

Bradford Academy Primary PPG report 2020-2021

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	June 2020 (internal) Sept 2017 (external)	Date of next pupil premium review:	June 2021 (internal)
Total number of pupils:	418 (R-6)	Total pupil premium budget:	
Number of pupils eligible for pupil premium:	162	Amount of pupil premium received per child:	

STRATEGY STATEMENT

The key objective when spending the Pupil Premium grant is to narrow the gap between pupil groups. As a school we continue to have a particular focus on accelerated progress to diminish the difference between our Pupil Premium learners and learners nationally. This is not just about core lessons but about developing the whole child into an aspirant, healthy person who seizes opportunity and shows empathy to others. Social mobility in Bradford is amongst the lowest in the UK, children born into poverty in Bradford are much more likely to stay in poverty compared to their peers in neighbouring cities and across the UK.

A significant amount of funding has been allocated to the school. We are determined that this will have maximum impact. We analyse internal and external data as well as using qualitative data gathered from within school to ensure that the money is best spent to meet the needs of these learners.

We use research from FFT, Sutton Trust as well as reading up to date literature.

In order to achieve our aims it is important to ensure that we work with families and stakeholders. We run regular activities for families and are aiming to target more carefully families of children where there are specific concerns.

We also aim to engage children in learning through the wider curriculum, ensuring that children see role models from similar backgrounds to their own. Our curriculum now links to a career every term to ensure that children's aspirations and understanding of the workplace is raised and that children value their place in society.

During these challenging times engagement with our most vulnerable families, particularly in times of lockdown has been a real strength of the school. Ensuring children have everything they need before they are able to learn as well as to facilitate their learners became and will continue to be a large part of the schools PPG spending. Bradford Children's Services is rated inadequate by Ofsted this leads to additional strain on the school

Our key aims for PPG for this year are:

Ensure that children with PPG attend school (in line with government COVID-19 guidance) through robust attendance monitoring and building relationships with parents to encourage school attendance.

When children are not able to be in school ensure they have the prerequisites and support required to learn at home.

Barriers to learning



BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	COVID 19- inadequacies in technology in the home leading, poor engagement with learning outside of school, low levels of literacy and numeracy in the community. EEF Says: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Bradford and community very high infection rates- growing again September 2020.
B	Children enter school with significantly lower than average abilities in reading, writing and number. Children in EYFS make good and often outstanding progress but this is not always enough to diminish the difference
C	Historic data shows progress to be good but not enough to bridge the gap to national average. Commitment of school staff and leaders to diminish the difference to national
ADDITIONAL BARRIERS	
External barriers	
D	Attendance- PPG attendance already below average and below rest of school. New approaches needed to minimize home visits.

E	School is in highest quintile for deprivation. Children come from homes experiencing multiple vulnerabilities. Inadequate social care judgement for Bradford. This has negatively impacted on services accessible for our families meaning that school has taken many roles 'in house'
F	School has low proportion of girls (44%).

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Ensure that where attendance is possible and safe children attend school	CPOMs records show robust attendance-improving picture for families
B	Continue to support mental health of learners and parents	Analysis of CPOMs logs shows reduced behavioral problems in children who have received MH support.
C	Accelerated in year progress for children eligible for PPG	In year progress good or outstanding

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>To target and improve children's early reading through an outstanding and consistent approach to phonics and a whole school approach to reading.</p>	<p>Children have the skills necessitated to leave us lifelong readers. All phonics and reading data increases and children eligible for PPG diminish the difference to their peers.</p>	<p>A focus from the previous year- due to school closures this remains a focus. Previously school has had falling phonics scores, low reading ELG. Reading below writing at the end of KS2. Schools ambition that every child leaves reading for pleasure.</p>	<p>Targeted work with the reading hub. Whole school progression. Focus of H.Jowett's NPQSL</p>	<p>Holly Jowett</p>	<p>Weekly/</p>
<p>Maintaining high levels of support staff across school</p>	<p>To support vulnerable learners academically and socially and emotionally. To increase the nurture offer in classrooms. To ensure children receive timely intervention as required.</p>	<p>Despite budget constraints Bradford Academy have continued to hire at least one member of support staff per class room (additional staff funded through SEN/EHCP). This means that children have additional adults to reach out to/work with. Targeted intervention and pre and post teach mean that learner's academic progress is accelerated. Support staff are paid to attend staff meetings and stay late to create resources/ meet with the class teachers about the learners they work with.</p>	<p>Through appraisal, pupil progress meetings.</p>	<p>Mel Saville/Tim Astin</p>	<p>Assessment and appraisal aligned.</p>
<p>Total budgeted cost:</p>					<p>100.000</p>
<p>Targeted support</p>					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Counsellor	Improved behaviour, mental health and welfare for learners	History of successful outcomes for children who use the counselling service. All teachers of children who saw the counsellor reported improved behaviour and self-esteem. This leads to quality learning outcomes	SLT link with counsellor reviewing need and places. Staff feedback as to impact.	Jen Jakes	Use reviewed as places become available
Attendance and Child Protection workers	Capacity in the role is now doubled. To work with SLT and other staff members to develop strong links with families to ensure learners are safe and attend school where safe to do so.	Attendance and child protection linked. All year round support for CP required. Learners eligible for PPG benefit most from this service being available. Focus on supporting families during COVID-19 pandemic. Referrals to social care where attendance linked with other concerns for the family. Support given throughout bubble closures/ lockdowns Identification and support for families requiring childcare if schools offer in the future.	Through monitoring CPOMs and other logs. Case studies Children at different stages of CP identified.	Jen Jakes	Ongoing

To provide nurture support for learners and parents.	To provide targeted and time limited support for vulnerable learners with a focus on those eligible for PPG. To work closely with families, particularly in year groups where deprivation and SEN is higher than across school.	Children and parents come to school with multiple vulnerabilities. Non-judgmental space given to explore approaches. This has been particularly targeted for Years 6 and 1 where PPG and multiple vulnerabilities are significant. Last year 74% of learners who accessed nurture were eligible for PPG.	Monitoring of who uses the nurture room. Case studies. Behaviour logs	Jen Jakes	Termly
				Total budgeted cost:	£110,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide additional experiences to enhance the broad and balanced curriculum	Children's aspirations and understanding of the wider world are improved. This will impact their ability to infer information	Children from low income families often have not had the same experiences as their peers in the wider world. Giving them new experiences remains part of the schools strategy for building aspirations.	Evaluations of event days/ trips. Cultural capital benefit analysed.	Neil Johnston	Termly

PE teaching as part of a quality PPA offer	Children's wider physical health needs and wider curriculum aspirations are met	Children experience wide ranging and quality physical education program designed to develop fitness and skills. Quality teaching from specialists allow children with talent in this area to flourish	Lesson observations.	Mel Saville	Termly
Uniform- to support the cost of uniform through a 25 pp grant for children eligible for FSM	Children fit in and have adequate clothing	Children who do not have uniform struggle to feel a part of the school community.	Office contacting parents who do not claim	Philippa Darbandi	Annual
Total budgeted cost:					34,000

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost

<p>To improve children’s STEM opportunities through all through working particularly in science</p>	<p>A strategic focus on developing STEM opportunities for disadvantaged children in order to improve their life experiences and their engagement in the wider curriculum</p>	<p>Exceptional opportunities for children including trips, clubs, quality teaching, immersion days, outreach sessions, STEM ambassadors, forest schools, SRE, Science leader working on NPQSL and achieved primary science mark, secondary science teaching science to most able learners</p>	<ul style="list-style-type: none"> • Continue to develop formative and summative assessment strategies to ensure children make good or better progress in science. 	<p>5000</p>
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<p>Additional support resource in Year 1 to help accelerate progress for KS1 children</p>	<p>Accelerated progress for Year 1 learners.</p>	<p>effective EYFS - KS1 transition.</p> <ul style="list-style-type: none"> - increase from 52% GLD to estimated 68% pass at PSC (increase in writing and maths too but AREX grids for Courtney's class have been changed on one drive so just waiting to get copies of her original Spring 2020 ones and I can get you predicted data for these subject areas) - increased amount of interventions - 1-1 phonics, pre and post teaching for maths and social skills led to accelerated progress within lessons. - increased engagement and progress of children with EHCPs - purposeful learning through play (at most times an adult was able to lead learning with children in provision areas) - led to increase in progress within lessons. - all children able to work in a small group with an adult during core lessons - increase in targeted support, effective AFL and verbal feedback 	<p>Role based on data which changes across the year using multiple vulnerability data</p>	<p>15000</p>
<p>© The Key Support Services Ltd thekeysupport.com/terms</p> <p>Page 9</p>		<ul style="list-style-type: none"> - improvements in behaviour for learning throughout the year (could be seen in 3rs records) which led to increased 		

<p>To target and improve children's early reading through an outstanding and consistent approach to phonics and a whole school approach to reading.</p>	<p>Children have the skills necessitated to leave us lifelong readers.</p> <p>All phonics and reading data increases and children eligible for PPG diminish the difference to their peers.</p>	<p>All staff trained in RWI phonics</p> <ul style="list-style-type: none"> -All phonics and early reading teaching good or better -Fully embedded programme which is used consistently throughout school -phonics learning links directly to guided reading so children are applying what they have learnt and developing into fluent readers before they leave KS1 -all home reading books are phonetically decodable -high quality resources used correctly throughout school -opportunities for love of reading embedded within the RWI phonics and reading teaching sequence 	<ul style="list-style-type: none"> - need to be more flexible with use of adults across both year 1 classes - no 'assigned' 1-1s. - the more adults in a room the more difficult it is for a teacher to manage them effectively - It was better when managed as a collective year 1 team overseen by KS1 lead. • 	
<p>Booster and interventions- Y6 staff</p>	<p>To target PPG children to raise their progress and attainment to be in line with national non disadvantaged learners in Reading, Writing and Maths</p>	<p>All learners made strong in year progress with predicted SATs pass rates increasing across the board.</p>	<p>Begin boosters early to target a wider range of children</p>	<p>£15,000</p>
<p>Maintaining high levels of support staff across school</p>	<p>To support vulnerable learners academically and socially and emotionally. To increase the nurture offer in classrooms. To ensure children receive timely intervention as required.</p>	<p>Provision maps show wide ranging, targeted and regular interventions.</p> <p>Initial training took place for support staff to deliver nurture- halted by COVID 19</p>	<p>Further develop TA's ability to deliver nurture style activities</p>	<p>£100,000+</p>

Targeted support

as required

Action	Intended outcome	Impact	Lessons learned	Cost
Counsellor	Improved behaviour, mental health and welfare for learners	All staff who had learners attend counselling sessions noted an improvement in behaviour and children's over all wellbeing in the classroom. Parent feedback positive once counselling had been agreed to.	Difficulty getting some parents to engage with allowing child to visit counsellor. Consider using some time for q&a/ meet and greet sessions.	£11,520
Attendance bus	To improve attendance for 16 particularly low attenders/ where there are CP concerns. To develop face to face dialogue with parents in a different way. To ensure that the home that children are returning to is safe and that there is someone there to look after them.	Attendance bus always full with 14/16 children achieving 96%+ attendance. Bus consistently oversubscribed	Termly reviews of bus use based on changing circumstances of families. Consider limiting the length of time children spend on the bus – a short term program as some parents are over reliant. All bus users to be reviewed September 2020 in line with Covid restrictions	£10,000
Attendance and Child Protection worker	To work with SLT and other staff members to develop strong links with families to ensure learners are safe and attend school. To provide opportunities for parents to make contact with school beyond normal school hours.	Additional capacity added by additional staff member focused on attendance and parental involvement Home visits completed throughout lock down. Support offered, food deliveries undertaken, referrals to CSC made, fortnightly phone calls to families undertaken with follow up visits if no answer. Toys and games taken to children.	More regular reviews of these ever changing roles during COVID-19.	£35,000

To provide nurture support for learners and parents.	To provide targeted and time limited support for vulnerable learners with a focus on those eligible for PPG. To work closely with families, particularly in year groups where deprivation and SEN is higher than across school.	A wider range of nurture activities have been offered. One staff member focusing on families, individual support and more severe issues e.g: eating disorders, grief etc Other on forest schools, sensory circuits, physical activity, boxing, healthy lifestyles.	Further work needed to manage referral load to nurture team-creating more nurturing classrooms	£40,000
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost

<p>To provide a wide selection of experiences school visits (daily and residential) to enhance the broad and balanced curriculum</p>	<p>Children’s aspirations and understanding of the wider world are improved. This will impact their ability to infer information</p>	<p>Prior to school closures and a national lockdown there were 21 different educational visits across 6 year groups involving multiple curriculum disciplines. e.g. visits to holy places, being a roman soldier for a day in a roman army camp, astronauts at the national space centre. Visits are selected on the value of the experience the children will receive, visits have an immersive experience that offer a wider knowledge acquisition than just a specified subject area, all visits are organised with pre and post visit work to allow the children understand and make links to wider learning, for example the year 5/6 residential enables the children to learn how to paddle, navigate, climbing techniques but also to care for and value their environment, develop the resilience to succeed, the skills needed to work with others. Children attending Eureka were able to investigate being customers and employees of a</p>	<p>Due to COVID 19 restrictions investigate ways to support children’s exploration of the world</p>	<p>5000</p>
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To use local youth projects	E:merge youth project worker to work as part of the nurture team, to then to sign post young people and their parents to local clubs and initiatives which may be beneficial to them	Youth worker developed good links with out of school initiatives such as the Lodge.	Due to COVID 19 school have decided to postpone external visitors coming in.	8,000
To provide a wide variety of afterschool clubs at no charge to any learner	Children improve their engagement with school through clubs and extra-curricular activities. Children are given an opportunity to experience clubs which may have a charge should they take place externally.	Excellent uptake for clubs. Targeted clubs for children eligible for PPG or children with vulnerabilities identified. Clubs include dance, henna, multi sports	Investigate use of external providers once safe in light of COVID-19	£10,000
To encourage healthy eating	Fruit table is available at lunchtime to all children-encouraging children to make healthy choices and try something new	Themed weeks encouraged more children to try different foods. Excellent uptake from children – conversations with children with poor food choices in lunch boxes. Allowing them to try new things.	A wider variety of foods e.g pasta, potatoes etc to be explored so no children are hungry.	£10,000
To provide a free to all breakfast club	Breakfast club enables all learners to access a free breakfast. Staff costs allocated only as food delivered through magic breakfast.	Pre Covid-19 breakfast club accessed by up to 60 children a day. Uptake from working and non-working parents. Lots of large families (4+ children) sending their children.	Look at the breakfast club offer-payment system to limit numbers and extend hours a possibility	£10,000