

# Pupil premium strategy statement for Frome Vale Academy

| 1. Summary information |                    |                                  |          |  |               |
|------------------------|--------------------|----------------------------------|----------|--|---------------|
| School                 | Frome Vale Academy |                                  |          |  |               |
| Academic Year          | 2019 2020          | Total PP budget                  | £100,095 | Date of most recent PP Review                  | July 2020     |
| Total number of pupils | 187                | Number of pupils eligible for PP |          | Date for next internal review of this strategy | December 2020 |

| 2. Current attainment  |   |                   |
|--|---|-------------------|
| Context of 2019 KS2 cohort: 1 child is 5.27%                         | <i>Pupils eligible for PP (your school)</i> | <i>All pupils</i> |
| % achieving ARE or above in reading, writing & maths (or equivalent) | 83%   | 79%               |
| % achieving ARE in reading   | 80%   | 79%               |
| % achieving ARE in writing   | 80%   | 84%               |
| % achieving ARE in maths   | 90%   | 90%               |
| % achieving ARE in SPAG  | 75%   | 75%               |

| 3. Barriers to future attainment (for pupils eligible for PP)   |  |
|---|--|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |  |
| A.  | High EAL 48%   |
| B.  | Speech and language skills which impacts on learning.  |
| D.  | 15% of pupil premium children are SEND   |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
| D.  | Persistent absence amongst PP  |
| E.  | High percentage of EAL parents   |
| F.  | Narrow experiences and opportunities   |
| G.  | Regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit) need improvement |

|  |   |  |
|--|---|--|
| H  | Parental engagement with school and perceptions of education & priority placed upon learning and achievement need to be developed   |  |
| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> ) |   | <b>Success criteria</b>  |
| A.   | Disadvantaged pupils' attendance to improve to above national.  | Improve PP to 94% to 96%   |
| B.   | Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.  | Parents to be more actively involved in the learning process and raise progress of pupils through open door once a term, termly targets sent home, before school reading with identified key children. |
| C.   | Gaps are identified and targeted teaching will teach to gaps through high quality lessons   | Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.   |
| D.   | Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations & Pupils are exposed to a wide range of social/cultural and sporting experiences | Pupils to have a broader experience with extended school opportunities linked to personal aspirations & pupils attend events/visit places they would not usually be exposed to.                        |

| <b>5. Planned expenditure</b>   |   |  |  |                   |  |
|---|---|--|--|-------------------|--|
| <b>Academic year</b>  |   | <b>2019 – 2020</b>   |  |                   |  |
| 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 |   |  |  |                   |  |
| <b>i. Quality of teaching for all</b>   |   |  |  |                   |  |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b>  |
| Targeted professional development with South Gloucestershire  | Dedicated ½ a day per term for teaching staff to work with advisor on maths/ literacy to develop quality first teaching | Improved outcomes for KS1 and KS2.                         | Timetabled cover, using a HLTA/ supply             | Jan Saunders      | Monitoring of teaching and learning, books looks, planning and outcomes each term.<br><br><b>£4573</b> |

|   |  |   |  |                              |   |
|---|--|---|--|------------------------------|---|
| No significant gap in any year group for PP and all | 'In the learning' approach to CPD<br>Principal and Vice Principal to spend approximately 1 day per week each in classes to develop T & L | EEF guide to Pupil Premium:<br><br>' Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' | Timetabled approach to ensure P and VP are in class.<br>Ongoing, evidenced dialogue with teacher | Nikki Dawson<br>Jan Saunders | Termly Assessment points<br>Academy review meetings<br>Pupil progress meetings<br><br>£20,000 |
|   |  |   |  | Total budgeted cost          | <b>£24573</b>   |

## ii. Targeted academic 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?   |
|--|--|---|---|------------|--|
| For all higher attaining year 6 pupils who are PP to achieve greater depth | Teacher to pupil ratio to be increased in year 6. Higher focus on Potential GDS PP children.<br>Use of an additional teacher 3 days a week for target academic support | Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching. | The school monitoring cycle will continuously evaluate provision. | JS         | Termly Assessment points<br>Academy review meetings<br>Pupil progress meetings<br><br>£14000 |
| <b>Total budgeted cost</b>   |  |   |   |            | <b>£14,000</b>   |

## iii. Wider strategies

| 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? |
|--|--|--|--|------------------|--------------------------------------|
| Children develop resilience and motivation to learn (social and emotional support) | Use of learning mentor to support children identified as deregulated and struggling to access their learning<br>Support for parents/carers | - High percentage of PP children have more than one disadvantage that could impact learning. | A clear timetable is put in place with identified outcomes | Heather Marshall | Termly<br><br>£11,300                |

|  |   |  |   |                  |                             |
|--|---|--|---|------------------|-----------------------------|
| Children with severe SEMH needs are able to succeed in mainstream school (social and emotional support)        | Subscription to the Nest to cater for children at risk of PEX/ unable to manage in mainstream | Reduction from 48% to 23% of SEMH on SEND register during 2016/2017<br>Children being able to access the classroom after being at The Nest | Referral to the Nest identifying needs<br>Thrive assessments<br>Fortnightly review<br>Transition plan | Jan Saunders     | Fortnightly<br><br>£17500   |
| Ensure the most vulnerable have access to provision before and after school                                    | Clubs: breakfast club, lunchtime club and Forest School resourcing                            | Deprivation indicator shows that families cannot pay for provision   | Register of use/ those eligible   | Jan Saunders     | Termly<br><br>£7969         |
| To develop confidence and positive self-esteem (20 children in the year)<br><br>(social and emotional support) | Play therapist  | Success of children  | Use of trained therapist<br>Close liaison with class teacher<br>Reports                               | Heather Marshall | Every 12 weeks<br><br>£4680 |
| Improve attendance of FSM pupils, attendance gap closed. Pupils are in school learning (attendance)            | EWO support & DSL   | All year groups PP children are under 94% attendance   | Close analysis of class/student attendance every week<br>Monthly meetings with EWO & DSL              |                  | Weekly<br><br>£20,000       |
| <b>Total budgeted cost</b>   |   |  |   |                  | <b>£46724</b>               |

**Review: March 2020**

| <b>Year group</b> | <b>Attendance</b> | <b>Impact</b>   |
|-------------------|-------------------|---|
| R                 |                   | There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not. |
| 1                 | 93.9              | There are gaps in reading, writing and maths by an average 15% points   |
| 2                 | 93.8              | There is gap in reading by 12% points. There are no gaps in writing and maths   |
| 3                 | 95.6              | There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not. |
| 4                 | 95.5              | There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not. |
| 5                 | 94.9              | There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not. |
| 6                 | 96.2              | There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not. |
| Overall           | 95%               |   |

In July no formal assessments took place. We reviewed 'levels of engagement' and subject knowledge, skills and concepts covered to inform us of the impact on gaps in learning and potential outcomes. See 2020/ 2021 plan

