



"A small school with a huge heart."

Pupil premium strategy statement

School overview

Detail	Data
School name	Buildwas Academy
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heidi White Acting Head of School
Pupil premium lead	Heidi White Acting Head of School
Governor / Trustee lead	Rev Debbie Loughran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil premium strategy plan

Statement of intent

As a school within the Mighty Oaks Academy Trust, Buildwas Academy upholds the ethos and values of our trust to ensure that all pupils receive the highest quality of education enabling them to make outstanding progress and achieve high attainment in all subjects so that they may become active, socially responsible citizens of the future. Buildwas Academy uses the Pupil Premium Grant funding to ensure that all our disadvantaged pupils, including those who are already high attainers, are supported to achieve this objective.

We will consider the barriers faced by vulnerable pupils, such as those with a social worker and young carers, ensuring the high expectations and ambitions we have can be realised by all through the strategy outlined in this plan, irrespective of disadvantage.

This strategy is a central aspect of our overall school response to educational recovery, alongside use of the Recovery Premium and the National Tutoring Programme to provide targeted support to pupils identified in need of catch-up, including non-disadvantaged pupils.

Our Ultimate Objectives are to:

- ❖ remove barriers to learning created by poverty, family circumstance and background
- ❖ narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- ❖ enable pupils to look after their social and emotional wellbeing and to develop resilience
- ❖ develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- ❖ ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ❖ provide access a wide range of opportunities to develop pupils' knowledge and understanding of the world

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. When making decisions about using Pupil Premium funding, we consider the common challenges faced and individual needs of our children. All teaching staff have been involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and

weaknesses across the school. Alongside these robust assessments and data analysis we use external evidence such as research conducted by the EEF to ensure the most effect and impactful approaches are used.

Our strategy will use the tiered approach recommended by the EEF to develop a balanced strategy that will enable all pupils to excel.

- ❖ High quality teaching: Ensuring an effective teacher is in front of every class and that every teacher is supported to ensure they provide outstanding quality first teaching. Alongside this provide all teachers with high quality CPD.
- ❖ Targeted academic support: Provide targeted intervention and support through teacher/ teaching assistant small group work and 1:1 tuition.
- ❖ Wider Strategies: Provide non-academic support to combat challenges such as attendance, behaviour and social emotional elements that may impact negatively on academic attainment.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and standardised assessments indicate that 92.8% of our disadvantaged children are working below age related expectations compared to 52.8% non-disadvantage pupils within Maths.
2	Internal assessments data and observations show that across KS1 and KS2, 50% of disadvantaged children have greater difficulty retaining and applying phonics and spelling rules/ patterns which impacts significantly on both their reading in KS1 and writing across school.
3	66.7% of disadvantage children are working towards age related expectations in reading compared to 37.7% of non-disadvantaged pupils. Teacher observation and assessment indicate that within KS1 this is due to challenges with phonics and in KS2, development of comprehension skills.
4	Evidence shows that there is some lack of parental engagement to promote positive attitudes towards learning including engagement with learning during periods of

	isolation, supporting reading, learning of phonics/spellings, timetables and homework.
5	Observations in classrooms and discussion with pupils show disadvantaged pupils have reduced enrichment experiences and data analysis shows they are less likely to participate in extra-curricular activities.
6	Observations indicate lack of resources and opportunities along with increased use of ICT during the COVID-19 pandemic have led to poorer fine motor control including handwriting for disadvantaged children within EYFS/ KS1 and into LKS2.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will make at least expected progress in line with their peers with a similar starting point in maths.	Increased percentage of disadvantaged children to achieve ARE in maths to close the gap between disadvantage and non-disadvantaged pupils by the end of KS2.
Pupils will make greater than expected progress in knowledge and application of phonics.	Higher percentage of disadvantage pupils will pass the Phonics screening check at the end of Year 1.
Improved reading comprehension skills among disadvantage pupils.	Children will make expected or better than expected progress in reading to close the gap between disadvantaged and non-disadvantage pupils by the end of KS2.
Pupils to make at least expected progress in line with their peers with a similar starting point in writing.	Children to make expected or better than expected progress with spelling application in writing leading to a higher percentage of disadvantage pupils achieving ARE in writing at the end of KS2.
Parents are actively engaged in their children's learning, promoting a positive attitude towards education.	Parents communication support children to engage in learning during periods of isolation. Parents encourage children to complete homework, read daily and learning spellings and timetables. Parents of disadvantage children attend parents' evenings.

All pupils to have access to a breath of experiences including extra-curricular experiences.	All pupils attend educational visits. Higher percentage of disadvantage children attending afterschool clubs and representing the school in art and sporting activities.
Improved fine motor control and letter formation among disadvantaged children.	Disadvantaged pupil attainment in EYFSP Fine Motor control ELG with match that of non-disadvantaged children. Increased percentage of disadvantaged pupils achieving at least ARE handwriting statement in writing. Increased number of children able to write cursively in pen by the end of KS2.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle (DfE validated Systematic Synthetic Phonics Programme) to secure stronger teaching of phonics for all pupils.</p> <p>CPD for teachers and TAs on the use of Little Wandle to ensure consistent teaching and reinforcement of phonics and reading.</p> <p>Purchase of resources and books.</p>	Phonics approaches particularly the use of synthetic phonics, have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. There is evidence that phonic approaches also support older readers still struggling with decoding. Disadvantage children receive a slightly greater benefit from phonics interventions and approaches. EEF	2, 3
Purchase of whole school handwriting scheme– Kinetic Letters	There is some evidence that physical development approaches improve young children's physical growth, skills and health by three	6

Training for staff to ensure successful and consistent use of programme.	months. This includes activities focused on particular aspects of physical development such as fine motor skills relating to writing. There is evidence that handwriting needs to become automatic so that pupils can focus on the content of their writing. EEF	
Small contingency fund for additional books and/or handwriting resources.	Based on our experiences and analysis of potential additional resource needs, we have set aside a small amount of fund to purchase additional resource without which either the successful implementation of the newly purchase phonics or handwriting scheme maybe compromise.	2, 3, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group teacher led provision based on termly assessments for phonics, spelling, reading and maths.	EEF evidence suggests that one-to-one tuition can be very effective providing approximately five months progress with small group tuition providing an average impact of four months' progress over a year. This is best delivered in short, regular sessions and is most effective when delivered by experienced and specifically trained teachers whilst being link explicitly to normal teaching.	1, 2, 3
Engagement with the National Tutoring Programme to provide small group tuition for children whose education has been impacted by the pandemic. A proportion of the pupils who will receive tutoring will be higher	Small group tuition has shown to provide an average of four months' progress over a year when targeted at specific pupil need. Training for the staff delivering increases the impact.	1, 2, 3

achieving disadvantaged pupils.		
Training for TA who will deliver tutoring.		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised school trips and Residential trips.</p> <p>Free extended schools' provision (breakfast and afterschool) for disadvantaged pupils.</p> <p>'Personal budget' per child to be accessed for extra curricula clubs and uniform/ resources.</p>	<p>EEF evidence shows that development of skills such as the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations is important to children's later life. All children, including those from disadvantaged backgrounds should have access to a well-rounded, culturally rich, education which some evidence suggests may also directly improve pupils' attainment particularly if in addition to and not instead of curriculum- linked activities. EEF</p>	5
<p>Dedicated PP lead who builds a relationship with pupils and their parents.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. EEF</p>	4

Total budgeted cost: £14,425

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

No National data is available due to the cancellation of National tests in July 2020 as a result of Covid from March 2020 – Feb 2021.

Our internal assessments made during 2020/21 from both teacher and standardised assessments show that the performance of our disadvantage pupils was lower than previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to the COVID-19 impact. This is evident in schools across the country in which school closures were most detrimental to disadvantaged pupils. Impact of this was mitigated during periods of lockdown through daily teaching delivered to our pupils both online and through doorstep deliveries of learning packs. In addition, some children, including our disadvantaged pupils, benefitted from one-to-one online tutoring from TAs which supported the learning provided by teachers and facilitated the delivery of interventions for aspects such as phonics and speech and language. Whilst in school, disadvantaged pupils were able to access some targeted interventions.

Reading: All pupils made some progress, with 26% making expected progress and 10.5% making better than expected progress. 33.3% of disadvantaged pupils achieved ARE.

Writing: All pupils made some progress, with 21% making expected progress. 13.3% of disadvantaged pupils achieved ARE.

Maths: All pupils made some progress, with 5% making expected progress and 5% making better than expected progress. 14.3% of disadvantaged pupils achieved ARE.

Attendance during the autumn term across school was slightly lower than usual but still above national average however it was significantly lower in the summer term. Absence for disadvantaged pupils was not greater than non-disadvantaged pupils and where persistent amongst individual

disadvantaged pupils, SLT actively engaged in parental conversations to successfully support the return to school for these pupils.

Participation of disadvantaged pupils in extra-curricular activities was impacted by Covid19 restrictions. All disadvantaged pupils, however, participated in sporting events and intra and inter school competitions supported by our Primary Sports Partnership.

Externally provided programmes

No external programmes purchased in the academic year 2020-21