



Belleville Wix Academy

Pupil Premium Strategy Statement for 2021- 2024

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 should be read in conjunction with our Catch Up Strategy.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. Our [review of 2020-21](#) is on our school website.

School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (a 3 year plan is recommended by the DfE)	2021- 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher
Pupil Premium Lead	Phase Leaders

Funding overview

Detail	Amount
Pupil premium funding allocation for the academic year 2021-22	£72, 630
Recovery premium funding allocation for the academic year 2021-22	£8,555
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£81, 185

Pupil Premium Strategy Plan

Statement of intent

We want to use the finding to:

- Ensure all our disadvantaged pupils achieve outcomes that are at least in line with all other pupils.
- Ensure that our disadvantaged pupils are able to have the same outcomes, feel as safe in school and have the same cultural experiences as their peers.
- Build positive relationships with the families of disadvantaged pupils so that they are more likely to receive the support at home that their peers enjoy.

High quality teaching is at the heart all we do, as set out in our Trust School Improvement Plan below. At BWA we do all we can to know every individual pupil well through early, robust diagnostic assessment and identification of needs. We value parent partnership and work with families to support the holistic needs of their children. This ensures teachers and leaders can identify the barriers and challenges our pupils have which enables us to support them so they excel and achieve high standards of attainment – as reflected in our WIT triangle.



Quality First Education Trust

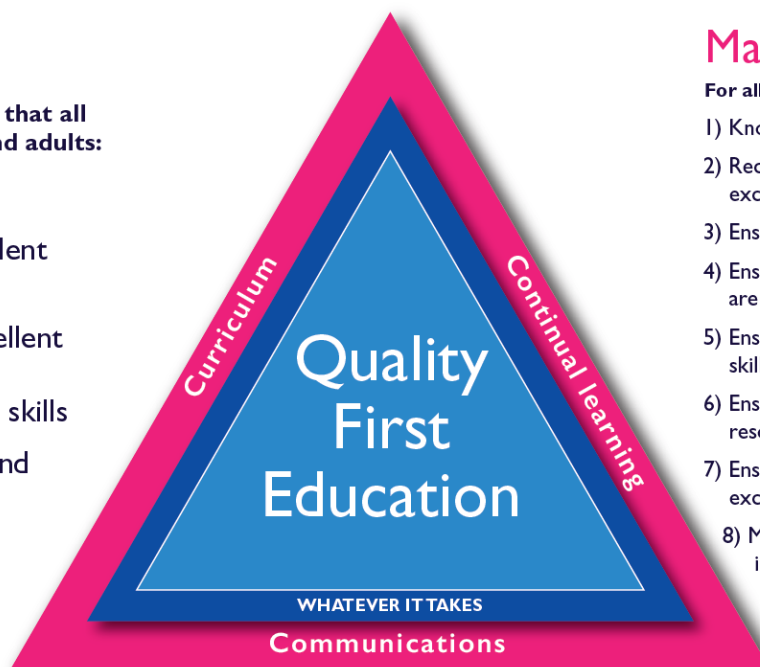
Improvement Plan 2021/22

Relentless drive for improvement, excellence and equality

Aims

Our aim is that all children and adults:

- Are safe
- Are excellent learners
- Have excellent social and emotional skills
- Achieve and succeed



Mantra

For all children and adults:

- 1) Know where we are going
- 2) Recruit, retain and develop excellent people
- 3) Ensure we know what to do
- 4) Ensure we know why we are doing the task
- 5) Ensure we have excellent skills to do the task
- 6) Ensure we have excellent resources to do the task
- 7) Ensure we do the task with excellence
- 8) Monitor, evaluate and improve

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils have lower starting points when they start in the EYFS or at other points in the school year when they join
2	Pupils who have a SEND, and are also disadvantaged, have many barriers to learning to overcome
3	Attainment of many disadvantaged pupils in reading is lower than their peers
4	Attainment of many disadvantaged pupils in writing is lower than their peers
5	Attainment of many disadvantaged pupils in maths is lower than their peers
6	Building effective relationships with the families of PP pupils can be difficult and complex
7	Attendance of PP pupils is lower than their peers and many of the PA are PP pupils
8	The partial closure of schools has impacted on some pupils social and emotional health more than others

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 quality of teaching for all pupils is good or better.	The quality of teaching is good or better across the school.
Provide high quality provision in the EYFS so that pupils who need to make accelerated progress to catch up with their peers do.	All pupils make good or better progress. Pupils with low starting points make accelerated progress. Pupils who have additional barriers to learning receive the support they need.
Ensure pupils with a SEND are supported effectively.	SEND provision is good. Pupils feel supported. Families say they are well supported.
Pupils will attain at least in line with national averages.	End of KS results are in line with national averages.
Basic skills gaps in learning have been identified and are being addressed.	Attainment data shows gaps are narrowing. Teachers and leaders can identify what has gone well to narrow gaps, what needs to be improved and take steps to address improvements.

Reduce the no. of PP pupils who are PA's.	Sustained improvement in the no. of PP pupils who are PA's.
Improved engagement of parents and carers of PP pupils.	Families report they are well supported. Barriers are removed to support parents and carers attend workshops. Parents and carers of PP pupils attend parent teacher meetings.
PP pupils participate in extra-curricular activities – barriers are removed so a pupil attends a club they would like to attend.	Majority of clubs are heavily discounted for all families to access. PP pupils have accessed the extracurricular clubs they would like to attend.
Ensure we support every pupil so they have the skills and knowledge to know how to look after their wellbeing, particularly those who are disadvantaged.	PP pupils report they feel their voice is heard. Pupils are ready to learn most of the time. An increase in the social skills used during play times.

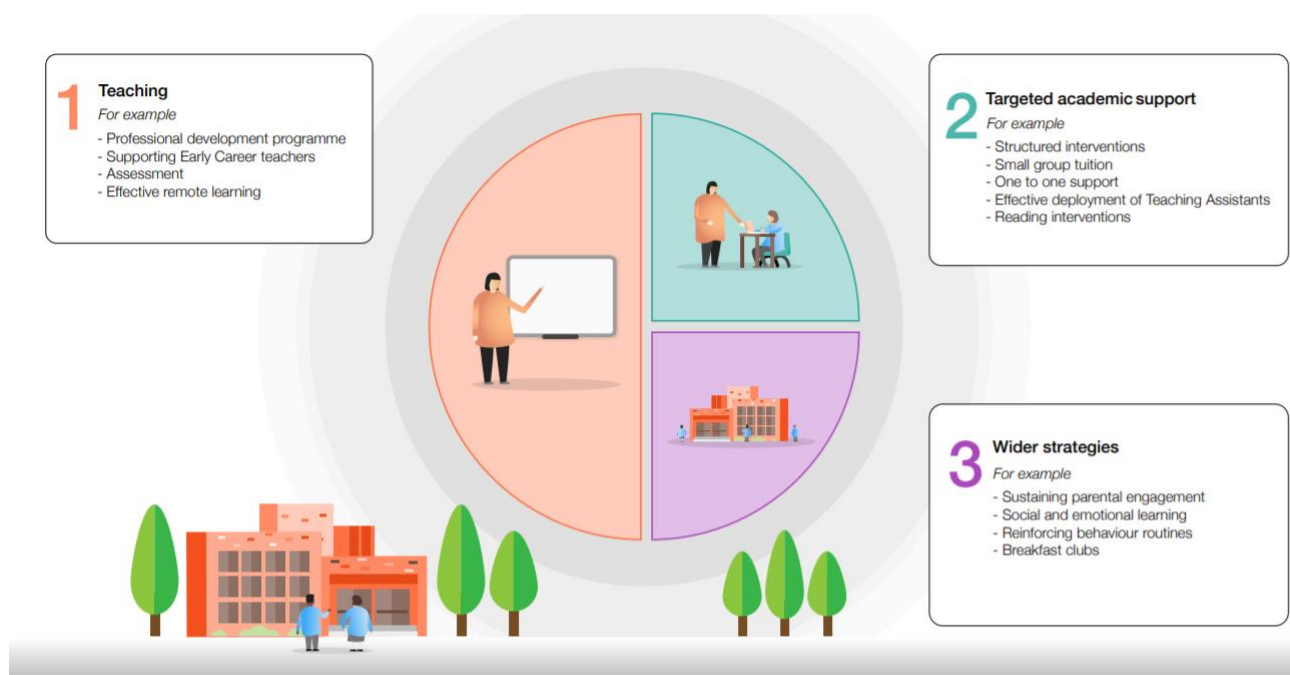
Activity in this academic year

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

We have used the EEF Guide to Pupil Premium to help us.

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

This diagram summarises our overall approach.



Teaching

Investing in high-quality teaching through

- training and professional development for all teachers
- timely recruitment and a focus on retention
- effective support for teachers early in their careers

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Effective CPD for all teaching staff to ensure the quality of teaching is good or better for all pupils, through effective CPD for staff</p>	<p>Bob Schwartz, professor of practice in the Harvard Graduate School of Education, stated in an OECD essay, “What is the most important school-related factor in pupil learning: the answer is teaching”.</p> <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF Guidance Reports https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>1,2,3,4,5,8</p>
<p>Active retention of good teachers, robust recruitment and careful deployment of experienced teachers (with a track record of improving attainment) to ensure quality first teaching</p>	<p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF Guidance Reports https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	<p>1,2,3,4,5,6,8</p>

NELI – purchased, training and implementation	<p>EEF Guidance Reports</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p>	1, 2,3,4,5
Continue to review and improve our reading provision through effective CPD and high quality texts	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3
Continue to review and improve our writing provision through effective CPD	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1,2,4
Continue to review and improve our maths provision through effective CPD	<p>Using the DfE and EEF guidance as well as other research that we find during our improvement journey.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</p>	1,2,5
Effective CPD for our TA's	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course</p>	1,2,3,4,5,8

Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge addressed
Experienced teachers support pupils in small groups or 1:1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5,8
Effectively deploy TAs to support first quality teaching and support in class	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4,5,8
Support pupils to improve learning behaviours, when required	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	1,2,3,4,5,6,8
Use gap analysis to target gaps (e.g. phonics tracker, termly test analysis, as well as long & short term memory recall activities)	<p>Targeted tuition for specific needs and knowledge gaps can be effective to support low attaining pupils, those who are falling behind or those with gaps. We are using Century in KS2.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5,8
Secure the services of other professionals to ensure we have the knowledge and skills to support pupils with	https://www.gov.uk/government/publications/supporting-send/supporting-send	1,2,3,4,5,6,8

additional barriers to learning		
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Wider strategies

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge addressed
Improve the quality of social and emotional learning. Zones of Regulation will be embedded through effective CPD.	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and beyond. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/research--evidence-base.html	6, 8
Support pupils to improve learning behaviours, when required.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	6, 8
Remove barriers for pupils who are not having a regular a breakfast before the school day starts.	https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children	6,7, 8
Remove barriers for pupils who are not accessing extra-curricular clubs	https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils	6,7, 8
Work with difficult to reach families.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6,7

All pupils are able to access essential learning experiences.	Equality objectives	6,7,8
Monitor attendance and take steps to address concerns with parents and other agencies, if necessary.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6,7,8
Work with partners to access counselling to support emotional health and wellbeing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6,7,8

Total budgeted cost: £ 85,000

Externally provided programmes

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

Programme	Provider
Century	https://www.century.tech/explore-century/primary-schools/
Phonics tracker	https://www.phonicstracker.com/
Maths No Problem	https://mathsnoproblem.com/
Programmes being considered	Provider
Reading Plus	Hybrid Learning https://www.readingplus.com/solutions/hybrid-learning/
SATs Bootcamp	https://www.yearsix.co.uk/sats-boot-camp/
Doodle Maths and English	https://www.doodlelearning.com/

Further information

We do our best to maximise the impact of our pupil premium spending.

School Culture

We aim to provide a culture where:

- staff believe in ALL pupils
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support pupils to develop “growth” mind sets towards learning

Analysing Data

We

- ensure all teaching staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- analyse data regularly to support us in determining the strategies that will be most effective to improve pupil outcomes

Identifying Pupils

We ensure that:

- all teaching staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable pupils are
- all pupil premium pupils benefit from the funding, not just those who are underperforming as underachievement at all levels is targeted (not just lower attaining pupils)

Quality First Teaching

We will continue to ensure that our teachers are supported effectively so that all pupils receive good or better teaching by

- providing high quality CPD
- setting high expectations
- addressing any within-school variance
- ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- sharing good practice within the school, trust and draw on external expertise
- improving assessment through joint levelling and moderation

Individual Support

There should be no stigma attached to being in an intervention at BWA . Everyone needs something, whatever that might be, and it is our job to provide WIT – Whatever it takes.

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each pupil and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- leaders delivering high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide

- Working with other agencies to bring in additional expertise
- Providing workshops for parents – in small groups or 1:1
- Tailoring interventions to the needs of the pupil (e.g. trigger and build maths sessions)

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected regularly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- feedback is given to pupils and parents regularly
- interventions are adapted or changed if they are not working
- SLT meet termly to evaluate the impact of interventions
- Phase Leaders are accountable for narrowing the attainment gaps of the PP pupils and their peers