



Pupil Premium Strategy Statement – Sept 2018

1. SUMMARY INFORMATION					
School	Bexhill Academy				
Academic Year	2018/19	Total PP Budget	£188,760	Date of most recent PP Review	
Total number of pupils	393	Number of pupils eligible	143	Date of next internal review of this strategy	NA

2. CURRENT ATTAINMENT		
Class of 2018 (unvalidated)	Pupils eligible for PP (School) GDS*	National Average 2017 (ALL) GDS*
% Achieving in reading, writing and maths	86% 0%*	61% 9%*
% Achieving in reading	90% 5%*	71% 25%*
% Achieving in writing	86% 25%*	76% 18%*
% Achieving in maths	90% 5%*	75% 23%*

3. Barriers to future attainment (for pupils eligible for PP, including high prior attainment)	
IN SCHOOL BARRIERS (Issues to be addressed in school)	
A.	Oral language skills on entry into EYFS are lower, especially for pupils eligible for PP. This slows reading and writing progress in subsequent years.
B.	Less middle and low ability pupil premium pupils achieve the higher standards in Year 6 in R, W, M and SPAG
C.	The quality of teaching remains a key focus for the school as in a minority of areas, with recently qualified staff, it remains variable which impacts on outcomes for pupils.
D.	Attainment of some groups of pp pupils across the school are a cause for concern especially reaching GD - Year 3, year 4 and year 6 (2018/19) achieving expected standard, year 5 and year 6 (2018) achieving at greater depth although all year groups pp outcomes are higher than national
E.	Behaviour and emotional issues for a small group of Y6 and Y3 mostly eligible for PP are having detrimental effect on their academic progress and that of their peers.
F.	68% of pupil premium pupils have been in receipt of FSM for 2 years or more indicating prolonged periods of deprivation
EXTERNAL BARRIERS (issues which also require action outside of school)	
F.	Attendance rates for pupils eligible for PP are 94.6% This reduces their school hours and causes them to fall behind.
G.	Limited parental support with reading and homework across the school. This slows reading and writing progress.
H.	Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning.

4. DESIRED OUTCOMES:		
	Desired Outcomes and how they will be measured:	Success criteria:
A.	Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.	Improved GLD score for pupils exiting EYFS in July 2019 Improved CLL scores for pupils eligible for PP in July 2019.
B.	Higher rates of in year progress, especially in KS2 for pupils eligible for PP	In year average progress rates are 3+ steps for pupils eligible for PP in every year group and this group make at least as much progress as 'other' pupils.

		Progress over time rates are in line with the following: Y3: 3+, Y4: 6+, Y5: 9+, Y6: 12+ for pupils eligible for PP and this group makes at least as much progress as 'other' pupils. Moderated judgements across the MAT by termly MOD squads.
C.	Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.	Teaching profile, based on triangulated monitoring, improves to 100% consistently good or better.
D.	Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.	Low/ high attaining group in every year group make better in year progress (3 steps) with more making accelerated and meeting the expected standard.
E.	Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions	Improved Exit KS1 (Y2) outcomes for pupils eligible for PP in reading, writing and maths. Improved Year 4 (class of 2020) outcomes for pupils eligible for PP in reading, writing and maths. Improved Y5 and 6 (class of 2018/19) outcomes for pupils eligible for PP in reading, writing and maths at greater depth
F.	Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	2018/19 attendances for pupils eligible for PP was 94.6%. In 2018/19 academic year this will improve.
G.	Improved % of pupils reading at home, and in school to improve outcomes in reading.	Improved reading and writing exit data in all year groups for pupils eligible for PP.
H.	Improve pupil well-being and ensure they have all requirements to access learning at all times	Improved concentration in lessons Improved behaviour for learning evidenced through lesson observations. Self-regulation techniques being used well across the school

5. REVIEW OF EXPENDITURE

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improving the teaching of reading	C	Our reading results at KS2 were the highest we have ever had and above National. 90% of PP reached expected- again greater than National	To continue	Supply cost for release for staff
Improving the quality of the teaching of maths	C	Maths teaching is good and clear improvements can be seen. Results at KS2 were highest ever at Bexhill 90% of PP gaining the expected standard.	To focus more on reasoning as this is where children tended to drop marks	N/A

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Staff training on developing oracy for the all pupils in EYFS</p> <p>Appointment of Speech and Language lead</p>	<p>A. Improved oral language skills in EY</p> <p>B. Improved in-year progress for targeted pupils</p>	<p>Referrals to speech and language made for PP pupils.</p> <p>Detailed reports written to assist with EHCP/Peadiatrician referrals.</p> <p>Launchpad introduced and shared with pupils</p>	<p>Launchpad to literacy to run as an intervention throughout school</p> <p>Due to funding nurture grp to be initiated in KS1 as well as KS2.</p>	<p>£8000</p> <p>Teacher salary</p>
<p>1-1 feedback (TA)</p> <p>Small Group Tuition</p>	<p>B Use of feedback to ensure accelerated progress of targeted vulnerable pupils</p>	<p>Y6 reading results improved rapidly in KS2 due to 1-1 marking conferences (90% PP compared to 87 NPP)</p>	<p>This needs to be transferred as successfully into their writing. Writing was still a strength as this was 86% PP compared to writing 82% NPP.</p> <p>To continue in Y1 as EYFS data dipped slightly in all areas of literacy.</p>	<p>Teacher salary</p>
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Digital tech/feedback iPad 121 programme</p>	<p>D Accelerated rates of progress for low/high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<p>All PP data was higher than National</p> <p>Progress rates for all pupils were significantly better than average. In 2018 PP children made more progress than non PP (2.6 compared to 2.5 in reading and maths)</p>	<p>This will continue with KS1 pupils gaining 1-1 ipads also</p>	<p>£6864</p>

	<p>E. Good pupil attitudes demonstrated across KS2 during all observations. Learning to learn behaviours/improved levels of independence exhibited in all pupils.</p> <p>Improved environment during indoor sessions improves, as indicated in pupil and staff questionnaires.</p>	<p>Behaviour has improved significantly.</p> <p>0 exclusions</p>		
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C&F Officer Apprentice CPOMS software	<p>F. Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.</p> <p>G. Reduced lateness in identified children subject to attendance plans.</p> <p>Wider curriculum opportunities experienced by 95% of children.</p>	<p>Attendance is still below National</p> <p>This has improved for those on plans</p>	<p>To ensure C+F liaisons officer is dedicated time to spend focused on attendance.</p> <p>Lateness in general across school is still an issue. Action plans for all identified children.</p>	£16,000
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6. PLANNED EXPENDITURE					
Academic year	2018/19				
i) QUALITY OF TEACHING FOR ALL					
Desired Outcomes	Chosen action/ approach	Evidence for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p> <p>F: Attendance rates for pupils</p>	<ul style="list-style-type: none"> C+F liaison officer employed 0.5 Senior admin monitor attendance New data management system in place 	<ul style="list-style-type: none"> Impact of external attendance officer negligible so school to take on full attendance responsibility – HT and C+F liaison worker to take responsibility Weekly targets for pupils Attendance certificates sent out to parents half termly for pupils below 98% Attendance awards for pupils with attendance above 98% termly 	<ul style="list-style-type: none"> CPD on effective attendance management SI Partner recommended actions % child and family workers working week focused on attendance in 2018/19 HT to monitor attendance and impact of any actions 	HT, Child and family liaison officer	Sept 18

<p>eligible for PP improve resulting in academic outcomes improving.</p>	<ul style="list-style-type: none"> • CPD • Nurture provision 0.5 in both key stages • Breakfast club (free) 	<ul style="list-style-type: none"> • Nurture provision in place for vulnerable pupils with emotional/behavioural issues who need to close the gap in attainment <p>Finance Implication 2X full time nurture staff (£67,000) Family liazon office (.5) (£16,000)</p>	<p>taken half termly – linked to HR perf management</p> <ul style="list-style-type: none"> • Pupil questionnaires 		<p>Sept 18</p> <p>Jan 19</p>
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Rational:-

This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.

<https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.

The Education Endowment Foundation has researched the positive benefits of Art Participation - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>

Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>

<p>D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p> <p>E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions</p>	<ul style="list-style-type: none"> • SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SEN • Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions. – precision teaching • SEN support SLA from the LA 	<ul style="list-style-type: none"> • Further assessment of pupils needs from emotional attachment team, Ed psych, nurture assessments and counselling service to identify barriers and ways to overcome these • Ongoing C+F support for hard to reach families and pupils • Ongoing CPD for all staff. • MAT CPD and links to teaching school • New performance management in place reviewed termly to increase T+L to 100% good or better consistently <p>(Finance Implication £3000)</p>	<ul style="list-style-type: none"> • Regular SEN reviews • Termly evaluation of provision in Nurture and counselling • Recommendations from staff and parents re who is high priority for support • Graded response in place from SENCo's to inform decision making • Termly designated SM time to evaluate provision 	<p>SENCO</p>	<p>July 18</p> <p>Sept 18</p> <p>Oct 18</p> <p>Termly targets set</p>
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Rationale: -

<http://onlinelibrary.wiley.com/doi/10.1002/bin.1418/abstract> Research shows that Precision Teaching demonstrates an impact on reading fluency.

In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment
<https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>

B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP
 C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better.
 D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.

- Whole school on-going CPD
- EEF handwriting project with Y2 and targeted Y5 pupils
- Teaching school advocacy programme with EEF for literacy lead with reading focus – accelerated reader
- Maths lead engaged with maths hub eyfs mastery project – times table rock stars
- Targets set with all staff for end of year desired outcomes with intervention planned (for expected and greater depth)
- Y6 1-1 reading intervention (Lexia)

- Evidence form active research from projects and online on the EEF toolkit
- CPD and monitoring timetable in place for the year
- See data and target sheets attached

(Finance Implication)
Handwriting pilot £600
EEF X3 members of staff £2000
Primary Rockstars £480
Accelerated Readers License – Y6 1-1 Lexia £1800

- Ongoing CPD throughout the year for projects engaged with
- Yearly MAT assessment cycle in place with termly pupil progress meetings
- MAT moderation taking place half termly
- SEN reviews planned termly with all staff
- SEN graduated response in place
- Progress of time table rock stars termly
- Termly assembly

HT
 SLT

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Rationale:-
Benefits are outlined here; <https://trockstars.com/page/features>

<p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2. G: Improved % of pupils reading at home, and in school to improve outcomes</p>	<ul style="list-style-type: none"> • Whole school on-going CPD – reading linked to EEF project 	<ul style="list-style-type: none"> • Early identification of need • Early implementation of intervention across the school • Embed tracking for AR across school and reading ages shared with parents with guides to what they can do at home • CPD from Kirsty Page for all staff and EYFS team on use of Launchpad to plan intervention lessons and to help identify gaps in skills • See target data sheet attached <p>(Finance Implication) Kirsty Page £8000 Reading Scheme £1400</p>	<ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • SEN reviews planned termly with all staff • SEN graduated response in place • School monitoring calendar with regular book scrutiny and book sharing 	DHT	Sept 18
	<ul style="list-style-type: none"> • Reading resources- new scheme KS1 and phonics scheme • Accelerated reader books • Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage 			Oct 18	

Rationale: -
The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.
<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/> Research shows that on average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/> Research has shown that peer tutoring approaches appear to have a positive impact on learning, with an average positive effect of approximately five additional months’ progress

The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf

<p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<ul style="list-style-type: none"> • Whole school on-going CPD – Maths mastery • Staff training on high quality feedback. 	<ul style="list-style-type: none"> • Maths lead and EYFS to engage with maths mastery project with great north maths hub • Continue to embed Maths mastery across the school with regular training and support for staff to ensure fully implemented. • Extra TA's to support AFL and interventions • Targeted support needed for Y6/Y1 - three small classes <p><i>(Finance Implication £37,000X2 LC/PP)</i></p>	<ul style="list-style-type: none"> • Ongoing CPD throughout the year for projects engaged with • Yearly MAT assessment cycle in place with termly pupil progress meetings • MAT moderation taking place half termly • School monitoring calendar with regular book scrutiny and book sharing 	<p>Maths lead</p>	
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Rationale:-
Reducing class size is demonstrated by the EEF to show increased progress at <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/>

ii) TARGETED SUPPORT					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. C: Triangulated monitoring demonstrates that more teaching is judged as consistently good or better. G: Improved % of pupils reading at home, and in school to improve outcomes</p>	<ul style="list-style-type: none"> • ECAT, Launchpad to literacy training for EYFS staff. • EYFS tool kit used for 1/1 intervention to plug gaps 	<ul style="list-style-type: none"> • EEF guidance demonstrates that an increase emphasis on speaking and listening skills will have an impact on literacy outcomes for all pupils – and those from disadvantages backgrounds • Staff CPD ongoing with WISE FS executive leader <p>Finance Implication £15,000</p>	<ul style="list-style-type: none"> • INSET days to deliver training • WISE FS executive leader supports staff through ongoing coaching and mentoring 	<p>WISE FS executive leader Kirsty Page</p>	<p>Ongoing reviews and visit forms completed identifying next steps</p>
<p>Rationale:-</p> <p>In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>					
<p>B: Higher rates of in year progress, especially in KS2 for pupils eligible for PP D: Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<ul style="list-style-type: none"> • Smaller class sizes in target year group(Y6) • Additional support (TA's in all year groups) for immediate, same day intervention 	<ul style="list-style-type: none"> • Past years evidence of accelerated progress through this method • Coaching and mentoring provided from DHT to other Year 6 teacher to support T+L • Non teaching deputy to focus on improving teaching and learning to ensure pupils make rapid progress <p>(Finance Implication £51,000)</p>	<ul style="list-style-type: none"> • Close monitoring of VA progress scores- with particular focus on low/ high prior attainment so that VA progress scores improve • Assessment policy in place to compare data with all WISE schools and adjust provision in light of this assessment 	<p>Cost of additional teachers in Y6 in September 2018/19 TA costs</p>	<p>Regular assessments and monitoring of progress</p>
<p>Rationale</p> <p>Reducing class size is demonstrated by the EEF to show increased progress at https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p>					

iii) OTHER APPROACHES					
Desired Outcomes	Chosen action/ approach	Evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E: Number of behaviour incidents reduce during lesson time, and at playtime/ lunchtime – reducing the number of exclusions	<ul style="list-style-type: none"> Pupil workshops to enrich curriculum/ subjects areas (enrichment time) Pupil trips and residential visits Nurture provision 	<ul style="list-style-type: none"> Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes (EEF 2013) <p><i>(Finance Implication £4000)</i></p>	<ul style="list-style-type: none"> Further questionnaires and re-audit of provision Reduction in incidents on lunchtime Children ready to learn straight after break times. Skills based curriculum overview for all staff/pupils in place incorporating key skills across the curriculum and within the wider enrichment opportunities 	HT	<p>Mar 19</p> <p>Jan 19</p> <p>Sept 18</p>
<p>Rationale:- Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress). https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Outdoor Adventure Learning - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. http://www.bbc.co.uk/news/health-28703013</p>					

<p>H: Improve pupil well-being and ensure they have all requirements to access learning at all times</p>	<ul style="list-style-type: none"> • Daily breakfast club offered and managed by TA's • Well-being/attachment aware programme to share expertise across local schools 	<ul style="list-style-type: none"> • Case study evidence demonstrates the impact the attachment aware/emotional support on pupils • Continued use of self-regulation areas and resources to support pupils • EEF research into breakfast clubs supporting outcomes for pupils <p>(Finance Implication £1000)</p>	<ul style="list-style-type: none"> • New group of local schools established to take forward attachment aware focus and develop a regional hub of expertise 	<p>North area heads SENCO (RW)</p>	<p>Jan 19</p>
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Rationale:-

Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of disadvantaged pupils, particularly in Year 7, that this will also be beneficial at secondary: <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav>

Total spends £249,280