

# Pupil premium strategy statement

## For 2019 – 2020 including final reviews

### School overview

Metric	Data
School name	Barwell C of E Academy
Pupils in school	264
Proportion of disadvantaged pupils	64 (25%)
Pupil premium allocation this academic year	£65,000
Academic year or years covered by statement	2019 to 2020
Publish date	November 2019
Mid-year review conducted (Which was final review due to Covid closure)	March 2020
<del>Final Review Due</del>	<del>September 2020</del>
Statement authorised by	V. Newman
Pupil premium lead	L. Stewart
Governor lead	M. Spence

### Disadvantaged pupil progress scores for last academic year (2018 – 2019)

Measure	Disadvantaged School Score	Disadvantaged National Score	Non Disadvantaged School Score	Non Disadvantaged National Score
Reading	+1.53	-0.62	+0.57	+0.32
Writing	+3.34	-0.50	+1.86	+0.27
Maths	+0.82	-0.71	+0.11	+0.37

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	37.5% (National 51.3% / 13.8% gap)
Achieving high standard at KS2	0%
Measure	Activity
Priority 1	To improve mental wellbeing and resilience of pupils as evidenced through the well-being survey.
Priority 2	To narrow the gaps in learning through quality first teaching and carefully targeted interventions.

Barriers to learning these priorities address	Social, emotional and mental health currently impacts on learning so by improving this our children will be fit to learn in the classroom. Gaps in knowledge and understanding is impeding the progress our children make.	
Projected spending	Planned spend 2X Play Ninja 5hrs x 2 School uniform £1000 Residential/Trips £1500 Swimming £500 Additional Sport £1000 Additional Music £1000 SHLTA 30% <b>Total £17,000</b>	Actual Spend – Feb 2020 Spent £500 <del>£3000</del> £350 £300 £100 Spent <b>Total spend so far  £16,250</b>

### Teaching priorities for current academic year (2019/2020)

Aim	Target	Target date
Progress in Reading	Reduce gap in reading by 5% for Y4 (gap is 29%) and Y6 (gap is 11%)	Sept 2021
Progress in Writing	High score in SPaG for boys across the school	Sept 2021
Progress in Mathematics	Reduce gap in maths in Y6 by 5% (Current is 20% gap/SS gap 7 points)	Sept 2021

### Targeted academic support for current academic year

Measure	Activity	
Priority 1	Work with local High School to purchase direct instruction materials and introduce and embed this as a targeted intervention in maths	
Priority 2	Work with local High School to purchase direct instruction materials and introduce and embed this as a targeted intervention in reading	
Barriers to learning these priorities address	Gaps in learning will be identified and sessions will be delivered to reduce/ eradicate these which will enable pupils to catch up in their learning	
Projected spending	Planned spend £3000 resources HLTA time (40%) <b>Total £17,500</b>	Actual Spend – Feb 2020 £1,900 Spent <b>Total spend so far £16,400</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Further development of reading breakfast club to provide opportunities to read with an adult each day and foster a love of reading.
Priority 2	Continue to develop the whole child and ensure all social and emotional needs are met/addressed.
Barriers to learning these priorities address	Many of our disadvantaged children do not have role models at home for reading and do not read at home. Lack of encouragement and opportunities to read regularly at home is having an impact on

	<p>vocabulary understanding, attainment in reading and attainment across the wider curriculum too.</p> <p>Social and emotional well-being is of high priority. This along with life experiences is limiting understanding and attainment.</p>	
Projected spending	<p>Planned spend</p> <p>2x LSA 10% reading club</p> <p>20% general LSA</p> <p>FLW 50%</p> <p>ELSA 50%</p> <p>Reading Breakfast resources and food £2000</p> <p><b>Total £28,000</b></p>	<p>Actual Spend – Feb 2020</p> <p>Spent</p> <p>Spent</p> <p>Spent</p> <p>Spent</p> <p>£300</p> <p><b>Total spend so far £26,300</b></p>
	Total Projected spending <b>£65,000</b>	
	Total Actual spend Feb 2020 (including staffing spend committed for the year) <b>£58,950</b>	
	Actual left to spend by July 2020 <b>£6,050</b>	
Review of spending March 2020	On track to spend as projected. More has been spent on residential trips than initial budget but spending slightly less in other areas is balancing this out.	
Final Review of yearly spending July 2020	Total Actual by July 2020 <b>£58,950</b>	
	Actual left to carry forward Sept 2020 due to Covid closure <b>£6,050</b>	

## Monitoring and Implementation

Area	Challenge	Mitigating action	March 2020 Review Evidence (Final review due to Covid closure)
Teaching	Gaps in learning	<p>Ensuring quality first teaching with teaching strategies used being research driven.</p> <p>Swift identification of gaps to address with swift interventions delivered based on quality research</p>	<p>Looking at learning weekly outcomes</p> <p>'Teach Like a Champion' focus is driving change</p> <p>Gaps identified through quizzing/half termly tests</p> <p>Pre /Post teaches</p> <p>Pupil Progress meetings</p> <p>Disadvantaged lead progress tracking</p> <p>CoP children continue to be tracked and acted on</p>

Targeted support	<p>Direct Instruction is new to our school and staff must be confident in identifying intervention placements and delivery of programme</p>	<p>Quality research read and discussed</p> <p>Trial sessions to see impact of teaching style on our own pupils</p> <p>Meetings with school who have seen great impact of the use of DI</p> <p>Meetings with 'expert' from America to discuss training and resourcing needs</p> <p>Training time allocated for relevant staff</p> <p>Resources to support to be purchased</p> <p>Careful selection of students and placements and monitoring of impact</p>	<p>DI lead has fed back findings- Oct '19</p> <p>DI lead reports positive sessions/Looking at learning supports this</p> <p>Met with local high school – saw example lesson and discussed impact with DI lead – Nov '19</p> <p>Meeting with HT and DHT with American lead to discuss set up and implementation – Nov '19</p> <p>Time given in timetable for training of DI staff – use of online resources + support meetings had Nov '19</p> <p>Resources purchased-Dec '19</p> <p>Placement tests done and discussed with American lead – Nov '19 Group finalised</p> <p>Resources arrived Jan '20</p> <p>Sessions have begun Feb 2020 and are being monitored</p>
Wider strategies	<p>Children attending reading breakfast who 'do not like reading'</p> <p>Parental engagement</p>	<p>Personal invitations at parent's evening with follow up from FLW and Deputy Head</p> <p>Attendance carefully monitored and absences followed up</p> <p>Relationships fostered between FLW/ELSA/Deputy and families</p> <p>Opportunities to provide additional life experiences in school where possible</p> <p>Opportunities to complete Wellbeing and homework challenges in school time</p>	<p>24 children were invited</p> <p>18 are attending regularly</p> <p>Tracking of intervention shows good impact on wellbeing (through wellbeing survey outcomes) and progress (through accelerated reader quizzes)</p> <p>Relationships continue to grow</p> <p>Direct access to Jodie has improved communication (phone systems)</p> <p>Regular feedback to parents from ELSA</p> <p>Planning meeting taken place for life experiences clubs</p> <p>Life experience opportunities in school have been identified. Planning continues</p> <p>Some systems are in place for homework to be completed in school</p> <p>Opportunities for completion of Wellbeing challenges in school is developing</p>