

Pupil premium strategy statement (primary)

1. Summary information							
School	Hasting Hill Academy						
Academic Year	2020/21	Total PP budget	£128,640	Date of most recent PP Review	April 2020		
Total number of pupils	226	Pupils eligible for PP	51%	Date for next internal review of this strategy	Jan 2021		
2. Current attainment							
<i>NB – Formal assessments did not take place during academic year 2019/20 due to school closure (Covid 19).</i>			Pupils eligible for PP (Hasting Hill Academy 2019)	National Average 2019 (ALL)			
% achieving in Reading, Writing and Maths (2019)			29% EXS 4% GDS	65% EXS 11% GDS			
% achieving EXS+ in Reading (2019)			42% EXS 8% GDS	73% EXS 27% GDS			
% achieving EXS+ in Writing (2019)			83% EXS 21% GDS	78% EXS 20% GDS			
% achieving EXS+ in Maths (2019)			38% EXS 4% GDS	79% EXS 27% GDS			
% achieving EXS+ in Spelling and Grammar (2019)			63% EXS 8% GDS	78% EXS 36% GDS			
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 disadvantaged pupils. This has an impact on standards in Reading and Writing in subsequent years.						
B.	Fewer middle and low ability disadvantaged pupils achieve the higher standard at the end of KS2 in R,W,M and SPAG.						
C.	Quality of teaching and learning remains a priority.						
D.	Behaviour, emotional and social factors impact on academic progress for a significant number of disadvantaged pupils.						
E.	Attainment of some groups of disadvantaged 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 disadvantaged pupils come to school hungry.						
H.	A varied range of environmental barriers have an impact on home and school learning.						
4. Desired outcomes							

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate progress across Early Years, including the 2 year old provision, in order to continue to raise standards, particularly in Reading, Writing, Number and language development, with a focus on disadvantaged pupils.	<ul style="list-style-type: none"> An increase in the percentage of disadvantaged pupils achieving the ELG at the end of Reception in Reading (60% - 2019), Writing (60% - 2019) and Maths (60% - 2019). Aspirational end of year targets and ELG predictions Focus upon reading and sharing of key texts relating to topics. AW to share google doc created by leads with staff. Suggested texts to support cross curricular emphasis on reading to be incorporated into CP posters. Nursery Talk Talk reading bags to go home weekly. *not at present due to Covid 9/20. Reception children's home reading books will continue to reflect their stage of development using RWI assessment sheets. Reading record sheets to be updated weekly. Early identification of children working below age related expectations leading to fluid intervention. Develop opportunities for pupils to develop skills in reading, writing and number in the environment, including outdoors. Class floor books will demonstrate this. Continue to implement RWI using weekly spelling and letter formation sheets using phonics books in Reception. Systematically track language development focusing upon progress and attainment of 2 year olds and Nursery children using Launchpad online tracker.
B.	Improved outcomes in attainment for disadvantaged pupils at the end of Key Stage 2 in Reading, Writing, Maths, and Spelling and Grammar.	<ul style="list-style-type: none"> Disadvantaged pupils make at least good progress (6 points) across all subjects, in all year groups. Disadvantaged pupils make at least the same amount of progress as their peers across all subjects, in all year groups.
C.	Teaching and learning across all subjects, in all year groups is consistently Good or better.	<ul style="list-style-type: none"> Evidence from triangulation of monitoring demonstrates that 100% of teaching and learning is consistently Good or better. Data consolidates this.
D.	Reduce the number of behaviour incidents during break times and lunch times.	<ul style="list-style-type: none"> Monitoring of OPAL activities demonstrates a reduction in the amount of time staff spend dealing with behaviour incidents. Low level disruption in lessons is rare. All staff consistently use restorative approaches when dealing with conflict/ behaviour incidents. Improved outcomes across school due to pupils being ready to learn. OPAL Leaders (pupils) are recruited to monitor OPAL play at break times and lunch times.
E.	Disadvantaged pupils make accelerated progress, so that the percentage of pupils achieving the expected standard increases.	<ul style="list-style-type: none"> All prior attainment groups make better than expected progress. Significant focus on Pupil Premium pupils in 'catch up' interventions during the Autumn Term.
F.	Attendance rates of disadvantaged pupils increases.	<ul style="list-style-type: none"> Attendance rate of disadvantaged pupils matches the school target of 96%. Target pupils are supported with their return to school following the full opening of school in September 2020.

G.	Improve pupil well-being to enable all pupils, particularly disadvantaged pupils, to access learning at all times.	<ul style="list-style-type: none"> • Breakfast club is well attended, and disadvantaged pupils regularly attend. • Improved attainment outcomes by increasing the number of children who eat breakfast, by supplying all pupils with breakfast (bagels) in class on a daily basis. • Improved concentration within lessons. • Improved behaviour for learning, evidenced through lesson observations. • Improved outcomes in PSHE lessons, with a consistent approach to the teaching of the PSHE curriculum.
H.	Improve parental engagement to help enable parents to support learning at home.	<ul style="list-style-type: none"> • When safe to do so, following Government guidelines on social distancing, there will be a significant number of parents who regularly attend class assemblies and parent workshops/ forums. • Evidence of parental support with 1:1 reading and homework activities.

5. Planned expenditure

**Academic year
2020/21**

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. Accelerate progress across Early Years, including the 2 year old provision, in order to continue to raise standards, particularly in Reading, Writing, Number and language development, with a focus on disadvantaged pupils.	<p>Continue to implement RWI using weekly spelling and letter formation sheets using phonics books in Reception.</p> <p>Use Launchpad online tracker on a termly basis to identify % of children working at each area of learning within the Launchpad to Literacy programme.</p> <p>Analyse areas with lowest attainment and incorporate any gaps into medium and short term planning.</p> <p>Continue to embed Read, Write Inc. phonics programme.</p> <p>Focus upon reading and sharing of key texts relating to topics. AW to share google doc created by leads with staff.</p> <p>Suggested texts to support cross curricular emphasis on reading to be incorporated into CP posters.</p> <p>Nursery TalkTalk reading bags to go home weekly.</p>	<p>EEF research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>EEF evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Extended attendance (one year or more) and an earlier starting age (three years old) are more likely to have an impact than shorter periods starting later, which deliver lower benefits on average (EEF).</p> <p>Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component (EEF).</p>	<p>The progress and attainment of all pupils in Early Years will be tracked termly, with phonics tracked half termly.</p> <p>Termly pupil progress meetings to identify the impact of provision.</p>	EY Leader HT HoS	Jan 2021

	<p>*not at present due to covid 9/20</p> <p>Reception children's home reading books will continue to reflect their stage of development using RWI assessment sheets.</p> <p>Reading record sheets to be updated weekly.</p> <p>Early identification of children working below age related expectations leading to fluid intervention</p> <p>Develop opportunities for pupils to develop skills in reading, writing and number in the environment, including outdoors. Class floor books will demonstrate this.</p>				
B. Improved outcomes in attainment for disadvantaged pupils at the end of KS2 in Reading, Writing and Maths, and Spelling and Grammar.	<p>To identify gaps in understanding, skills and basic facts caused by school closure and close these gaps with targeted catch-up teaching and learning.</p> <p>Begin catch up Maths programme comprising of 5x 30 mins additional maths sessions per week using QLA to plan lesson progression.</p> <p>Fully embed Times Tables Rockstars across KS2. Start TTRS club across KS2 in Autumn Term with a focus on Years 4 and 6, in order to support national testing.</p> <p>Weekly arithmetic assessment with targeted</p>	<p>Deriving and recalling Times Tables facts is fundamental to later success in Maths (EEF).</p> <p>There is a need for a consistent approach to the teaching of Reading, particularly Guided Reading.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF).</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read (EEF).</p> <p>EEF evidence shows that small group tuition is effective.</p> <p>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading (EEF).</p>	<p>A robust monitoring system is in place.</p> <p>Release time for Maths and Literacy Leaders to monitor their subject areas.</p> <p>LW released from class Autumn Term to deliver Phonics interventions.</p> <p>Regular Pupil Progress meetings.</p> <p>SLT to monitor data and address gaps/ area of need accordingly.</p>	HT HoS SLT	Termly

	<p>intervention to address misconceptions</p> <p>Accelerated Reader for 30 mins daily in all KS2 classes</p> <p>Continue to embed whole school WISE Writing strategies and WISE Reading (Y2 – Y6).</p> <p>Introduce RICES document, and provide staff training (Sept 2020) on raising standards in Writing for the bottom 20% of pupils. Staff training led by SJ Sept 2020.</p> <p>Continue to embed a consistent approach to the teaching of handwriting across school.</p> <p>Targeted support for pupils who are not reading at home.</p> <p>Ensure all new staff are fully trained in Read, Write, Inc Phonics programme. KS1 pupils to have 10x 30 mins sessions every week; children grouped according to ability using RWI Phonics tracker.</p> <p>Half termly RWI assessments using milestone tracker and half termly Phonics Screen assessments (Y1-Y3) to ensure pupils are on track/ identify off-tracker pupils and support with intervention.</p> <p>LW to lead Phonics interventions across Y1 –</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary (EEF).</p>		
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	<p>Y2 and AL to lead in Y3, during Autumn Term to accelerate pupil progress.</p> <p>TAs trained in supporting pupils with relevant strategies.</p>				
C. Teaching and learning across all subjects, in all year groups is consistently Good or better.	<p>SLT to monitor pupil progress and identify individual CPD needs through regular book scrutinies, lesson observations, drop ins and learning walks.</p> <p>Peer to Peer reviews, external review.</p> <p>Whole school CPD.</p> <p>Regular support from Director of T+L, (SJ)</p> <p>Aspirational targets set for all year groups.</p> <p>Staff training on providing high quality feedback; school Feedback Policy is updated accordingly.</p>	<p>CPD and monitoring timetable in place; Rigorous monitoring will identify CPD needs early and where support will be deployed.</p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning.</p>	<p>Ongoing CPD throughout the year.</p> <p>Termly Pupil progress meetings.</p> <p>Feedback from book monitoring to be fed back immediately and actions reviewed fortnightly.</p> <p>Performance Management cycle.</p>	HT HoS SLT Director of T+L (SJ)	Jan 2021
D. Reduce the number of behaviour incidents during break times and lunch times.	<p>Continue to embed Opal and provide staff training, where needs arise.</p> <p>Fully embed restorative approaches and focus on positive behaviours.</p> <p>Clear rewards and consequences are embedded across school.</p> <p>Continue to embed Team Teach strategies.</p>	<p>This approach is in line with research from the EEF that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress.</p> <p>The EEF Toolkit suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective (EEF).</p>	<p>Pupil/Parent questionnaires.</p> <p>CPD OPAL.</p> <p>Reduction of incidents during lesson time, lunch times and break times.</p> <p>Smooth transition times, children ready to learn after breaks.</p>	HT HoS SLT OPAL Leaders	Jan 2021

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.	<p>Child and Family liaison officer to support target pupils and their families with their return to school, following the full re-opening in September 2020.</p> <p>Child and Family liaison officer to contact parents of pupils with attendance below 93%.</p> <p>Child and Family liaison officer to identify vulnerable pupils with attendance below 90%.</p> <p>Regular meetings between HT/ Child and Family liaison officer.</p> <p>'A Star Attendance' to support the school and target families to raise attendance so that it is at least in line with the school target of 96%, through parental engagement and whole school incentives.</p> <p>Effective data systems are in place (Scholarpack) to enable SLT to scrutinise patterns of absence and ensure targeted implementation of intervention and support for pupils.</p> <p>Weekly/half termly/termly rewards for 100% attendance.</p> <p>'The Den' provides pastoral care for vulnerable pupils</p>	<p>In order to make good progress and achieve high levels of attainment pupils need to be in school regularly.</p> <p>Pupils need to feel secure in school and have a desire to come to school every day. By providing pastoral care these pupils will be supported in feeling secure (EEF).</p> <p>Parents need to understand the importance of their children attending school regularly and also feel supported when experiencing difficulties with this.</p> <p>EEF research shows that good attendance is listed in the top 10 approaches to improving outcomes for disadvantaged pupils.</p> <p>Research from the EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months progress).</p>	Close liaison between Child and Family liaison officer and school office to ensure systems are implemented and roles are clear at each stage of the process.	HT Child and Family Officer 'The Den' TA (AL)	Jan 2021

	<p>and helps to build positive relationships.</p> <p>Use of nurture provision, 'The Den' to target attendance of vulnerable pupils.</p>				
G. Improve pupil well-being to enable all pupils, particularly disadvantaged pupils, to access learning at all times.	<p>Magic breakfast funding is secured to ensure all pupils have access to a healthy breakfast.</p> <p>Daily bagel breakfast in class for all pupils.</p> <p>Trips and residential, when safe to do so, following Government advice.</p> <p>OPAL fully embedded across the whole school.</p> <p>Additional sport, including sessions led by a qualified Coach.</p> <p>Relax Kids programme implemented for vulnerable pupils; Yoga to develop mindfulness.</p> <p>Use of the sensory space in KS1 building will provide a calm environment for vulnerable pupils to deal with their emotions.</p>	<p>EEF research shows there is a positive impact in the provision of a breakfast club. In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps (EEF).</p> <p>Sport boosts confidence; the benefit of Sport on wider learning has been outlined by Sport England.</p> <p>Research also shows a significant number of pupils with a SEND benefit from sensory stimulation (EEF).</p>	<p>Close monitoring of breakfast club attainment following on from implementation.</p> <p>Number of behavioural incidents reduced.</p> <p>Ongoing CPD and monitoring of OPAL.</p>	HT HoS SLT	Jan 2021
H. Improve parental engagement to help enable parents to support learning at home.	<p>Child and Family liaison worker to engage and support parents.</p> <p>Parental workshops to demonstrate how parents can help support learning at home (when safe to do so, following Government advice on social distancing.)</p>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes (EEF).	<p>Reading records demonstrate the frequency of which parents hear pupils read.</p> <p>Engagement at parent events and parent interviews.</p>	HT HoS Child and Family Officer	March 2021

	<p>Stay and learn sessions. Messy play/crafty sessions. Coffee mornings, open days, fayres (when safe to do so, following Government advice on social distancing.)</p> <p>Ensure a flexible approach to allow parental engagement to fit around parents' schedules (when safe to do so, following Government advice on social distancing.)</p> <p>Consider how to make the school welcoming for parents, especially those whose own experience of school may not have been positive through creating a visual environment.</p> <p>Class teachers provide practical support, advice and guidance to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers.</p>			
Total budgeted cost				£27,600

6. Review of Pupil Premium expenditure				
Academic Year		2019/20		
i. Quality of teaching for all				
Intended outcome	Action	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
A. Improved outcomes for pupils in Reception.	Targeted interventions to narrow the gap in attainment of vulnerable groups of pupils.	Attainment in Reception is good - GLD is predicted to be 73% <i>pre school closure</i> (+3% increase on 2018/19).	Continue with regular pupil progress meetings next year to identify target pupils in EYFS and plan actions accordingly in order to accelerate progress, paying particular attention to admits from other nursery settings.	£22,656
B. Increased percentage of PP children that achieve the higher standard in R,W,M and SPAG.	<p>Accelerated reader has been embedded across Key Stage 2.</p> <p>Directors of Teaching + Learning for Literacy have led whole school training on WISE Reading; this has been monitored and evaluated and is beginning to have a positive impact.</p> <p>There has been a focus on improving class reading areas and school library spaces.</p> <p>All staff, including KS2 teachers, have received training on the delivery of Read, Write Inc phonics programme.</p> <p>Directors of Teaching + Learning for Literacy have led whole school training on WISE Writing; the</p>	Formal assessments did not take place academic year 2019/20 due to school closure (Covid 19).	Reading for pleasure will remain a whole school priority in 2020/21.	£21,500

	<p>planning and sequence of learning is now consistent across WISE.</p> <p>Times Table Rockstars has been introduced in KS2.</p>			
C.Triangulated monitoring demonstrates that percentage of Teaching graded good or better is increased.	<p>Evidence following regular book scrutinies, termly data analysis and lesson observations are triangulated to enable SLT to tailor CPD to meet the needs of the staff.</p>	<p>Identified PP pupils will need to receive further targeted support next year in order to narrow the attainment gap between their peers.</p> <p>Autumn data analysis identified classes where progress/attainment of pupil premium pupils was not in line with expected. A book scrutiny of these particular year groups identified marking as a key issue within the year groups. Whole school CPD was delivered to address this and specific staff were supported with marking effectively. A follow-up book scrutiny demonstrated an improvement in this area, resulting in improved outcomes for pupil premium pupils.</p>	<p>Continue to implement a robust monitoring timetable 2020/21.</p> <p>Continue to support staff with marking effectively; further CPD from Director of Teaching + Learning to support this within Writing.</p>	£4,500
D. Number of behaviour incidents reduced during lessons, play time/lunch time.	<p>Hasting Hill Academy continues to develop OPAL to meet the needs of the school.</p> <p>AHT has trained a group of children; the Rights Knights, in restorative justice. These children are able to resolve minor conflict and promote positive relationships on the yard.</p> <p>A specialist Teacher has been employed to deliver a Nurture provision (Jan 2020).</p> <p>Behaviour incentives</p>	<p>There has been a significant reduction in behaviour incidents at lunch time. OPAL play leaders have been advertised; school closure has inhibited this from fully developing.</p> <p>The Rights Knights have been successful in resolving minor conflict as 'Hasting Hill Helpers'; they meet regularly to discuss the impact of their work. They are identifiable by wearing high viz jackets and caps on the yard.</p> <p>Nurture provision is beginning to have a positive impact; target pupils stay indoors and make use of 'The Den' during less structured times of the school day. However, school closure has inhibited this from being fully embedded.</p> <p>Use of chips, traffic light system and class dojo has a positive impact of pupil's behaviour.</p>	<p>OPAL play leaders to be recruited and identified; school closure has inhibited this from fully developing.</p> <p>Continue to develop the nurture provision; school closure has impacted on this.</p> <p>Ensure there is a consistent approach in all teachers using the reward systems that are already in place; pupil voice meetings with Pupil Premium children highlighted some inconsistencies within particular year groups.</p>	£25,000
ii. Targeted support				

<p>E. Accelerated rates of progress for groups of pupils eligible for PP so that more children achieve the expected and higher standard.</p> <p>Year 1 Writing GDS Combined GDS</p> <p>Year 2 R, W, M EXS Combined</p> <p>Year 3 Writing, GPS EXS</p> <p>Year 4 Reading GDS Maths GDS</p> <p>Year 5 Reading, GPS EXS All GDS</p>	<p>Read, Write Inc is well-embedded in Early Years and KS1. KS1 have introduced ditties and RWI Reading books to develop pupil's skills in blending and fluency.</p> <p>Home reading books are closely matched to pupil's Phonic/Reading capabilities.</p> <p>Introduction of tiered reading system to target off-track pupils.</p> <p>Diagnostic assessments carried out for Y1/2 target pupils; new Phonic interventions to commence.</p> <p>Directors of Teaching + Learning have led whole school CPD on Reading and Writing.</p> <p>Fluent in 5 fully embedded across school.</p> <p>Inspire Maths fully implemented within KS1.</p> <p>Y5 and Y6 have taken part in the Aspirations Project at Durham University.</p>	<p>Formal assessments did not take place academic year 2019/20 due to school closure (Covid 19).</p> <p>70% of Year 1 pupils (+4% increase on 2018/19) are predicted to pass the Phonics Screen <i>pre school closure</i>, inc. 40% (2/5) of PP pupils.</p> <p>WISE Reading/Writing is now consistent across school.</p> <p>WISE Maths is taught consistently across school. Inspire Maths is taught consistently within KS1.</p> <p>Outcomes at Durham University Aspirations Project were successful.</p>	<p>Continue with WISE Reading/Writing next year.</p> <p>Off-track PP pupils to be targeted with new Phonic interventions next year (started Spring term, but not fully implemented/able to demonstrate impact due to school closure.)</p>	<p>£78,820</p>
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iii. Other approaches

F. Attendance rates of disadvantaged pupils increases.	A-Star continue to work with vulnerable pupils, who are frequently absent. Weekly attendance incentives.	Whole school attendance for 2019/20 is 94% (3.9.19-20.3.20). Weekly incentives have been successful in promoting good attendance. Family Liason officer is successful in engaging with target families.	A-Star will continue to hold regular meetings with parents and home visits 2020/21.	£15,000
G. Improve pupil well-being and ensure they have all requirements to access learning at all times.	Free breakfasts and the bagel bar available for all pupils. Visit/Visitors to enhance learning. Enrichment OPAL A specialist Teacher has been employed to deliver a Nurture provision (Jan 2020).	Breakfast club and the bagel bar have been highly successful in improving pupil well-being; pupils have their needs met in order to access learning. Classes have enjoyed various visits and visitors to enrich the curriculum and broaden their horizons. Enrichment afternoons have been successfully introduced and will continue within KS2 next year. OPAL to be continued next year. Nurture provision is beginning to have a positive impact on target pupils. However school closure has inhibited this from being fully embedded.	Nurture provision to be continued and fully embedded 2020/21.	£6,164
H. Improve parental engagement to support learning at home.	Parent Consultations Parent events throughout the year; KS1 Phonics workshops, Whole School Christmas craft sessions, Christmas Fayre, KS1 Valentine crafts, Mother's Day event, etc.	Family Liason officer has continued to build positive relationships and support parents. Christmas craft sessions, KS1 Phonics sessions and school fayres have been successful. Class assemblies and parent workshops continue to be well attended.	Continue to engage parents with a range of activities to promote learning.	£5,000