

# 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 2019
Total number of pupils	187	Number of pupils eligible for PP		Date for next internal review of this strategy	December 2019

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.  <b>£4573</b>

No significant gap in any year group for PP and all	'In the learning' approach to CPD Principal and Vice Principal to spend approximately 1 day per week each in classes to develop T & L	EEF guide to Pupil Premium:  ' 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. Ongoing, evidenced dialogue with teacher	Nikki Dawson Jan Saunders	Termly Assessment points Academy review meetings Pupil progress meetings  £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. 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 Academy review meetings Pupil progress meetings  £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 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   £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 Children being able to access the classroom after being at The Nest	Referral to the Nest identifying needs Thrive assessments Fortnightly review Transition plan	Jan Saunders	Fortnightly  £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  £7969
To develop confidence and positive self-esteem (20 children in the year)  (social and emotional support)	Play therapist	Success of children	Use of trained therapist Close liaison with class teacher Reports	Heather Marshall	Every 12 weeks  £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 Monthly meetings with EWO & DSL		Weekly  £20,000
<b>Total budgeted cost</b>					<b>£46724</b>

**Review: December 2019**

<b>Year group</b>	<b>Attendance</b>	<b>Impact</b>	<b>Next steps</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	94.3	There are gaps between assessment data for children who are eligible for Pupil Premium, and those who are not in writing and maths.	<ul style="list-style-type: none"> <li>• Additional 1:1 reading provision timetable.</li> <li>• Improvement plan to increase attendance.</li> </ul>
2	95.1	There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not.	<ul style="list-style-type: none"> <li>• Additional 1:1 reading provision timetable.</li> </ul>
3	96.5	There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not.	
4	95.9	There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not.	
5	95.8	There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not.	
6	96.4	There are no gaps in assessments in reading, writing and maths between those children eligible for pupil premium and those who are not.	
Overall	95.6		