

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Hasting Hill Academy
Pupils in school	226
Proportion of disadvantaged pupils	53%
Pupil premium allocation this academic year	£126,430
Academic year or years covered by statement	September 2021-2024
Publish date	01/10/21
Review date	July 2022 July 2023 July 2024
Statement authorised by	Natalie Fountain
Pupil premium lead	Louise Waugh
Governor lead	Jan Skelton

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	None due to COVID
Writing	None due to COVID
Maths	None due to COVID

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Combined 81%
Achieving high standard at KS2	Combined 21%

Measure	Activity
Accelerated progress across core subjects so that a greater proportion of disadvantaged pupils meet ARE.	Baseline assessments to be completed in September. Class interventions clearly highlighted on class provision maps. CPD programme to address teaching and learning needs. Regular learning visits. Pupil progress meetings following on from data drops. Personalised PM and plans to support staff where teaching is not consistently good. Scorecard and FFT tracking analysed for any trends in data for PP group. All staff to embed retrieval practice and use it regularly in all lessons. Use scaled scores to track progress. Use diagnostic assessments to determine intervention.

<p>Ensure the wider school provision meets the Social and Emotional needs of disadvantaged pupils including those with SEND.</p>	<p>Education Mental Health practitioner to support children with mental health issues.  Nurture Provision embedded  Weekly assemblies discussing mental health and wellbeing  ICAMHs CPD for all staff  Audit themes that children are exposed to, plan themes into curriculum.  CPD for issues that arise.  Sensory room and other sensory equipment  Mental Health Champion Training via The Charlie Waller Foundation  Pupil voice  Audit issues that regularly arise with self regulation.  Whole staff CPD - Zones of Regulation  Introduce to children/parents</p>
<p>Barriers to learning</p>	<p>Language skills on entry to EYFS are low.  Emotional and social factors impact on academic progress for a significant number of disadvantaged pupils.  Loss of learning due to COVID.  Many disadvantaged children come to school hungry.  The attendance of disadvantaged pupils does not reach the school target of 96%.  Fewer disadvantaged pupils achieve the higher standard at the end of KS2 in R,W,M and GAPS.</p>
<p>Projected spending</p>	<p>£10, 564</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All pupils make expected progress and attain 85%+ national standard	Sept 21
Progress in Writing	All pupils make expected progress and attain 90%+ national standard	Sept 21
Progress in Mathematics	All pupils make expected progress and attain 92%+ national standard	Sept 21
Phonics	95% pass Phonics Screen by the end of Year 2.	Sept 21
Other	Improve attendance of disadvantaged pupils to 96%.	Sept 21

### Targeted academic support for current academic year

Measure	Activity
To embed early reading and ensure that 95% of children pass the Phonics Screen test by the end of Year 2.	<p>Read, write, inc baseline assessments in Sept.                      RWI assessments every six weeks.                      All children to be mapped on to a three reading tier system. 1:1 reading planned accordingly.                      Continue to implement RWI and monitor effectiveness.                      Internal reading review to look at early reading.                      Reading at home competition - reward stickers for reading at home build up to a prize.                      Launchpad tracker used to identify gaps in early reading skills and interventions planned accordingly.                      Reading passports                      Additional phonics session daily in KS1 and for children in KS2 who require as well as daily RWI lesson.                      Ensure reading books match HFW teaching schedule to allow for reading success.                      Introduce a phonics role play area into EYs with phonic sound cards/green words/red words etc.                      D of T+L to monitor with SLT.</p>
To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Reading.	<p>Accelerated Reader/Read, write, inc baseline assessments in Sept, including a phonics screen for all of KS2.                      RWI assessments every six weeks.                      AR test every half term.                      All children to be mapped on to a three reading tier system. 1:1 reading planned accordingly.                      Continue to implement RWI and monitor effectiveness.                      Internal reading review to look at early reading.                      Reading at home competition.                      WISE Reading to be monitored through drop ins and book looks.                      Launchpad tracker used to identify gaps in early reading skills and interventions planned accordingly. (across all key stages)                      Reading passports.                      Inform parents of children's reading age. Ensure the environment promotes the love of reading. Enthuse children about stories. Reading corners in each classroom.</p>

	<p>Core books displayed on classroom doors. Launch of the KS2 library following on from COVID.</p> <p>Story time to be timetabled at the end of the day for 15minutes. All classes.</p> <p>Parents invited into workshops to hear stories and engage with children's own stories.</p> <p>Collect pupil voice on story time/love of reading.</p>
To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in writing.	<p>Whole trust writing CPD.</p> <p>Work with specialist from across the trust to improve teachers knowledge of the expected standard in every year group.</p> <p>Increase opportunities for writing within the timetable.</p> <p>Review impact of marking of writing.</p> <p>CPD to ensure moderation judgments are accurate.</p> <p>Reintroduce personal and whole class writing targets.</p> <p>Weekly spelling programme introduced. SLT to monitor as part of the Autumn monitoring schedule.</p> <p>Grammar retrieval introduced at the beginning of every English lesson. 5 minute retrieval practice. Yr1-Yr6.</p> <p>Slow writing method to model punctuation, sentence structure and basic skills.</p>
To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Maths.	<p>All staff to use Maths working walls within their classrooms.</p> <p>TTRS used effectively in KS2. Numbots in KS1.</p> <p>Clear lesson structure - monitored half termly.</p> <p>Embed calculation skills.</p> <p>Daily maths meetings - 20min sessions every day.</p> <p>Fluent in five to retrieve previous knowledge at the start of every Maths lesson.</p> <p>Use scaled scores to track progress.</p> <p>Continue to use Inspire successfully.</p> <p>Use diagnostic assessments to determine intervention.</p> <p>Star maths test every half term.</p> <p>Freckle - personalised online programme which uses star maths to pinpoint weaknesses in child's mathematical ability.</p>
Barriers to learning	<p>Language skills on entry to EYFS are low.</p> <p>Loss of learning due to COVID.</p> <p>The attendance of disadvantaged pupils does not reach the school target of 96%.</p> <p>Fewer disadvantaged pupils achieve the higher standard at the end of KS2 in R,W,M and GAPS.</p> <p>A varied range of environmental barriers which have an impact on home learning.</p>
Projected spending	£93, 274

### Wider strategies for current academic year

Measure	Activity
To improve attendance to 96% for disadvantaged pupils.	<p>Daily contact when pupils are absent, check register sent to HT</p> <p>Meetings with parents and their child when attendance drops to 93%.</p> <p>Weekly class award for attendance pizza Friday</p> <p>Individual choco lotto (100% for the week entered into draw)</p> <p>Termly badges for children with 97% or above</p> <p>Incentives through Vision [supply agency]</p> <p>Letters sent home if attendance drops.</p>

	Home visits for persistent absenteeism.
Disadvantage groups make at least good progress in all subjects.	<p>Subject leaders to track disadvantaged pupils and work with SENCO to ensure provision is effective.</p> <p>Specific interventions to address gaps in learning.</p> <p>Lesson observations.</p> <p>Book looks.</p> <p>Pupil progress meetings.</p> <p>Introduce Cultural Capital checklists.</p> <p>Network meetings across the trust.</p> <p>Director of Teaching and Learning to support subject leads.</p>
Improvement in children's mental health to enable readiness to learn.	<p>Education Mental Health practitioner to support children with mental health issues.</p> <p>Nurture Provision embedded</p> <p>Weekly assemblies discussing mental health and wellbeing</p> <p>ICAMHs CPD for all staff</p> <p>Audit themes that children are exposed to, plan themes into curriculum.</p> <p>CPD for issues that arise.</p> <p>Sensory room and other sensory equipment</p> <p>Mental Health Champion Training via The Charlie Waller Foundation</p> <p>Pupil voice</p> <p>Audit issues that regularly arise with self regulation.</p> <p>Whole staff CPD - Zones of Regulation</p> <p>Introduce to children/parents</p> <p>OPAL programme relaunched and impacting positively on behaviour.</p>
Barriers to learning	<p>Skills on entry to EYFS are low.</p> <p>Loss of learning due to COVID.</p> <p>The attendance of disadvantaged pupils does not reach the school target of 96%.</p> <p>Fewer disadvantaged pupils achieve the higher standard at the end of KS2 in R,W,M and GAPS.</p> <p>A varied range of environmental barriers which have an impact on home learning.</p> <p>Experiences children encounter outside of school are minimal.</p>
Projected spending	£25, 599

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensure teaching is consistently good or better across all areas of school.</p> <p>Ensure CPD schedule is purposeful and effectively addresses gaps in teaching and learning.</p>	<p>Use of pupil data and robust performance management to address underperformance.</p> <p>Internal reviews.</p> <p>Peer reviews.</p> <p>External reviews.</p>

	Ensure SLT are held accountable for quality of education.	Monitoring schedule adhered to, SLT released for monitoring. Robust CPD schedule. Clear school improvement which is regularly reviewed.
Targeted support	Assessment data analysed to show gaps in attainment and interventions implemented. Ensure subject leads are given time to monitor subject data and interventions.	Regular pupil progress meetings - after every data drop. SENCO to work closely with class teachers and TAs to ensure interventions are effective.
Wider strategies	Engaging families facing challenges of their own. Engaging parents in home learning - developing their knowledge of how to teach phonics, reading, maths.	Work closely with external services to support families. Family liaison officer to support families. Parent workshops, curriculum newsletters.

### Review: last year's aims and outcomes

Aim	Outcome
Accelerated progress across Early Years.	No standardised data due to COVID.
Improved outcomes in attainment for disadvantaged pupils in R,W,M and GAPS.	No standardised data due to COVID.
Teaching and learning across all subjects, in all year groups is consistently good or better.	Summer term drop ins and learning walks showed 100% of teaching was at least good or better. Books reflected effective teaching and learning in English and Maths.
Reduce the number of behaviour incidents during break and lunch time.	Very little number of incidents at break and lunch time. This was due to children playing in their bubbles with split times.
Disadvantaged pupils make accelerated progress, so that the percentage of pupils achieving the expected standard increases.	No standardised data due to COVID.
Attendance rates of disadvantaged pupils increases.	Attendance not reported due to COVID.
Improve pupil well-being to enable all pupils, particularly disadvantaged pupils, to access learning all times.	Sensory areas set up last year which has greatly improved the sensory offer for children to self regulate. Education Mental Health Practitioner in post - supporting children and parents with mental health issues. Mental health check -ins in every classroom. Nurture provision was effective.

	Referrals to external agencies such as CAMHs/CYPS where needed.
Improve parental engagement to help enable parents to support learning at home.	Phonics videos sent home during lockdown to support parents with how to teach phonics. Pure sounds video shared with parents. Use of class dojo to showcase learning. Useful websites sent home to help children with learning. Remote learning offer embedded during lockdown.