# Pupil premium strategy statement Bexhill Academy

## School overview

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| **Metric** | **Data** |
|  School name | Bexhill Primary School |
| Pupils in school | 359 |
| Proportion of disadvantaged pupils | 42% |
| Pupil premium allocation this academic year | £ 195,025 |
| Academic year or years covered by statement | September 2020 - 2023 |
| Publish date | 1st October 2020Updated statement published 1st October 2021 |
| Review date | July 2021July 2022July 2023 |
| Statement authorised by | Ruth Walton |
| Pupil premium lead | Ruth Walton |
| Governor lead | David Pearson |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | -1.79 |
| Writing | 0.57 |
| Maths | 0.15 |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 70% |
| Achieving high standard at KS2 | 8% |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| From low starting points (baseline) achieve upward trend exit EYFS results moving closer to and achieving national averages. | Achieve end of year targets as outlined Quality of teaching and interventions are judged to be consistently good and better across the school.Results to be in line with National Average |
| Achieve upward trend Y1/Y2 Phonics results moving closer to and achieving national averages. | 95% of pupils to pass their PCS in Y2Children in Year 1 to meet national average for PCSChildren in Y3 who didn’t meet it in Y2 to continue phonics programme until they meet the standard. |
| Achieve national average exit KS1 results. | Results to be in line with National AverageTermly progress for all groups |
| Achieve upward trend exit KS2 results moving closer to and achieving national averages. | Results to be in line with National AverageTermly progress for all groups |
| Achieve closer to national attendance and PA  figures | Attendance to be higher than 96% on a weekly basis |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Achieve national average progress scores in KS2 Reading  | Sept 21 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing  | Sept 21 |
| Progress in Mathematics | Achieve average KS2 Mathematics progress score  | Sept 21 |
| Phonics | Achieve national average expected standard in PSC | Sept 21 |
| Other | Improve attendance of disadvantaged pupils to LA average (98.5%) | Sept 21 |

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| **Measure** | **Activity** |
| Priority 1 | Support year groups with a teaching and learning mentor who takes responsibility for:* Supporting with planning and teaching ensuring that it is pitched according to summative assessment
* Effective provision mapping of adult intervention being matched to meet the needs of targeted support.

 ensure TA support is available in all year groups. From this ensuring adults are trained and that impact is measured frequently so that effective changes can me made to move learning forward.Cost - £71,000 |
| Priority 2 | Daily reading comprehension lessons including fluid interventions/ targeted pre teaching to accelerate progress of pupils in reading.Tier 2/3 readers to be read with 3 times a week£17,000 |
| Barriers to learning these priorities address | SEND children with complex needs taking priority with adultsDue to covid and low starting points – many children need extra support |
| Projected spending  | £88.000 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Launchpad for Literacy to be used as a key driver across EYFS, KS1, Y3 and Y4 to help improve speaking and listening resulting in improved phonics and reading outcomes in Y1, Y2, Y3, Y4 |
| Priority 2 | *Reduced class size in Y6 to accelerate progress to get pupils secondary ready* |
| Barriers to learning these priorities address | Attendance for those pupils who need targeted supportComplex learning needs for pupils |
| Projected spending | £54,000 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Parental engagement with a focus on attendance, parent workshops, mental health/ fitness and welfare support |
| Priority 2 | Nurture provision established to support and tackle pupils with behaviour, mental health and emotional well those with SEN, including family liason officer |
| Barriers to learning these priorities address | Parents lack of support with attendanceCovid related absencesChildren’s mental health needs and self esteem |
| Projected spending | £51,000 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Effective use of CPD, twilights and inset day. |
| Targeted support | To ensure oracy is evident in school :CPD, timetable, celebrating subjects, walkthroughs  | Regular monitoring and feedback |
| Wider strategies | Engaging families where children have persistent absenteeism | Support from authorityParent voice |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Improve Communication and Language skills (Prime Area) and Improve RW (Specific Area) skills in EYFS for pupils eligible for PP | This is more of an issue than before due to covid. New framework in EYFS has been released, so this is now a major focus. |
| Higher rates of attainment in KS1 and KS2 in maths, reading and writing for PP children | This is more of an issue than before due to covid and is this years aim again. |
| Pupils targeted to be working at GDS across the school attain the Higher Standard in RW or M so that percentage of pupils working GDS in RWMC increases | This is more of an issue than before due to covid and is this years aim again. |
| Improved levels of attainment and progress in SPAG | This is more of an issue than before due to covid and is this years aim again. |
| To support PP pupils in completion of home learning to support learning in the classroom | Achieved. Use of chrome books at home has helped this enormously as has the purchase of Myon |
| To support with Reading and Phonics in KS1/nurture groups To impact on outcomes in reading and phonics | This took place, but standards are still low due to covid and poor starting points. This is a major focus in our school development plan this year. |
| To support with Reading and maths in Y5 | Y5 were taught by Y6 staff and did have a lot of intervention. This has helped enormously with their starting points |
| To provide a safe, secure environment before school, where children can have a decent breakfast with their friends | Achieved and will continue |
| Increased engagement by vulnerable families leading to improved performance of PP pupils. Vulnerable parents/ pupils supported in school | Still ongoing |
| Improved opportunity and attendance at After School Clubs of PPG pupils | No clubs took place due to covid, but are up and running this year. Price has been supplemented by school budget. |