# Pupil premium strategy statement – Hasting Hill Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| **Detail** | **Data** |
| --- | --- |
| Number of pupils in school | 221 |
| Proportion (%) of pupil premium eligible pupils | 52% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 23/24  24/25  25/26 |
| Date this statement was published | 01.10.23 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Natalie Fountain |
| Pupil premium lead | Louise Waugh |
| Governor / Trustee lead | Jan Skelton |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £136,777 |
| Recovery premium funding allocation this academic year | £14, 210 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £150, 987 |

# Part A: Pupil premium strategy plan

## Statement of intent

| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* |
| --- |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Language skills on entry to EYFS are low. |
| 2 | Emotional and social factors impact on academic progress for a significant number of disadvantaged pupils. |
| 3 | Some families of disadvantaged pupils report poor mental health and need support from school and outside agencies. |
| 4 | The attendance of disadvantaged pupils is lower than their peers. [91.2% compared to 92.2% in 22/23]. |
| 5 | The outcomes for disadvantaged pupils are lower than their peers at the end of KS2 in R,W,M and SPAG. |
| 6 | A large majority of disadvantaged pupils have an identified SEND. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| **Intended outcome** | **Success criteria** |
| --- | --- |
| To improve whole school reading outcomes for PP pupils. | All pupils make at least expected progress and attain the national standard. |
| To improve whole school writing outcomes for PP pupils. | All pupils make at least expected progress and attain the national standard. |
| To improve whole school maths outcomes for PP pupils. | All pupils make at least expected progress and attain the national standard. |
| To improve outcomes in reading for PP pupils in KS1. | 95% pass Phonics Screen by the end of Year 2. |
| To improve overall attendance for PP pupils. | Improve attendance of disadvantaged pupils. |
| 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. | Work with SEND and ASD link to support the pupils and to ensure staff have the correct tools and knowledge to help the pupils make progress.  New child and family safeguarding and attendance officer to get to know families and support the emotional needs.  PP / SEND drop-ins to support the needs of pupils within the class.  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.  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. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 94 332

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To continue to embed early reading and ensure that 95% of children pass the Phonics Screen by the end of Year 2. | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  Intervention are planned as follows and linked to whole class teaching sessions as evidence from the EEF PP report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.  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. and linked to whole class teaching sessions as evidence from the EEF PP report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.  .  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. This links to EEF PP where it is highlighted how important it is that diagnostic assessments are used as a starting point to ascertain what is hindering pupils’ progress. This will take account of both academic and wider barriers. The actions in this strategy will seek to address the wide range of barriers.  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. | Whole Y1 cohort  4 x Y2 pupils who did not pass in Y1 in Summer 23 |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Reading. | The EEF PP report highlights how supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. All teachers and TAs have been trained in the use of all programmes used and have full fidelity to the schemes chosen. 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. | Y6 – 18  Y5 – 16  Y4 – 11  Y3 – 18  Y2 – 16  Y1 – 21  YR – 13  Total 114 |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in writing. | Whole trust writing CPD.  Continue to 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. | Y6 – 18  Y5 – 16  Y4 – 11  Y3 – 18  Y2 – 16  Y1 – 21  YR – 13  Total 114 |
| To improve outcomes in attainment for disadvantaged pupils at the end of KS2 in Maths. | Use diagnostic assessments to determine intervention.  Implement number sense.  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. | Y6 – 18  Y5 – 16  Y4 – 11  Y3 – 18  Y2 – 16  Y1 – 21  YR – 13  Total 114 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20 017

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Additional booster sessions for KS2 pupils who are identified as off track from school tracking systems. | Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.  Intervention are planned as follows and linked to whole class teaching sessions as evidence from the EEF PP report states;- linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. | 31 pupils  2 x hours per week after school in addition to in school catch up. |
| Additional Phonics sessions for pupils who are not on track to achieve the expected standard in the PSC at the end of Y1. | As above | Any child in Y1 who falls below on tract threshold during the year – see additional phonics tracking on line with data drops. |
| Additional Phonics sessions for pupils who did not reach the expected standard in the PSC at the end of their Y1. | As above | 4 children in Y2  5 children in Y3 – having support  7 children in Y4 and Y5 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36 638

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To improve attendance to 96% for disadvantaged pupils. | New attendance officer in place and working with families.  Daily contact with parents when pupils are absent.  Working with and referrals to LA.  Letters are sent home if attendance is below 96%.  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.  Parent contracts in place.  Attendance awards and incentives.  Termly badges for pupils with 100% attendance or above.  Home visits for persistent absenteeism.  All holidays are unauthorised; fixed penalty notices issued. | All pupils who fall below thresholds - this number will change and be fluid during the year - tracking is in place. |
| 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.  WISE childhood pledge implemented and supporting pupils Cultural Capital.  Specific interventions are planned to address gaps in learning.  Subject Leaders to attend network meetings across the trust.  Director of Teaching and Learning to support subject leaders, where necessary. | Y6 – 19  Y5 – 18  Y4 – 14  Y3 – 10  Y2 – 17  Y1 – 14  YR – 12 |
| 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.  ASD training for staff. with Richie from Awesometistic.co.uk  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 and any other pupils that may need this. | Y6 – 19  Y5 – 18  Y4 – 14  Y3 – 10  Y2 – 17  Y1 – 14  YR – 12 |

**Total budgeted cost: £ 150 987**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| All data reported below is for disadvantaged and will be updated over the year 2023 / 2024.  This will be updated and on-going throughout the year. |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| **Programme** | **Provider** |
| --- | --- |
| NONE |  |
|  |  |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| --- |
| N/A - No service children currently in school. |
| **The impact of that spending on service pupil premium eligible pupils** |
|  |

# Further information (optional)

| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |
| --- |