to focus on mastery aspects of pedagogy with emphasis on all children achieving. Additional Learning Mentor has increased capacity for targeted support. All teaching staff across LKS2 trained in linguistic phonics (Sounds Write).

July 2020 review

All activity towards targets was either suspended or significantly altered from Term 4 onwards.

Total budgeted cost **£75,000**

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	Head teacher, SLT	March 2020
			Enhanced tracking of (by teacher with responsibility for disadvantaged) and amendment of provision as needed		
			Small group/individual tuition prior to SATs		July 2020
			Targeted deployment of Learning Mentors		

<p>March 2020 Review</p> <p>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. Learning Mentor supplements academic support with nurture group and individual coaching sessions with targeted pupils as appropriate.</p> <p>July 2020 Apart from all teaching and academic support staff across the school being trained in linguistic phonics (Sounds Write) all activity towards targets was either suspended or significantly altered from Term 4</p>					
Total budgeted cost					£27,000
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 personal capital of PPG children	Clubs Trips Workshops Theatre visits	SLT, STEP Music associate	March 2020
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.	Weekly 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 2020
<p>March 2020 Review</p> <p>Attendance of all children monitored daily and robust recording systems highlight patterns of non-attendance. This data informs EWO meetings and actions, followed up with half termly attendance clinics for targeted families. Response to individual family context decided includes support with after and before school clubs. In school focus for children – assemblies, comparison chart by class. Deputy Head teacher lead ensures appropriate focus and response in place from senior leaders in school. Attendance at end of term 3 was 96%.</p> <p>Identified children targeted for participation in after school sports clubs, and music (violin) tuition in school. Identified families supported to attend year 6 residential trip in summer term.</p> <p>July 2020 Review</p> <p>All activity towards targets was either suspended or significantly altered from Term 4 onwards.</p>					
Total budgeted cost					£15,000