

Pupil Premium Strategy: First Base Bury St Edmunds Academy

Pupil premium is additional funding First Base Bury St Edmunds receives to support students that are economically disadvantaged. First Base Bury St Edmunds uses the money to allow these students to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At First Base Bury St Edmunds, we track student progress alongside their behaviour and attendance as they impact upon one another.

We currently have 4 eligible students for pupil premium funding of which 0 are CIC and 1 has an EHCP (3 in progress). This equates to a fund of £469 per term (outstanding funding for 1 pupil).

1. Summary

School	First Base Bury	Number of pupils eligible for PP in total	1	Review planning for expenditure	October 2020
Academic Year	2020/2021	CIC eligible for PP	0		March 2021
Total roll	6 places 4 on roll currently	Total PP funding	Estimated at: £2,122.00 (Sept 2019 – Mar 2021) Subsidised by third party budget		July 2021

	PPG	Whole cohort	Gap
As of September 2020	1	4	
Reading Expected level	0	0	0%
Writing Expected level	0	0	0%
Maths	1	3	

Pupil Premium Strategy: First Base Bury St Edmunds Academy

Expected level	25%	75%	+50%
Self-confidence	1	2	
and self-awareness	25%	50%	+25%
Managing feelings	1	1	
and behaviour	25%	25%	0%
Making	1	1	0%
relationships	25%	25%	

3. Barriers to learning (for pupils eligible for PP)

In-school barriers	
<i>A</i>	Below average literacy skills
<i>B</i>	Weak numeracy skills
<i>C</i>	Poor learning skills including focus and resilience
<i>D</i>	Pupils not being 'ready to learn'
<i>E</i>	Gaps in prior learning
External barriers	
<i>F</i>	Deprivation
<i>G</i>	Limited access to positive role models
<i>H</i>	Lack of appreciation of cultures
<i>I</i>	Parental mental health
<i>J</i>	Poor parenting skills

4. Desired outcomes

	Desired outcomes and will they be measured	Success criteria
<i>A/B</i>	Pupils make good progress in securing fundamental Literacy and Numeracy skills and knowledge	Quality First teaching evidenced through lesson observation and work scrutiny 1:1 support for learning tasks where appropriate Progress data will be regularly reviewed and demonstrate progress Quick identification of pupils who are demonstrating poor progress, leading

Pupil Premium Strategy: First Base Bury St Edmunds Academy

		to increased support
C	Pupils demonstrate increased focus and resilience in learning tasks and life skills	Awareness and demonstration of Core Values Personalised learning through ILP targets identify specific areas of need Increased academic progress
D	Pupils are ready to learn	Settling time used to co-regulate Food and drink available – breakfast, snack, lunch Regular breaks Calm learning environment Additional resources provided to support learning – number lines, Numicon, word banks, Now/Next board
E	Gaps in prior knowledge are identified and rapidly addressed to ensure maximum progress can be made	Baseline assessments identify gaps Personalised planning with clear, progressive objectives AFL used to inform next steps
F	Counteract the impact of living in areas of deprivation	Pupils exposed to knowledge and experiences they otherwise wouldn't have Well-resourced classroom
G	Ensure pupils have regular interaction with a variety of positive role-models from a range of professions and backgrounds	Staff act as positive role models for pupils at all times Visitors from different backgrounds attend
H	Pupils will positively engage in learning about a range of cultures	Broad and balanced curriculum Exploration of special times in a variety of cultures Philosophy sessions
I/J	Good relationships with parents will enable them to discuss concerns and access support	Regular, open communication with parents/carers – weekly visit from Key Worker Support offered where needed/requested Parents engage in school activities – Let's Get Cooking Staff attend multi-agency meetings regarding pupils - FNM/CIN/CP/Annual Reviews for EHCPs

5. Planned expenditure

Quality of teaching

Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be	Estimated costing
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Pupil Premium Strategy: First Base Bury St Edmunds Academy

A, B, C, E, H	New curriculum and assessment framework	For pupils to access a concentric curriculum with a focus on PSED and securing fundamental key skills. For knowledge acquisition to be long term and progressive. For pupils to engage in interesting learning topics.	External QA of new curriculum and assessment Personalised planning Progress tracking	SM/KW	reviewed? Yearly Greenfields education	£0
A, B, C, E, H	Half termly pupil progress meetings	To ensure monitoring and review of new curriculum and assessment framework	Meetings to be focused and productive in identifying gaps/less than expected progress and addressing need	All staff	Half termly	£0
C, F, G, I, J	Careers pathway	To have a clear careers pathway which gives children experiences of different jobs and roles. Which supports parents in being aspirational for their children.	Visitors to come into school to talk about their jobs – police/nurse etc ...	SM/KW	Half termly	£0
Targeted support						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
A, B, C, E	SEND Champions	For staff to become champions and have excellent expertise in	Feedback from staff training. Implementation plans	KW	Half termly	£0

Pupil Premium Strategy: First Base Bury St Edmunds Academy

		areas of SEND. To enable them to effectively support needs.	in centre. Impact on pupils learning progress.		
C, D, F, G	Fully utilise online Boxall Profile	To address children's developmental needs and support them to be ready for learning.	Assessment and monitoring of progress.	SM/KW	On entry and Exit
A, B, E	Speech and language therapy	To identify gaps in language skills and counteract the effects of lack of early childhood experiences of language and communication	Monitoring of pupil progress Reports from therapist Pupil engagement and feedback	KW	Monthly
					£300 x 10 £3000.00 - subsidised by 3 rd party budget
A,B,E	OT	To identify difficulties in relation to physical development and counteract the effects of lack of early childhood experiences physical activity.	Monitoring of pupil progress Reports from therapist Pupil engagement and feedback	KW	Monthly
					£600 - 30 hours £20 per hour subsidised by 3 rd party budget
Enrichment and experiences					
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?
A, B, C, D, F, G, H	New curriculum includes locality links to enable trips and experiences	For pupils to have real experiences which engage them in a learning topic. For them	Planning Monitoring of pupil progress Pupil engagement and	SM/KW	Half termly pupil progress meetings
					£0

Pupil Premium Strategy: First Base Bury St Edmunds Academy

		to explore their locality. For them to have new experiences.	feedback		and curriculum reviews	
F, G, H	World of Work included in curriculum. Visitor each half term, linked to topic, to talk about their job.	For pupils to learn about different jobs and have high aspirations. For them to have respect for different people.	Planning Monitoring of pupil progress Pupil engagement and feedback	SM/KW	Half termly pupil progress meetings and curriculum reviews	£0
C, F, G	Visit from PAT dog	For pupils to show kindness and consideration towards another living creature	Planning Monitoring of pupil progress Pupil engagement and feedback	SM/KW	Half termly pupil progress meetings and curriculum reviews	£0
Other approaches						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
A, B, C, D	Breakfast	For pupils basic needs to be met. For a nurturing start to the day where pupils can talk to each other and adults and settle.	Children help to set up breakfast. They enjoy eating and talking with their peers.	SM/KW	Termly	
I, J	Weekly parent meetings and calls	To provide parents/carers with the opportunity discuss concerns and to support with any	Key Workers book weekly visits with parents/carers. Colleagues support each other to deliver	SM/KW	Half termly	

Pupil Premium Strategy: First Base Bury St Edmunds Academy

		difficulties at home. To also celebrate successes and what is going well. To act as a link between First Base, parents and mainstream school	best practice		
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)				