

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Breakwater Academy
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	51.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23
Date this statement was published	20/12/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Zoë Griffiths (Head Teacher)
Pupil premium lead	
Governor / Trustee lead	Jennese Alozie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,420
Recovery premium funding allocation this academic year	£ 12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 773,325

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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. Alongside top-quality teaching and learning, this is achieved predominantly by minimising barriers to learning and providing opportunities for personal enrichment and/or development of personal capital.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils have historically achieved less well than their peers at end of Key Stage 1 and 2.
2	Disadvantaged pupils enter schooling with low starting points, particularly in oral language skills.
3	Periods of school closure and remote learning during the pandemic have exacerbated the achievement gap between disadvantaged pupils and their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap in performance between disadvantaged pupils and their peers in statutory assessments continues to narrow.	<ul style="list-style-type: none">Percentage of disadvantaged pupils achieving expected standards mirrors non-disadvantaged in GLD, Year 1 Phonics Check, KS1 and 2 statutory assessments, and the Year 4 Times Tables Check.Termly Pupil Progress meetings identify and evaluate achievement of

	pupils in receipt of PPG, and provision is amended accordingly.
There is little or no discernible difference in disadvantaged children accessing quality first teaching.	<ul style="list-style-type: none"> • Children for whom additional input (e.g sensory circuits, small group work, individual check-ins) are identified and receive targeted support from Learning Mentors as needed. • Learning walks demonstrate engagement in learning from all pupils, including those identified as benefiting from targeted support to minimise barriers to learning.
Identified pupils are encouraged to participate in enrichment opportunities offered, both in school and extra-curricular.	<ul style="list-style-type: none"> • 100% uptake of opportunities to attend after school clubs. • Families requiring additional support (financial or other) are identified and support provided where appropriate.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Booster teaching for Year 6 in preparation for assessments, and ensure all children are secondary-ready.</i>	Historical and continuing gap in achievement between disadvantaged pupils and their peers. High proportion of children in this year group are in receipt of PPG.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Timetable of regular, targeted interventions focusing on phonics (EYFS/KS1), reading (KS1/KS2) and maths (all year groups)</i>	Historical and continuing gap in achievement between disadvantaged pupils and their peers.	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentors working with identified children (individually and group).</i>	Significant increase in children struggling to access learning due to impact of pandemic.	1, 2, 3
<i>Enrichment opportunities and</i>	Disadvantaged pupils typically do not access these opportunities.	1,3

<i>support are offered as needed.</i>		
<i>Identified children benefit from targeted therapeutic support (counselling etc) as appropriate.</i>	Significant increase in children struggling to access learning due to impact of pandemic.	1,2, 3

Total budgeted cost: £ 124,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Previous plans were evaluated on academic performance in statutory and in-house assessments. In 2020-21 all of these assessments were administered by teachers to inform professional judgements.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a