

Pupil Premium Strategy 2020-21

Introduction

For the financial year 2020-21 Biggleswade Academy has been allocated £140,250 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. 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.

This document outlines our specific strategies towards Pupil Premium pupils, with each specific element containing the typical barriers for this area; our rationale for improving it; and what we will do in the year 2020-21 as a result. This document also recognises that in the current climate there may be a variety of factors that mean children and parents need extra support - therefore we sometimes use the term 'disadvantaged pupils' to indicate this, as we believe that all children need the best support they can be given.

The Impact of Covid-19 on disadvantaged pupils

Any document produced in 2020-21 cannot ignore the impact that Covid-19 has had on schools. Although schools were never fully closed in the period of March to August 2020, not all disadvantaged children were in school, and even for those that were, the provision might not have been the same as it was before the pandemic started. Therefore, a number of the strategies that we had outlined in the 2019-20 Pupil Premium strategy document remain similar. Equally, any funds that were not spent in the Year 2019-20, have been added into the 2020-21 year.

Attendance

Barriers to Learning:

- Numerous studies have shown a link between poor attendance and poor educational outcomes; this is more pronounced amongst disadvantaged children.
- In previous years, we have matched the Department for Education's (DfE's) target of 96% for all schools nationally. However, as the impact of Covid-19 continues to be felt, it remains very important to monitor attendance, particularly that of disadvantaged children.

Rationale:

- We want to raise attendance for disadvantaged 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 (Attendance Officer).
- 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 dedicated 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 continue to develop the quality of teaching and learning within our Academy so that all pupils, but particularly disadvantaged children, achieve at least within Age Related Expectations (ARE) or above.

What we will do:

- Provide targeted staff training on supporting children with different needs in their class, including Pupil Premium children, sharing strategies and methods that work best.
- Continue to develop the newly created role of Lead Practitioner. For September 2020, 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 with the responsibility of developing learning and teaching 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, will provide additional support to the Teaching and Learning of disadvantaged children.
- Two senior leaders in the Academy will take part in a programme of training funded by the Local Authority in order to further learn best practice for supporting disadvantaged pupils - the actions and findings of this will then form a key part of our Pupil Premium strategy for the rest of the year and for 2021-22.

Raising standards in Core Subjects

Barriers to Learning:

- A key point of the new Ofsted Framework (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 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.
- This year there is an increased need to understand the ability of our pupils - their starting points following time away from school during lockdown and in particular, those pupils in Year 3 and Year 7 who did not complete the SATs assessments.

Rationale:

- We want Pupil Premium children to achieve at least ARE in relation to Non Pupil Premium children.

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 1, Year 5 and Year 6).

- In Key Stage Three, the additional use of 8 hours of Teachers' timetables to lead small group work, where appropriate, with disadvantaged children.
- Support outcomes in pupils' writing across the Academy through the in-house use of a trained Local Authority moderator.

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.
- Parental workshops in core subjects and Phonics - to be announced.

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:

- Disadvantaged 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. This is continuing to be embedded in 2020-21, with further training given to staff in November 2020.
- 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.
- Where appropriate, Pupil Premium children will have support from Behavioural and Pastoral Support Workers (BAPSW) with a focus on supporting behaviour for learning in and outside of the classroom.