

Pupil premium strategy statement (primary)

1. Summary information					
School	Hasting Hill Academy				
Academic Year	2018/19	Total PP budget	£172,920	Date of most recent PP Review	July 2018
Total number of pupils	246	Number of pupils eligible for PP	107	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>National Average 2018 (ALL) GDS*(2017)</i>
% achieving in reading, writing and maths	63%	64%	64% 11%*
% achieving EXS+ in reading	93%	75%	75% 25%*
% achieving EXS+ in writing	61%	78%	78% 18%*
% achieving EXS+ in maths	89%	76%	76% 23%*

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.	Language skills on entry into EYFS are low, especially for PP children. This has an impact on reading and writing in subsequent years.
B.	Less middle and low ability PP children achieve the higher standard at the end of KS2 in R,W,M and SPAG.
C.	Quality of teaching and learning remains a priority due to new staff and an NQT.
D.	Behaviour and emotional issues for a large majority of PP children are impacting on academic progress.
E.	Attainment of some groups of PP pupils are a cause for concern. See target groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	The attendance of disadvantaged pupils does not reach school target of 96% and is below other pupils.
G.	Many pupils come to school hungry, the majority of which are PP pupils.
H.	A varied range of environmental barriers which have an impact on home and school learning.

4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for pupils in Reception.	Improved GLD score.
B.	Increased percentage of PP children that achieve the higher standard in R,W,M and SPAG.	In year average progress rates are 6+ steps for PP pupils in every year group and that this group make as much progress as other pupil groups.
C.	Triangulated monitoring demonstrates that percentage of Teaching graded good or better is increased.	Teaching profile shows 100% consistently good or better.
D.	Number of behaviour incidents reduced during play time/lunch time.	Improved outcomes across school due to children being ready to learn.
E.	Accelerated rates of progress for groups of pupils eligible for PP so that more children achieve the expected standard.	All prior attainment groups make better than expected progress with more making accelerated progress.
F.	Attendance rates of disadvantaged pupils increases.	Attendance rate of disadvantaged pupils matches school target of 96%.
G.	Improve pupil well-being and ensure they have all requirements to access learning at all times.	Improved concentration in lessons. Improved behaviour for learning evidenced through lesson observations.
H.	Improve parental engagement to support learning at home.	Parents will be supportive of learning and know how to support at home.

5. Planned expenditure					
mic year	18/19				
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. Improved outcomes for pupils in Reception.	Implementation and training in Read, Write Inc. Continue to embed Launchpad to literacy with tracking and rolling it out to Year 1. EYs lead to work closely with EYs D of T+L to identify gaps and plan interventions to improve outcomes.	Strong, effective leadership is key in implementing change and driving school improvement. Launchpad to Literacy has had success in other partner schools.	The progress and attainment of all EYs pupils will be tracked termly, with phonics tracked half termly. Termly pupil progress meetings held to identify impact and level of effectiveness of provision.	EYs lead HT HoS	Jan 2019
B. Increased percentage of PP children that achieve the higher standard in R,W,M and SPAG.	Whole school approach to Maths Mastery. CPD led by D of T+L. Daily reading across KS2. TAs trained in supporting pupils with relevant strategies. Support for pupils who are not reading at home with extra sessions. More opportunities for writing at length. Times Tables Rockstars fully embedded.	Maths mastery proven to deepen understanding and allow children to reason/problem solve effectively. Children need to be given the opportunity to extend their writing into other curriculum areas to maximise their skills. EEF Toolkit states that there is a 5 months gain through mastery learning when a high level of success is set. http://trockstars.com/page/features	Release time for Maths/Literacy leads. SLT rigorous monitoring. DHT to oversee provision across KS2. Pupil Progress meetings. Close monitoring of VA progress scores.	SLT	Jan 2019
C. Triangulated monitoring demonstrates that percentage of Teaching graded good or better is increased.	Fortnightly book scrutinies. Lesson observations, drop in's, learning walks. Peer to Peer reviews, external review. Whole school CPD. Aspirational targets set for all year groups.	CPD and monitoring timetable in place. Rigorous monitoring will identify CPD need early and where support will be deployed.	Ongoing CPD throughout the year. Termly Pupil progress meetings. Feedback from book monitoring to be fed back immediately and actions reviewed fortnightly. Performance Management cycle.	HT HoS	Jan 2019

D. Number of behaviour incidents reduced during lessons, play time/lunch time.	Implementation of Opal. Clear rewards/consequences introduced and rolled out across school.	Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on learning, social relationships in school and attainment.	Pupil/Parent questionnaires. CPD OPAL. Reduction of incidents during lesson time, lunch times and break times. Smooth transition times, children ready to learn after breaks.	SLT	Jan 2019
Total budgeted cost					£72,656
ii. Targeted support					
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?
E. Accelerated rates of progress for groups of pupils eligible for PP so that more children achieve the expected and higher standard. <u>Year 1</u> Writing GDS Combined GDS <u>Year 2</u> R, W, M EXS Combined <u>Year 3</u> Writing, GPS EXS <u>Year 4</u> Reading GDS Maths GDS <u>Year 5</u> Reading, GPS EXS All GDS	TAs deliver 1:1 and small group reading sessions focusing on reading comprehension skills. Pupils receive daily phonics session. RWI groups taught and embedded across Rec and KS1. Accelerated Reader Continue to embed ELP. Maths mastery approach we pre teaching and basic skills interventions. Relaunch of T4W, training for new staff. Aspirational targets set.	Early intervention is key in closing the gap. Basic skills teaching will aid in closing the gap. Y2 pupils who failed the phonics check need high quality phonics teaching to enable them to narrow the gap and make accelerated progress. RWI is a successful programme implemented in partner schools.	Pupil progress meetings. Robust, regular monitoring cycle. CPD plan.	HT HoS SLT	Jan 2019
Total budgeted cost					£78,820

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?
F. Attendance rates of disadvantaged pupils increases.	Child and Family liaison officer contact parents of pupils with attendance below 93%. EI to identify vulnerable pupils with attendance below 90%. Regular meetings between HT/Child and family officer. Weekly/half termly/termly rewards for 100% attendance HLTA provide pastoral care for vulnerable pupils and builds positive relationships. New approaches to behaviour such as OPAL to be introduced. Lunchtimes to be re-organised with time for SEMH work by KS2 pupils.	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.	Close liaison between child and family officer and school office to ensure systems are implemented and roles are clear at each stage of the process.	HT/Child and Family Officer HLTA	Jan 2019
G. Improve pupil well-being and ensure they have all requirements to access learning at all times.	Magic breakfast funding secured to feed children and preschoolers. Daily breakfast club. Bagel bar on yard. Lates breakfast available at school reception. All children in EYs to be offered a bagel. Nurture provision set up and implemented. Trips and residential. Enrichment offer through curriculum. OPAL implemented whole school.	EEF research into positive impact in the provision of breakfast club. Enrichment opportunities and working on non-cognitive skills is proven to impact on learning outcomes. (EEF 2013)	Pupil questionnaires. Close monitoring of breakfast club attainment following on from implementation. Number of behavioural incidents reduced. Ongoing CPD and monitoring of OPAL.	HT HoS	Jan 2019
H. Improve parental engagement to support learning at home.	C+F liaison worker to engage and support parents.	Increased parental support will lead to better progress and higher attainment.	Reading records - frequency that parents hear children read. Engagement at parent events and parent interviews.	HT HoS EI	March 2019

	Parental workshops to demonstrate how parents can help support learning at home. Stay and learn sessions. Messy play/crafty sessions. Coffee mornings, open days, fayres.				
Total budgeted cost					£26,164

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all/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
The percentage of PP pupils in KS1 achieving the expected standard in reading matches national averages.	Accelerated Reader. Reading comprehension interventions.	75% of PP pupils in KS1 achieved expected + standard for reading. This is a 4% increase on the National of 71%.	There needs to be one systematic approach to phonics. Currently staff are following various schemes. RWI will be implemented whole school and developed throughout the year with regular support through development days.	£62,656
KS2 pupils in the low attainment group attain the high standard in reading and maths.	Maths through mastery approach. Targeted CPD.	Reading - 25% of low attainers achieved the high standard. Maths - 0% of low attainers achieved the high standard.	Staff need to be clear on lesson structure, planning and delivering of Maths mastery. Director of T+L will support with this over the next academic year. Robust monitoring to ensure Maths mastery is taught effectively.	
KS2 pupils in the high prior attainment group attain the high standard in reading and maths.		Reading 73% of high prior attainment pupils achieved the high standard. Maths 55% of high prior attainment pupils achieved the high standard.		