# Pupil premium strategy statement 2022-23

# School overview

| **Metric** | **Data** |
| --- | --- |
| School name | Hasting Hill Academy |
| Pupils in school | 216 |
| Proportion of disadvantaged pupils | 44% |
| Pupil premium allocation this academic year | £141, 575 |
| Academic year or years covered by statement | September 2021-2024 |
| Publish date | 01/10/2022 |
| Review date | July 2023  July 2024 |
| Statement authorised by | [Natalie Fountain](mailto:natalie.fountain@wiseacademies.co.uk) |
| Pupil premium lead | [Louise Waugh](mailto:louise.waugh@wiseacademies.co.uk) |
| Governor lead | Jan Skelton |

## Phonics Screen Disadvantaged pupil progress scores for last academic year (2021-22)

| **Measure** | **Score** |
| --- | --- |
| Year 1 | 79% |
| Year 2 | 86% |

## KS1 Disadvantaged pupil progress scores for last academic year (2021-22)

| **Measure** | **Score** |
| --- | --- |
| Reading | 57% |
| Writing | 57% |
| Maths | 71% |
| Combined | 57% |

## KS2 Disadvantaged pupil progress scores for last academic year (2021-22)

| **Measure** | **Score** |
| --- | --- |
| Reading | 56% |
| Writing | 63% |
| Maths | 56% |
| SPAG | 50% |
| Combined | 50% |

## 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. | Diagnostic assessments are completed regularly throughout the academic year, in line with WISE assessment procedures.  Interventions are planned accordingly, following data analysis of individual year groups; disadvantaged pupils are a priority within interventions.  CPD programme to address teaching and learning need, with a focus on accelerating the progress of disadvantaged pupils.  A robust monitoring timetable is in place with a focus on progress of disadvantaged pupils; book monitoring, lesson visits, pupil discussions.  Pupil progress meetings every half term to focus on the progress of disadvantaged pupils; teaching staff are held to account for the progress of disadvantaged pupils.  Personalised Performance Management targets and support plans are in place to support staff where teaching is not consistently ‘Good’.  SLT analyse WISE scorecard and FFT tracking every term 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, with a focus on disadvantaged pupils. |
| Ensure the wider school provision meets the Social and Emotional needs of disadvantaged pupils, including those with SEND. | Continue to implement a bespoke PSHCE curriculum, where pupil wellbeing is a top priority; all classes Y1-6 study a ‘Health and Wellbeing’ unit is taught in Autumn term Pupil Wellbeing Week is carefully planned to teach pupils how to be active, healthy citizens and to develop their understanding of living a healthy lifestyle.  Provision is supported by an Educational Mental Health practitioner one day a week.  Weekly assemblies discussing mental health and wellbeing.  A CPD programme for all staff with a focus on supporting the social and emotional needs of pupils, particularly disadvantaged pupils, and those with SEND; Zones of Regulation, ICAMHs.  Support from Autism Outreach Team is valued and teaching staff ensure any recommendations are implemented.  Sensory circuits, sensory rooms and other sensory equipment.  Pupil voice is pivotal to school improvement; continue to ensure school action teams are proactive in school and are inclusive of disadvantaged pupils, including those with SEND.  Mental health check-in for YR 5 and YR 6 pupils. |
| Barriers to learning | Language skills on entry to EYFS are low.  Emotional and social factors impact on academic progress for a significant number of disadvantaged pupils.  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 SPAG. |
| Projected spending | £10, 564 |

## Teaching priorities for current academic year

| **Aim** | **Target** | **Target date** |
| --- | --- | --- |
| Progress in Reading | All pupils make at least expected progress and attain the national standard. | Autumn 2022- Summer 2023 |
| Progress in Writing | All pupils make at least expected progress and attain the national standard. | Autumn 2022- Summer 2023 |
| Progress in Mathematics | All pupils make at least expected progress and attain the national standard. | Autumn 2022- Summer 2023 |
| Phonics | 95% pass Phonics Screen by the end of Year 2. | Autumn 2022- Summer 2023 |
| Other | Improve attendance of disadvantaged pupils to 96%. | Autumn 2022- Summer 2023 |

## Targeted academic support for current academic year

| **Measure** | **Activity** |
| --- | --- |
| To embed early reading and ensure that 95% of children pass the Phonics Screen by the end of Year 2. | 2x 30 minute phonics sessions daily for all KS1 pupils, and for KS2 pupils where necessary. 1x 30 minute phonics session daily for Reception pupils.  Launchpad for Literacy tracker used in EYFS to identify gaps in early reading skills; interventions are planned accordingly.  Read, Write, Inc. assessments are completed every half term with Reception and KS1 pupils, and with KS2 pupils where necessary; pupils are grouped homogeneously following assessments.  All pupils are mapped on to a three tier phonics and reading system; 1:1 reading interventions and phonics interventions are planned accordingly and are delivered by experienced staff.  Continue to ensure fidelity to the RWI phonics programme; Early Reading Leader to continue to monitor effectiveness of teaching and learning, coaching and mentoring staff, where appropriate.  Following the success of the superhero reading challenge (2022), launch a new competition to continue to improve rates of reading at home in Reception and Key Stage 1.  Early Reading Leader to promote parental engagement through delivering regular phonics meetings and workshops.  Use of reading passports.  Ensure RWI home reading books continue to be precisely matched to the appropriate reading level for each pupil; Early Reading Leader to monitor. |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Reading. | Accelerated Reader/Read, write, inc baseline assessments are completed September 2022.  RWI assessments every half term for pupils, where necessary  Accelerated Reader test every half term; Inform parents of children’s reading age.  All children to be mapped on to a three tier reading system; 1:1 reading interventions are planned accordingly.  Continue to implement RWI, where necessary; Early Reading Leader to monitor effectiveness and coach/ support staff where needed.  WISE Reading to be monitored through lesson drop ins and monitoring of workbooks.  Continue the use of reading passports.  Ensure the environment promotes the love of reading and that each class has an attractive reading area.  Core books displayed on classroom doors.  Continue story time at the end of the day for 15 minutes in all classes.  Parents invited into workshops to hear stories and engage with children’s own stories.  Collect pupil voice on story time/love of reading. |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in writing. | Whole trust writing CPD.  Work with specialist from across the trust to improve teachers knowledge of the expected standard in every year group.  Increase opportunities for writing within the timetable.  Review impact of marking of writing.  CPD to ensure moderation judgments are accurate.  Reintroduce personal and whole class writing targets.  Continue to implement the weekly spelling programme; Literacy Leader to monitor.  Continue grammar retrieval at the beginning of every English lesson; 5 minute retrieval practice in Yr1-Yr6.  Use of slow writing method to model punctuation, sentence structure and basic skills. |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Maths. | Use diagnostic assessments to determine intervention.  Star maths test every half term.  Use scaled scores to track progress of pupils, with a focus on disadvantaged pupils.  Clear lesson structure - monitored half termly by Maths Leader.  Embed calculation skills - Maths Leader to monitor.  Daily maths meetings Y1 - Y6 - 20min sessions every day.  Fluent in five to retrieve previous knowledge at the start of every Maths lesson Y1 - Y6.  All staff use a Maths working wall within their classroom to support current learning.  Continue to use TTRS effectively in KS2 and Numbots in KS1  Continue to use Freckle Maths in KS2; a personalised online programme which uses star maths to identify gaps in mathematical ability. |
| Barriers to learning | Language skills on entry to EYFS are low.  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.  A varied range of environmental barriers which have an impact on home learning. |
| Projected spending | £93, 274 |

## Wider strategies for current academic year

| **Measure** | **Activity** |
| --- | --- |
| To improve attendance to 96% for disadvantaged pupils. | Daily contact with parents when pupils are absent.  Letters are sent home if attendance is below 95%.  Attendance meetings with SLT and parents, when attendance is below 90%; parents are challenged and held to account. Persistent absentees will be monitored and issued fines.  Attendance awards and incentives.  Termly badges for pupils with 97% attendance or above.  Home visits for persistent absenteeism.  All holidays are unauthorised; fixed penalty notices issued. |
| Disadvantage groups make at least good progress in all subjects. | Continue to implement a robust monitoring timetable ; SLT to ensure disadvantaged pupils are a focus within lesson drop ins and monitoring of workbooks.  Subject leaders to track disadvantaged pupils and work with Pupil Premium Leader to ensure provision is effective.  Specific interventions are planned to address gaps in learning.  Introduce Cultural Capital checklists.  Subject Leaders to attend network meetings across the trust.  Director of Teaching and Learning to support subject leaders, where necessary. |
| Improvement in children’s mental health to enable readiness to learn. | Continue to implement a bespoke PSHCE curriculum, where pupil wellbeing is a top priority; all classes Y1-6 study a ‘Health and Wellbeing’ unit is taught in Autumn term Pupil Wellbeing Week is carefully planned to teach pupils how to be active, healthy citizens and to develop their understanding of living a healthy lifestyle.  Provision is supported by an Educational Mental Health practitioner one day a week.  Weekly assemblies discussing mental health and wellbeing.  A CPD programme for all staff with a focus on supporting the social and emotional needs of pupils, particularly disadvantaged pupils, and those with SEND; Zones of Regulation, ICAMHs.  Support from Autism Outreach Team is valued and teaching staff ensure any recommendations are implemented.  Sensory circuits, sensory rooms and other sensory equipment.  Pupil voice is pivotal to school improvement; continue to ensure school action teams are proactive in school and are inclusive of disadvantaged pupils, including those with SEND.  Mental health check-in for YR 5 and YR 6 pupils.  Re-launch OPAL programme and monitor the impact on behaviour. |
| Barriers to learning | Skills on entry to EYFS are low.  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.  A varied range of environmental barriers which have an impact on home learning.  Experiences children encounter outside of school are minimal. |
| Projected spending | £25, 599 |

## Monitoring and Implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching | Ensure teaching is consistently good or better across all areas of school.  Ensure CPD schedule is purposeful and effectively addresses gaps in teaching and learning.  Ensure SLT are held accountable for quality of education. | Use of pupil data and robust performance management to address underperformance.  Internal reviews.  Peer reviews.  External reviews.  Monitoring schedule adhered to; SLT released for monitoring.  Robust CPD schedule.  All staff contribute to a clear school improvement plan; this is regularly reviewed. |
| Targeted support | Assessment data analysed to show gaps in attainment and interventions implemented.  Ensure subject leaders are given time to monitor subject data and interventions. | Regular pupil progress meetings, following every assessment period.  SENDCO 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 and 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. | GLD - 65% |
| Improved outcomes in attainment for disadvantaged pupils in R,W,M and SPAG. | KS2 Reading - 56% (-16%)  KS2 Writing - 63% (-3%)  KS2 Maths - 56% (-3%)  KS2 SPAG - 50% (-9%) |
| Teaching and learning across all subjects, in all year groups is consistently good or better. | 100% of teaching is ‘Good’ or ‘Outstanding’.  Pupil’s books reflected effective teaching and learning in English and Maths. |
| Reduce the number of behaviour incidents during break and lunch time. | Minimal number of incidents at breaks and lunch times. |
| Disadvantaged pupils make accelerated progress, so that the percentage of pupils achieving the expected standard increases. | No standardised data from previous year to compare with, due to COVID. |
| Attendance rates of disadvantaged pupils increases. | No standardised attendance data from previous year to compare with, 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. | Read, Write, Inc. videos shared on Class Dojo to support parents with how to teach phonics.  Phonics Workshop (May 2022) to support parents with the teaching of Phonics.  Use of class dojo to showcase learning.  Useful websites sent home to support pupil’s learning. |