

Pupil premium strategy statement (primary)

1. Summary information					
School	Hasting Hill Academy				
Academic Year	2017/18	Total PP budget	£167,640	Date of most recent PP Review	July 2017
Total number of pupils	278	Number of pupils eligible for PP	127	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	74%	61%
% achieving EXS+ in reading	88%	71%
% achieving EXS+ in writing	84%	76%
% achieving EXS+ in maths	84%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Fewer disadvantaged pupils in KS1 achieve greater depth in reading than all other pupils and disadvantaged pupils nationally.
B.	Fewer disadvantaged pupils in the emerging group in KS1 narrow the gap and reach the expected standard in reading and writing.
C.	Fewer disadvantaged pupils in KS2 from the low prior attainment group, reach the expected standard or better in mathematics.
D.	Fewer disadvantaged pupils in the high prior attainment group reach the high standard in reading and maths at KS2.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	The attendance of disadvantaged pupils does not reach school target of 96% and is below other pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Percentages of KS1 disadvantaged pupils achieving expected standard in reading is at least in line with national.	Disadvantaged pupils in KS1 make accelerated progress in reading. Percentage of these pupils achieving the expected standard in reading is at least in line with national. (2016: NA 27%)
B.	Higher rates of progress for disadvantaged KS1 pupils in the emerging group in reading and writing.	The percentage of pupils exiting EYFS in the emerging group and achieving the expected standard in reading and writing is at least in line with national. (2016: Reading NA 39%; Writing NA 33%)

C.	Higher rates of progress in mathematics for disadvantaged KS2 pupils in the low prior attainment group.	The percentage of pupils exiting KS2 in the low prior attainment group achieving the expected standard in mathematics is at least in line with national average of all pupils.
D.	A higher percentage of high prior attaining pupils make rates of progress, which enable them to reach the high standard in reading and maths.	The percentage of disadvantaged pupils in the high prior attainer group attaining the high standard in reading and maths is at least in line with national averages.
E.	Attendance rates of disadvantaged pupils increases.	Attendance rate of disadvantaged pupils matches school target of 96%.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The percentage of PP pupils in KS1 achieving the expected standard in reading matches national averages.	Leadership of KS1 strengthened with the deployment of the AAHT to lead the key stage and oversee EYFS. The AAHT is an experienced Y2 teacher with a proven track record of success who will lead CPD in KS1/EYFS focusing on reading comprehension.	Strong, effective leadership is key in implementing change and driving school improvement. Smaller class sizes of numbers below 20 can have a positive impact on progress (EEF Toolkit). Having 4 KS1 classes of below 20 pupils in each rather than 3 mixed age classes, will impact on progress.	The progress and attainment of all KS1 pupils will be tracked termly, with phonics tracked half termly. Termly pupil progress meetings held to identify impact and level of effectiveness of provision.	KS1 lead	Jan 2018
B. The percentage of pupils in the emerging group are in line with NA for all pupils and disadvantaged pupils achieving the expected standard in reading and writing at the end of KS1.	Provide CPD to enable teachers to implement the mastery approach. Ensure all TAs receive targeted CPD and are clear about their role in supporting the teaching of mastery.	Pupils are already familiar with the mastery approach to mathematics, with a positive impact on progress. Teaching to mastery challenges the more able pupils and ensures that lower attaining pupils catch up quickly through fluid intervention. EEF Toolkit states that there is a 5 months gain through mastery learning when a high level of success is set. Through TAs accessing high quality CPD in mastery learning they will be able to deliver 1:1 sessions and small group sessions. Research shows that it is the quality of teaching which has the greatest impact rather than group size (EEF Toolkit 5 months gain).	CPD will be delivered through an external consultant (LEA) together with the school's literacy lead. KS1 lead will ensure agreed strategies are implemented effectively with regular monitoring of mastery approach.	Literacy lead KS1 lead	Jan 2018
C. KS2 Pupils in the low prior attainment group attain the expected standard in mathematics which is at least in line with national.			Use Teacher the Evaluator Project to share good practice and use a coaching model for teachers and TAs to improve their practice together with their understanding of effective teaching and learning in mathematics.	HT/DHT	Jan 2018

<p>D. KS2 pupils in the high prior attainer group attain the high standard in reading and maths.</p>	<p>Provide CPD focusing on reading strategies and teaching to mastery in maths. Track reading ages for all pupils using Accelerated Reader termly tests.</p>	<p>Pupils need to be taught reading strategies and develop an enjoyment of reading. Reading at home encourages a love of reading and increases parental engagement. Teaching to mastery provides opportunities for more able pupils to deepen their understanding.</p>	<p>Regular monitoring of the teaching of reading along with swift intervention for pupils who are not reading at home or who are not catching up rapidly enough. Involvement of the literacy lead in ensuring that agreed reading strategies are taught effectively with maximum impact. Revisit maths mastery in CPD sessions – regular monitoring</p>	<p>Literacy Lead Maths Lead</p>	<p>Jan 2018</p>
Total budgeted cost					<p>£62,656</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A. The percentage of PP pupils in KS1 achieving the expected standard in reading matches national averages.</p>	<p>TAs deliver 1:1 and small group reading sessions focusing on reading comprehension skills. Pupils receive daily phonics session with AAHT supporting targeted phonics group. Y2 pupils access Accelerated Reader</p>	<p>A group of Y1 pupils who exited EYFS not achieving ELG for reading need targeted, small group support. Y2 pupils who failed the phonics check need high quality phonics teaching to enable them to narrow the gap and make accelerated progress.</p>	<p>Structured timetabling of daily phonics sessions across KS1. Half termly tracking of progress in phonics. Clear intervention timetable for reading intervention outside of the regular guided reading session.</p>	<p>KS1 lead Literacy lead</p>	<p>Jan 2018</p>
<p>B. The percentage of pupils in the emerging group are in line with NA for all pupils and disadvantaged pupils achieving the expected standard in reading and writing at the end of KS1.</p>	<p>Keep KS1 as 4 small classes of 20 or less. Deploy TAs in KS1 to allow teachers to deliver small group tuition outside of normal timetabled sessions.</p>	<p>A group of pupils in years 1 and 2 have been identified as needing to make accelerated progress in reading and writing to ensure they are on track to reach the expected standard. Class sizes of fewer than 20 pupils have a positive impact on progress along with small group tuition of 2 or 3 pupils.</p>	<p>AAHT monitors impact and oversees implementation; ensuring timetabled sessions take place as planned. Planning time provided for preparation of intervention sessions.</p>	<p>KS1 lead Literacy lead</p>	<p>Jan 2018</p>

<p>C. KS2 Pupils in the low prior attainment group attain the expected standard in mathematics which is at least in line with national.</p>	<p>HLTA support daily mathematics in KS2. TAs deliver fluid intervention based on AfL in daily lesson. Keep UKS2 as small class sizes – 20 pupils or less. Class teachers released to provide small group support.</p>	<p>Disadvantaged pupils exiting KS1 in the low prior attainment group need support with developing reasoning skills and need to plug the gaps with basic skills. Small group tuition provides the greatest impact and quality of teaching is important in 1:1 tuition. Therefore through the maths lead providing 1:1 and small group support to targeted pupils, they will make maximum gains.</p>	<p>Structured timetable to deliver small group tuition. Planned release time for maths lead. Maths lead given planned leadership time in order to monitor progress of targeted pupils. DHT oversees provision across KS2.</p>	<p>DHT Maths Lead</p>	<p>Jan 2018</p>
<p>D. KS2 pupils in the high prior attainer group attain the high standard in reading and maths.</p>	<p>Daily reading across KS2; ensure both teachers and TAs are trained in supporting pupils with relevant strategies. Support pupils not reading at home with extra sessions outside the regular timetabled sessions. Target more able pupils in maths through deepening their understanding using the mastery approach.</p>	<p>More able pupils need opportunities to deepen their understanding through the mastery teaching approach. Small class sizes allow teachers to provide targeted support regularly.</p>		<p>Maths lead Literacy lead DHT</p>	<p>Jan 2018</p>
Total budgeted cost					<p>£78,820</p>

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E. Attendance rates of disadvantaged pupils is at least 96%</p>	<p>Child and Family liaison officer contact parents of pupils with attendance below 93%. SLA with ATT 100 to identify vulnerable pupils with attendance below 90%. Regular meetings between HT/Child and family officer/ATT100 Half termly/termly rewards for 100% attendance HLTA provide pastoral care</p>	<p>In order to make good progress and achieve high levels of attainment pupils need to be in school regularly. Pupils need to feel secure in school and have desire to come every day. By providing pastoral care these pupils will be supported in feeling secure. Parents need to understand the importance of their children attending school regularly and also feel supported when experiencing difficulties with this.</p>	<p>Close liaison between child and family officer, school office and ATT100 to ensure systems are implemented and roles are clear at each stage of the process.</p>	<p>HT/Child and Family Officer HLTA</p>	<p>Jan 2018</p>

	for vulnerable pupils and builds positive relationships.				
Total budgeted cost					£26,164

6. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils in Years 5 and 6 make accelerated progress in reading, writing and mathematics.	Small class sizes in Y5/6 each morning. AAHT support in Y5/6. Increase TAs hours to allow for planning and preparation time.	Disadvantaged pupils made better progress than all pupils at the end of KS2. Progress in maths improved on previous year. Reading progress not as strong as previous year. All progress measures above national for the second year. Average scaled scores above national in all areas.	Year 5 and 6 class sizes will be static for the whole year in 2017/18. Some disruption during 2016/17 concerning class sizes and pupils were set for maths and reading. This did not have the desired impact on reading progress at end of KS2. Impact of ability classes will be reviewed in 2017/18.	£126,215
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve combined score at end of KS2.	Teach to mastery in maths using Inspire Maths. Implement Project Code X. Implement whole school approach to Talk for Writing. Creative teaching approaches making creative use of technology.	Combined score improved on previous year for all pupils and disadvantaged pupils. Average scaled score improved for all pupils and disadvantaged pupils. Progress measures in mathematics improved for all pupils and disadvantaged.	Using Inspire Maths as a resource impacted on progress, as did teaching to mastery. I-pads were used regularly but their use needs to be planned to ensure they enhance the curriculum. The maths lead has attended training on use of i-pads and CPD delivered in the summer term to all staff.	£50,801