

Pupil Premium Strategy: First Base Ipswich Academy

Pupil premium is additional funding First Base Ipswich receives to support students that are economically disadvantaged. First Base Ipswich 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. Our sources of PPG are: ESFA, Local Authority and claiming from mainstream settings for dual-roll pupils. This means that our annual PPG income is variable depending on the cohort supported that particular year.

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

We currently have 1 student on role who is eligible for pupil premium funding. Our estimated Pupil Premium fund for 2020-21 is £1,110.

1. Summary					
School	First Base Ipswich	Number of pupils eligible for PP in total	7	Review planning for expenditure	November 2020
Academic Year	September 2019 – March 2020	CIC eligible for PP	0		March 2021
Total roll	15	Total PP funding	Estimated at: £1,537.58		July 2021

2. Current Progress: Sept 2019 – March 2020			
(Students making expected progress or better)			
	PPG (4 pupils)	Whole cohort (9 pupils)	Gap
Reading	75%	67%	+9%
Writing	75%	78%	-3%
Maths	75%	78%	-3%

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PSED	50%	67%	-17%
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2. Attendance: **Sept 2019 – March 2020**

PPG	Whole cohort	Gap

Year 1 Phonics Screening Check 2018 – 2019 (5 full-time pupils in KS1)		
All Pupils	Pupils Eligible for PPG	National Average
Year 1 pupil didn't pass	2 pupils already passed in Year 1 Year 2 pupil didn't pass Year 1 pupil didn't pass	82% in Year 1 91% in Year 2

End of KS1 2018-2019 (3 full-time pupils in Year 2, all eligible for PPG)			
	Pupils Eligible for PPG	Non PPG School Average	Non PPG National Average
% achieving expected standard or above in reading, writing and maths	0%	0%	65%
% making expected progress in reading	0%	n/a	75%
% making expected progress in writing	0%	n/a	69%
% making expected progress in maths	0%	n/a	76%

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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 how they will 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 Progress data will be regularly reviewed and demonstrate progress Quick identification of pupils who are demonstrating poor progress, leading to increased support
<i>C</i>	Pupils demonstrate increased focus and resilience in learning tasks and life skills	Awareness and demonstration of Core Values Increased academic progress
<i>D</i>	Pupils are ready to learn	Settling time used to co-regulate Food and drink available – breakfast, snack, lunch Regular breaks Calm learning environment
<i>E</i>	Gaps in prior knowledge are identified and rapidly addressed to	Baseline assessments identify gaps

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	ensure maximum progress can be made	Personalised planning with clear, progressive objectives AFL used to inform next steps
<i>F</i>	Counteract the impact of living in areas of deprivation	Pupils exposed to knowledge and experiences they otherwise wouldn't have Well-resourced classroom
<i>G</i>	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 Pupils meet different people on trips
<i>H</i>	Pupils will positively engage in learning about a range of cultures	Broad and balanced curriculum Exploration of special times in a variety of cultures PSHE lessons
<i>I/J</i>	Good relationships with parents will enable them to discuss concerns and access support	Regular, open communication with parents Support offered where needed Parents engage in school activities Staff attend multi-agency meetings regarding pupils

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 reviewed?	Estimated costing
A, B, C, E, H	Bespoke curriculum and assessment frameworks for Springboard and Building pathways	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	SL/KE/TG	Half termly	£0

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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	SL/KE/TG	Half termly	£0
F, G, H	New texts to support curriculum and for teacher led story-time	Books covering; cultural capital, world issues, British values, classic authors/stories. To expose pupils to range of knowledge and ideas	Planning Pupil engagement in story-time Pupil feedback	SL/KE/TG	Half termly	£200
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.	World of work in curriculum Local visits in curriculum School website with guide for parents	SL	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 areas of SEND. To enable them to effectively support needs.	Feedback from staff training. Implementation plans in centre. Impact on pupils learning progress.	SL	Half termly	£0
C, D, F, G	Thrive	To address children's	Assessment and	SL /TG	Half	£0

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		developmental needs and support them to be ready for learning.	monitoring of progress.		termly	
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?	Estimated costing
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 to explore their locality. For them to have new experiences.	Planning Monitoring of pupil progress Pupil engagement and feedback	SL/KE/TG	Half termly pupil progress meetings and curriculum reviews	£300
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	SL/KE/TG	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	Children help to set up breakfast. They enjoy eating and talking with their peers.	SL/KE/TG	Termly	£400

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		adults and settle.				
I, J	Share afternoons	To invite parents in to engage in their child's learning with them. To support relationships between children and parents.	Planning Parent feedback Taxis for parents who can't attend	SL/KE/TG	Termly	£150
I, J	Weekly parent meetings and calls	To be available for parents to discuss concerns and to support with any difficulties at home.	Staff flexible to meet when/where parents need to Colleagues support each other to deliver best practice	SL/KE/TG	Half termly	£0
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					