**Pupil Premium Statement 2020-21**

**Pupil premium funding:** £88,769

**Proportion of academy population:** 26.4% of Year 1- Year 6

**Number of pupils eligible for PPG and/or FSM:** 51 pupils

At Westwood Academy, we aim to improve pupil attainment through excellent rates of pupil progress regardless of pupils’ barriers to learning.

**Westwood Academy and Harmony Trust values:**

***Believe***- empowering *all* pupils to have belief in what they can achieve and have aspirations for their future. We believe that *all* pupils are capable of achieving their goals, supported by quality teaching and provision.

***Achieve***- pupil achievement (progress) is the driver for raised attainment and we believe this approach supports *all* learners, including disadvantaged pupils.

***Succeed***- we believe that *all* pupils- particularly disadvantaged pupils- are capable of, and deserve to experience, success so that they have raised self-belief and raised aspirations about what they can achieve.

**Understanding barriers at Westwood Academy**

At Westwood Academy, we acknowledge and understand that challenging socio-economic circumstances can create additional barriers to learning for pupils. We also know that multiple factors of deprivation- including language deprivation- can create further barriers for pupils to overcome. However, we are clear that the impact of these barriers to learning can be reduced through excellent classroom teaching and additional support, where necessary.

We believe that high quality professional development can enable all teachers to provide excellent classroom teaching and that interventions, led by well-trained staff, can support pupils to overcome barriers to learning and succeed.

We believe in developing the whole child; equipping them with the key skills to succeed in education and in later life as well as creating well-rounded pupils whose schooling is enriched with first-hand cultural experiences that support personal development. Where pupils cannot access these opportunities at home, we aim to provide these opportunities through a rich, broad curriculum enhanced by first hand experiences.

Although funding is provided specifically for pupils eligible for the Pupil Premium Grant, excellent educational outcomes for these children are best achieved through providing excellent teaching throughout the academy. In this way, *all* vulnerable children are helped to achieve the best possible outcomes from their starting points.

In order to ensure that the Pupil Premium Grant funding has an impact, we must identify barriers to learning and select effective strategies to overcome these barriers.

**Barriers to learning for disadvantaged pupils at Westwood Academy**

* English as an additional language- the majority of pupils can only speak a few words of English on entry to Nursery and as inwardly mobile pupils.
* Parents’ ability and confidence to read and write in English- patterns of new to EYFS pupils’ parents show that fewer parents have been educated in the UK and have the language skills to support pupils’ learning at home.
* A language deficit- a gap in vocabulary and a lack of ability to manipulate language for effect.
* The impact of inward mobility on attainment compared to age related expectations.
* Lack of access to and experiences of written texts; including opportunities to share a text with an adult, for some pupils.
* Limited cultural and enrichment opportunities also has a limiting effect on the development of language and understanding.
* The impact of multiple factors of deprivation on pupils’ emotional well-being- this can impact on pupils’ behaviour for learning, self-esteem and self-belief.
* Poor attendance and increasing levels of pupil mobility reduces the impact of the high quality education on offer, as pupils do not spend as much time learning.

**Our strategies for reducing the impact of barriers to learning in 2020-21**

Our primary strategy for removing the impact of barriers to learning is through the provision of quality first teaching.

Our approaches to teaching and learning are developed using research and strategies from the Education Endowment Foundation and The Sutton Trust, as well as strategies that we have found to be effective when implemented previously.

Our strategies include:

* Quality CPD focussed on developing pupils’ communication and literacy skills.
* 1:1 and small group tuition to address pupils’ gaps in learning and to maximise disadvantaged pupils’ progress. This is also implemented to support pupils whose parents may be unable to support them at home.
* Developing EAL pedagogy and implementing strategies to support pupils to develop their spoken and written English skills.
* Additional staffing, particularly in the early stages of pupils’ education, to provide pre and post teaching, 1:1 reading, additional guided reading, personalised support and targeted intervention.
* Providing high quality teaching and learning of phonics so that pupils become fluent and are able to be taught comprehension skills.
* Reading comprehension strategies focussing on understanding of the text and the author’s use of vocabulary and grammatical devices.
* Providing opportunities to communicate verbally through reading aloud, regular drama opportunities, discussing a range of age-appropriate texts and extending pupils’ spoken vocabulary.
* Ensuring that all pupils have cultural enrichment opportunities through subsidised trips and experiences, music specialist teaching and tuition and visits to theatres.
* Engaging parents with workshops to empower them to support home learning.

**Pupil Premium Strategy 2020-21**

The academy priorities for 2020-21 are:

* To ensure all pupils return to school, aware of their well-being and developing positive attitudes and behaviours
* To ensure that the quality of education is good with a broad and ambitious curriculum offer
* To ensure that all pupils make accelerated progress

The estimated funding for the academic year 2020-21 is £88, 769 based on eligible pupils

The table below shows how we plan to use our funding to address our three priorities for disadvantaged pupils.

|  |  |
| --- | --- |
| * Part funding for Attendance and Pastoral support worker – vulnerable families | £10,000 |
| * Portion 2 x L3 Teaching Assistants to provide targeted support for underachieving pupils | £20,000 |
| * Rewards and incentives to improve attendance and punctuality | £769 |
| * Leadership and Management (portion DP – analysis and evaluation) | £6,000 |
| * Contribution to Specialist Provision for those pupils who are Newly Arrived and those with SEN | £8,000 |
| * Professional Development for all staff | £3,000 |
| * Subsidised Curriculum enhancement such as visits to the theatre, museums and outdoor education enabling all children to participate | £6,000 |
| * Fully funded Year 6 Residential to Robinwood (confidence and self-esteem) | £7,000 |
| * Subsidised visits and visitors so that all children have access to the curriculum | £8,000 |
| * Part share contribution to breakfast club staffing and Magic Breakfast contribution | £4,000 |
| * Contribution to Curriculum enrichment – Brass, Drama, Music | £10,000 |
| * Part contribution to improve Reading – book bags for all children, reading diaries and improved library facilities | £6,000 |
| Total | £88, 769 |

Action Plan 2020-21

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Action** | **Outcome** | **Who?** |
| Ensure staff awareness of disadvantaged pupils and their vulnerabilities. | * INSET session to develop staff awareness of pupil premium, FSM and impact in classroom * Staff to produce class profile and seating plans – identifying needs of pupils * SW/SC to lead on identifying issues and vulnerabilities of FSM in school * SW/SC to analyse patterns of FSM and attainment * Share information and findings with staff | Staff aware of children in their class their attainment and progress | SW - staff meeting |
| Assessment and  Tracking for FSM  pupils | * Assess and track the progress of pupils known to be eligible for FSM. PP Cohort Tracking Sheets * Use Class Profile and Cohort Profile sheets * Check whether FSM pupils also fall into other vulnerable groups for example: SEN, EAL * Ensure all teachers have high expectations for all pupils especially those known to be eligible for FSM * Continually review and monitor the consistency and rigour of assessment and tracking * Complete Pupil Premium report and ensure included on school website | Children identified clearly, attainment and progress monitored, trends identified | SW – pupil progress meetings  SC – data analysis  SW – Report annually |
| Monitor and  evaluate impact and  analyse data | * Rigorously analyse data of pupils known to be eligible for FSM – Pupil progress meetings with Principal * Use data to make decisions about provision * Data used so that Intervention based on identified need to help ensure FSM pupils make good progress * Ensure leaders and teachers and analyse and act on data analysis of FSM pupils | Data used to match intervention to need and monitor progress | SW/SC analysis of data  All staff |
| Provide the right  provision for all FSM  pupils | * Instil the need for all staff to address potential underperformance of FSM pupils. * Differentiate to match the needs of all learners. * Use research to make informed choices with regard to intervention and provision, supplemented by professional judgements. * Identify staff skills to provide additional provision for FSM pupils who are either underperforming or at risk of underperforming. * Identify extra-curricular provision and ensure FSM pupils attend. | All children expected to make good or better progress.  Staff deployed to match need. | SLT  SW – Staff Organisation |
| Ensure funding is allocated | * SW to produce proposed spend documentation. * SW and Trust Board to monitor spending. * SW/SC to develop further detailed evidence of impact of PP Funding. | Ensure accurate and effective use of spending | SW/SC |