

Pupil Premium Strategy 2019-20

Introduction

For the financial year 2019-20 Biggleswade Academy has been allocated £154,275 Pupil Premium funding. Primary aged pupils receive £1,320 for each child (£935 if Year 7 or above) registered as eligible for free school meals at any point in the last six years and £935 for each secondary aged pupil. Additionally, Primary schools receive £2,300 for children who are looked after. There is no prescriptive way in which schools should spend their allocation of Pupil Premium money, but support should be targeted to support those pupils, and others of low income families, to make as much progress as their peers.

Attendance

Barriers to Learning:

- Numerous studies have shown a link between poor attendance and poor educational outcomes; this is more pronounced amongst Pupil Premium children.
- In 2018-19 the final attendance figure for the academy was 96%, which matched the DfE's target of 96% for all schools nationally. However, as no two years are the same, there remains a continued need to monitor this closely.

Rationale:

- We want to raise attendance for Pupil Premium children to ensure they are supported in achieving the best possible attendance. Where appropriate, we want to support parents of Pupil Premium children in achieving this.

What we will do:

- An Associate Principal will manage the monitoring of attendance.
- Class teachers regularly monitor the attendance of children in their class, following a clear process to notify parents of low absence and provide information and support where needed.
- Extra support given to monitoring the attendance of Pupil Premium children through additional office administration hours.

Quality of Teaching and Learning

Barriers to Learning:

- Children learn best when they have the best trained and experienced teachers in front of them, day after day. This may be especially true of Pupil Premium children, as a number of studies indicate that the further they progress in their education, the wider the gap in their attainment compared to Non-Pupil-Premium children is.

Rationale:

- We will improve the quality of teaching and learning within our Academy so that all pupils, but particularly Pupil Premium children, achieve at least within Age Related Expectations (ARE) or above. This is especially true at the Academy's key transition points in Reception and in Year 5.

What we will do:

- Provide specific staff training to our staff on supporting children with different needs in their class, including Pupil Premium children, sharing strategies and methods that work best.
- Develop a new role within the Academy called the Lead Practitioner. For September 2019, there will be two Lead Practitioners within the Academy, whose role is to focus on working on coaching members of teaching staff to improve their teaching practice. The Lead Practitioners will be proven leaders in their own areas, giving them the chance to shape and improve the practice of staff further.
- An Associate Principal will work closely with the Progress Leader of Year 5 and Reception, to ensure as much information and strategies are shared about Pupil Premium children as possible, in order to ensure an appropriate and orderly transition.

- The use of Learning Support Assistants, across the Academy, to provide additional support to the Teaching and Learning of Pupil Premium children.

Raising standards in Core Subjects

Barriers to Learning:

- A key point of the new Ofsted Framework (first inspections from September 2019) is that children must be capable readers and that schools should identify those who struggle in this area and provide rigorous support, including for Pupil Premium children.
- As an academy, we have multiple starting points (Early Years, Reception and Year 5) so there is a need to monitor these children's attainment on entry and ensure a smooth transition into the expectations of their relevant key stage, that result in no learning being lost.

Rationale:

- We want Pupil Premium children to achieve at least ARE in relation to Non Pupil Premium children. Pupil Premium children should possess the basic skills

What we will do:

- Staff know who the Pupil Premium children in their class are and specifically track their progress over the course of the year using a variety of monitoring systems. Where Pupil Premium children are identified as not making the appropriate progress, teaching staff will be asked to provide and put in additional support for Pupil Premium children, in order for them to reach ARE.
- Ensure that staff use assessment systems (such as Star Reader and Star Maths, which compare a child's attainment against national contexts) to accurately check the Progress and Attainment of Pupil Premium children.
- The use of the Accelerated Reader program (Years 1-6) to provide additional support with Pupil Premium children in developing their reading skills and attainment.
- The use of Times Table Rockstars (Years 1-6) to provide Pupil Premium children with specific, targeted support in achieving fluency and recall with their times tables.
- Preferential staffing in particular year groups in order to support the meeting of ARE at key points (Year 2 and Year 6).
- Support outcomes in pupils' writing across the Academy through the in-house use of a Country trained moderator.
- Where appropriate, use the resources from the Year 7 catch-up policy (see separate policy) to support those Pupil Premium pupils who did not reach ARE at the end of Year 6 when they are with us in Years 7 and 8.

Development of Cultural Capital

Barriers to Learning:

- Children from lower socio-economic backgrounds, such as Pupil Premium children, may not always have access to the same opportunities that require additional financial support.
- Parents in jobs who work long hours, where they themselves may be under stress, or away from home for long periods of time may feel they need support in understanding how best to support their children's learning at home, and when they are in school.

Rationale:

- All children, wherever possible, should have the chance to experience cultural events and traditions - these elements can contain important learning and developmental experiences that all children, especially Pupil Premium ones, are entitled to.

What we will do:

- In some cases, where appropriate, parents of Pupil Premium children will be directed towards the Academy's Hardship Fund, which will enable them to apply for additional funding in order to support them with sending their children on Academy educational visits.
- A program of visiting speakers, including authors and career specialists will be prioritised across the Academy in the year 2019-20.

- Parental workshops in core subjects and Phonics

Social, Emotional and Learning Development

Barriers to Learning:

- Children who are Pupil Premium can sometimes experience language and processing delays - they can also have special educational needs or disabilities. They can also have suffered trauma and other mental health issues - either in the family, or the child. Sometimes this can lead to safeguarding issues, which can lead to social services involvement.

Rationale:

- Pupil Premium children should be able to have additional support, not just in their day-to-day learning, but in their social and emotional development as well.

What we will do:

- Promote inclusiveness and tolerance with the Academy's system of values. Every week children take part in a 'Community Circle' where they are encouraged to work together to discuss topics that are important to them.
- Train staff in a technique called 'Restorative Practice' whereby staff explore the barriers to learning that individual pupils, including Pupil Premium might have. This positive approach encourages positive future changes to solve potential issues
- In keeping with the Academy's SEND policies, Pupil Premium children where appropriate will be provided with SEND plans which detail the extra support they will receive.
- Where appropriate, Pupil Premium children will have access to our Youth Support Worker (YSW), who provides one-on-one or small group session support with a focus on improving confidence and self-esteem in the children that they work with. The YSW can also support parents in seeking appropriate advice from within and outside of the Academy.