



Waverley Abbey School

Pupil Premium Action Plan: September 2020-2021

Allocation of funding for 2020-21: **£42,970**

Summary of the main barriers to educational achievement faced by eligible pupils of the academy:

- Missed opportunities from not attending class trips
- Statistically less support at home
- Wider gaps in learning
- Missed opportunities in social interaction and development from lower attendance in clubs
- Nationally attainment is found to be lower
- Disruption in education for service children

The Pupil Premium will be used to address the main barriers listed above, raise the attainment of disadvantaged pupils and close the gap between these children and their peers *(in addition to supporting children and young people with parents in the regular armed forces by:*

Review from 2019-20

Focus area	Finances allocated to the action or intervention	Reasons and evidence for this area of focus/ approach	Summary of the intervention or action, including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the intervention or action raise the attainment of disadvantaged pupils and close the gap with their peers? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will the academy measure the impact and effect of the expenditure?	Actual impact: How did the intervention or action quantifiably impact on the attainment and closing the gap for disadvantaged pupils?
Booster teaching	£22,800	Attainment is shown to improve for PPG children in end of year results and in KS2 SATs	Booster group is an intervention in every year group for English and Maths, whereby a specific group of children are taken out of each class for targeted teaching to either help children narrow the gaps between WTS to ARE or ARE to GDS. This also means that those children who remain in the class are working in a smaller class size meaning that the ratio for adult to children support is much smaller.	Reviewed as a termly basis	Smaller class sizes mean that individual children receive personalised support.	Activity is measured as part of data analysis on a termly basis. This is monitored by both the assessment lead and the SENCO.	No data due to COVID lockdown
Increased learning support assistant hours to provide support during	£3000	Attainment is shown to improve for PPG children in end of year results and in KS2 SATs	.LSAs are supporting the class teacher in reading, writing and maths, prioritizing those children who are PPG as identified by the SENCO during pupil review sessions	Reviewed as a termly basis	Narrow the gap in attainment between PPG and non PPG pupils.	Monitored by Data lead and SENCO as part of appraisal targets and pupil progress meetings.	No data due to COVID lockdown

core curriculum time.			with class teachers and Pupil Progress meetings with HT and AHT.				
ELSA	£2500	Impact of ELSA support is shown in SDQs which are carried out before and after the sessions. This has then shown to develop confidence and self-esteem in the children. This has also been shown for the tennis sessions.	ELSA support is given to children who have been selected by teachers and approved by the SENCO, this is then reviewed at the end of each term with new groupings decided for the next term. This is the same for the Tennis sessions.	Reviewed as a termly basis	By developing growth mindset, self-esteem and confidence.	Review meetings with ELSA and LSA involved to decide whether particular children need to continue the intervention and what targets need to be provided to the class teacher.	SDQs showing increase in the appropriate areas to show that ELSA sessions have been successful.
Tennis lessons	£600						
Home-school link worker	£7300	Impact on all year groups depending on those who need the support. HSLW supports families with needs that include young carers, separation, bereavements and support with secondary placements.	Weekly/fortnightly sessions depending on the need with the child and regular phone calls home to provide resources and strategies for further support. Correspondence then takes place with the class teacher and the family to ensure all are aware of the best ways to support.	Reviewed as a termly basis	Increase in well-being and SDQ score should show that they feel more settled and happier.	Monitored by SENCO with review meetings with HSLW and ELSA.	Parents reported that they are happy with the level of support.
Financial support for clubs, trips and residential visits to encourage full take up. Support is also provided to pay for school milk. Third Space intervention	£5000	Enables all children to access the learning and valuable experiences gained from attending a residential or class trip. Third Space is a 1:1 Maths intervention which is delivered to a small group of	Difficult to measure fully this year as all trips were cancelled from March 2020 onwards due to COVID school closures.	Reviewed on a yearly basis	From a well-being perspective alongside the enrichment that trips and clubs provide our children with. Third Space has shown to develop the confidence of pupils. This will continue in next year's budget.	Questionnaires from parents. Attendance of children attending trips is also monitored.	Cannot be reviewed fully due to cancellation of trips.

		children per term to support their understanding in Maths.					
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	2019-20			2020-21		
Eligible Pupils						
Number of Ever 6 FSM pupils eligible for the Premium	29	@£1,320	= £38,280	28	@£1,345	=£37,660
Number of LAC or Post-LAC eligible for the Premium	1	@£2,300	= £2,300	2	@£2,345	= £4,690
Number of Ever 5 service children eligible for the Premium	2	@£300	= £600	2	@£310	= £620
Total allocation			= £41,180			=£ 42,970

HIGHLIGHT = ACADEMY TO INSERT INFORMATION

Planned spending for 2020-21

Focus area	Finances allocated to the action or intervention	Reasons and evidence for this area of focus/ approach	Summary of the intervention or action, including quantifiable details of the year groups and pupils' involved	Timescale – with milestones (if applicable)	How will the intervention or action raise the attainment of disadvantaged pupils and close the gap with their peers? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will the academy measure the impact and effect of the expenditure?	Actual impact: How did the intervention or action quantifiably impact on the attainment and closing the gap for disadvantaged pupils?
Booster teaching	£24,570	Attainment is shown to improve for PPG children in end of year results and in KS2 SATs	Booster group is an intervention in every year group for English and Maths, whereby a specific group of children are taken out of each class for targeted teaching to either help children narrow the gaps between WTS to ARE or ARE to GDS. Support is provided by the Lower school and Upper school phase leaders.	Impact reviewed as part of appraisals on a termly basis.	Smaller class sizes mean that individual children receive personalised support.	Activity is measured as part of data analysis on a termly basis. This is monitored by both the assessment lead and the SENCO.	
Increased learning support	£3000	Attainment is shown to improve for PPG children in end of	LSAs are supporting the class teacher in reading, writing and maths, prioritizing those	Reviewed as a termly basis	Narrow the gap in attainment between PPG and non PPG	Monitored by Data lead and SENCO as part of appraisal	

assistant hours to provide support during core curriculum time.		year results and in KS2 SATs	children who are PPG as identified by the SENCO during pupil review sessions with class teachers and Pupil Progress meetings with HT and AHT.		pupils.	targets and pupil progress meetings.	
ELSA	£2500	Impact of ELSA support is shown in SDQs which are carried out before and after the sessions. This has then shown to develop confidence and self-esteem in the children. This has also been shown for the tennis sessions.	ELSA support is given to children who have been referred by teachers and this is then approved by the SENCO, this is then reviewed at the end of each term with new groupings decided for the next term. This is the same for the Tennis sessions.	Reviewed as a termly basis	By developing growth mindset, self-esteem and confidence.	Review meetings with ELSA and LSA involved to decide whether particular children need to continue the intervention and what targets need to be provided to the class teacher.	
Tennis lessons	£600						
Home-school link worker	£7300	Particularly relevant now due to impact of lockdown on our families. HSLW also supports families with transition and challenges faced at home, including: young carers, separation, bereavements and support with secondary placements.	Weekly/fortnightly sessions depending on the need with the child and regular phone calls home to provide resources and strategies for further support. Correspondence then takes place with the class teacher and the family to ensure all are aware of the best ways to support.	Reviewed as a termly basis	Increase in well-being and SDQ score should show that they feel more settled and happier.	Monitored by SENCO with review meetings with HSLW and ELSA.	
Financial support for clubs, trips and residential visits to encourage full take up. Support is also provided	£5000	Heavier support given to other areas such as supporting children with Third Space learning and having additional spaces to balance	Impact of Third Space learning would be supporting vulnerable children with catch-up.	Reviewed on a yearly basis	From a well-being perspective alongside the enrichment that trips and clubs provide our children with. Third Space has	Questionnaires from parents. Attendance of children attending trips is also monitored.	

to pay for school milk. Third Space intervention		out less funding spent on trips.			shown to develop the confidence of pupils. This will continue in next year's budget.		
The academy will next review it's pupil premium strategy on: July 2021							
Provisional considerations for the next funding allocation 2021-2022	<ol style="list-style-type: none"> 1. Adjustments to budget due to PPG pupil numbers 2. Level of ELSA support will be greater due to COVID in 2020 3. Level of financial support required for trips. 4. Review cost of Tennis lessons as to whether it is needed. 5. Impact of Third Space on children's learning 						