

The pupil premium was introduced in April 2011. It was allocated to children from low income families who were eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for pupil premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 free school's meals measure) in addition to the children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the pupil premium as they see fit. However, they are accountable for how they use the additional funding if there is a gap in progress and attainment between those that have the premium and those that do not.

Funding to narrow the gap

How the funding is broken down:

Pupils in Year groups recorded as Ever 6 FSM	£1345
Looked After Children (LAC)	£2345
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2345
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£310

Bayside Academy funding:

Number of pupils Eligible for PPG funding:	149
Total of funding:	£200405

At Bayside Academy common barriers to raising attainment for PPG funded pupils, when compared to non-PPG pupils, are:

- Lower entry points into Reception, particularly within communication and language development; personal, social and emotional development; literacy development; and Mathematics
- Higher proportion of SEN pupils with a complex range of needs
- Lower reading ages
- Reduced vocabulary range and communication skills
- Lower attendance and parental engagement
- Limited aspiration
- Widened gaps in learning due to prolonged absence from school due to Covid-19 restrictions compared to non-PPG pupils

Priority 1					
Remove the achievement gap between Pupil Premium students and National non-Pupil Premium students ('Other') through accelerating progress of Pupil Premium students					
Objective What	Actions including CPD How	Time Scale	Responsible Who	Outcomes (honest & realistic)	Resources Costs
Secure outstanding teaching and learning	Implement a wide range of teaching and learning programmes that develop teacher skills and classroom practice. These include: <ul style="list-style-type: none"> • Specific individual training on key areas of Teaching and Learning • Regular CPD tailored to Teaching and Learning need • Planning support from middle and senior leaders • Coached lesson observation • Team teaching with middle and senior leaders • Coaching • Monitoring and reporting • Development of subject knowledge – access to specific CPD / observation as appropriate 	July 2021	JW	Year 1 pupil premium pupils: <ul style="list-style-type: none"> • 100% of pupils who achieved expected standard+ in EYFS reading to pass phonics screening Year 2 pupil premium pupils: <ul style="list-style-type: none"> • 100% conversion from EYFS to KS1 bandings in Reading, Writing and Maths Year 6 pupil premium pupils: <ul style="list-style-type: none"> • 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths 	£15000
Develop outstanding leadership	Implement and monitor clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, to include: <ul style="list-style-type: none"> • Embedding of robust self-review program to ensure high quality planning and resultant outcomes: monitor expectations for all; tracking and 	July 2021	MV	<ul style="list-style-type: none"> • At least 10% acceleration between bandings in Reading, Writing and Maths • Attainment of PPG and non-PPG children in Reading and Maths to be within 5%, writing to be within 10% 	£15000

	<p>targeting of pupil achievement; securing accuracy of assessment</p> <ul style="list-style-type: none"> • Executive coaching • Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at any level have been identified and have appropriate intervention and support in place on a half termly basis with the Principal and with wider leadership within year teams through 'Pupil Checks' • Organising and implementing relevant intervention for pupils in relevant phases, reviewing the impact of all provisions and interventions that are in place on a half-termly basis. • Participation in Leadership development CPD • Providing development opportunities for leaders of the future. <p>Develop Senior Leadership:</p> <ul style="list-style-type: none"> • Mentoring for recently appointed Teaching and Learning Vice Principal and Phase Leader • Opportunities to work collaboratively with colleagues from a range of different settings • Executive coaching 			<p>Years 1, 3, 4 and 5 pupil premium pupils:</p> <ul style="list-style-type: none"> • All pupils match EYFS / KS1 achievement in Reading, Writing and Maths 	
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<p>Provide tailored intervention</p>	<p>Develop an in depth programme of intervention support groups, run by additional teaching staff/ trained teaching assistants. To include:</p> <ul style="list-style-type: none"> • Speech and Language Therapy (use of consultant half termly and trained member of staff to provide weekly intervention) • Support for key pupils / groups through use of Teaching Assistants in classes • Support for pupils with social communication barriers • Additional intervention for pupils with very low reading ages • Extra English for any pupils new to the country (EAL) • Intervention for pupils experiencing reading and writing difficulties (reading fluency and comprehension) • Additional support for pupils not making the expected progress in English and Mathematics <p>Half termly: analyse of impact of provision and recalibrate as appropriate to ensure impact.</p>	<p>July 2021</p>	<p>AD KH</p>	<p>Year 1 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% of pupils who achieved expected standard+ in EYFS reading to pass phonics screening <p>Year 2 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from EYFS to KS1 bandings in Reading, Writing and Maths <p>Year 6 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths • At least 10% acceleration between bandings in Reading, Writing and Maths • Attainment of PPG and non-PPG children in Reading and Maths to be within 5%, writing to be within 10% <p>Years 1, 3, 4 and 5 pupil premium pupils:</p> <ul style="list-style-type: none"> • All pupils match EYFS / KS1 achievement in Reading, Writing and Maths 	<p>£58900</p>
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<p>Achieve outstanding EYFS progress</p>	<p>Focused teaching and learning of reception pupils and accelerated progress in EYFS:</p> <ul style="list-style-type: none"> • Class sizes to be limited to 20 (initially 15) • Experienced teacher to be employed • Immediate focus on baselining and identifying learning gaps from across Foundation Stage curriculum • Leadership established and supported within the phase • Monitoring and analysis of progress across all areas of the Foundation Stage curriculum. 	<p>July 2021</p>	<p>AD</p>	<p>100% PPG pupils in Reception make accelerated progress from baselining to attainment achieved at the end of the academic year.</p>	<p>£38405</p>
<p>Provide inclusion support</p>	<p>Provide inclusion support for learning in order to raise the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Inclusive learning room and inclusion team • Employment of Inclusion Lead • Early identification and targeted support • Alternative provision support • Liaison with and coordination of support from external agencies (e.g. Winchelsea / Longspee outreach services, CAHMS, Mental Health Support Team, Early Help) • Motivational support to raise aspirations • Targeted projects for specific groups • Additional support within lessons 	<p>July 2021</p>	<p>CMA</p>	<p>Year 1 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% of pupils who achieved expected standard+ in EYFS reading to pass phonics screening <p>Year 2 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from EYFS to KS1 bandings in Reading, Writing and Maths <p>Year 6 pupil premium pupils:</p> <ul style="list-style-type: none"> • 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths 	<p>£35000</p>

<p>Manage successful transition to secondary school</p>	<p>Implement a targeted transition programme for Year 6 pupils during the summer term, allowing any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7 (regardless of destination):</p> <ul style="list-style-type: none"> • Small group visits supported by key adults • Advanced transition meetings with secondary schools • Transition books created for key pupils • 1:1 mentoring 	<p>July 2021</p>	<p>CMA</p>	<p>PPG funded pupils access secondary school confidently, ready for next stage in education.</p>	<p>£600</p>
<p>Widen curriculum opportunities for pupils</p>	<p>Employ Curriculum Enrichment Leader to widen range of extra-curricular activities on offer (PPG pupils identified as priority for specific clubs and activities):</p> <ul style="list-style-type: none"> • Provide free to access after school clubs to pupils at least 4x weekly (to include both sporting and creative activities) • Set up additional physical intervention for specific pupils, e.g. sensory circuits. • Set Pupil Attitudes survey at two intervals during the year, analyse results and provide intervention as appropriate. 	<p>July 2021</p>	<p>SH MV</p>	<p>100% of PPG funded pupils accessing extra-curricular provision. Evidence from pupil attitude survey showing attitudes towards the self are equivalent between pupil premium and non-pupil premium children.</p>	<p>£5000</p>

<p>Raise aspiration for secondary destinations</p>	<p>Support pupils who have applied for grammar school entry for September 2021:</p> <ul style="list-style-type: none"> • Provide small group sessions once a week for the half term leading up to the grammar school test (focussed on verbal reasoning questions) • Provide additional resources to complete at home – review during group sessions. <p>Arrange for group sessions during the Summer Term to develop verbal reasoning ability for selected pupils, in order to access grammar school testing:</p> <ul style="list-style-type: none"> • Establish 'Grammaticals' group • Employ qualified teacher to run group including the provision of materials • Group to run for two x 5 hours sessions, one session during Spring 2 and one during Summer 2 	<p>September 2020 -July 2021</p>	<p>MV</p>	<p>4 pupils pass grammar test for entry in September 2021 (current Year 6)</p> <p>10% of pupils apply for grammar school places for entry in September 2022 (current Year 5)</p>	<p>£500</p>
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