

Haxby Road Primary Academy Pupil Premium Strategy Statement 2017-2018

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support raising of attainment for the most vulnerable pupils.

At Haxby Road, a targeted and strategic use of pupil premium funding supports us in achieving our vision:

- We ensure that high quality teaching and learning opportunities meet the needs of all the pupils.
- We ensure that effective and appropriate provision is made for pupils who belong to vulnerable groups, through rigorous assessments of their needs.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free schools meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A majority of any group will be made up of FSM children.

1. Summary information					
School	Haxby Road Primary Academy				
Academic Year	2017/2018	Total PP budget	£108,240	Date of most recent PP Review	22.9.17
Total number of pupils	233	Number of pupils eligible for PP	88	Date for next internal review of this strategy	15.1.18

2. Current attainment Key Stage 1 (2017 end of KS data)				
	<i>Disadvantaged other School</i>	<i>Disadvantaged other National</i>	<i>Overall</i>	<i>National</i>
% achieving standard in reading	67%	79%	63%	76%
% achieving standard in writing	50%	72%	56%	68%
% achieving standard in maths	58%	79%	67%	75%

3. Current attainment Key Stage 2						
	<i>Disadvantaged other School</i>	<i>Disadvantaged other National</i>	<i>Disadvantaged other Progress</i>	<i>Overall</i>	<i>Progress</i>	<i>National</i>
% achieving in reading, writing and maths	40%	67%	N/A	45%	N/A	61%
% achieving standard in reading	50%	77%	0.92%	64%	+2.86	
% achieving standard in writing			+1.85	64%	+1.67	
% achieving standard in maths	80%	80%	+4.12	73%	+3.97	

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	To raise attainment for all PP children to ensure it is in line with national for reading. To ensure high attainment of higher achieving pupil premium children.
B.	Developing resilience and supporting mental health needs of our pupils.
C.	To continue to improve the attendance of PP.

External barriers (issues which also require action outside school, such as low attendance rates)			
D.	To increase the range of services & extra curricular activities available to support the wellbeing of PP parents and pupils.		
4. Desired outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>IMPACT JULY 2018</i>
A.	<p>Quality of Teaching, Learning and Assessment To raise attainment for all PP children to ensure it is in line with national for reading and writing. To ensure high attainment of higher achieving pupil premium children.</p>	Assessment data showing progress in line with peers and attainment at expected or able levels.	<ul style="list-style-type: none"> GLD 60% PP which was above the national of 57.2%. Year 1 Phonics: 85.7% of PP passed the screening and this was above the national of 71.7% <p>Key Stage 1</p> <ul style="list-style-type: none"> Reading S: 57.1% PP compared to 65.2% Non PP achieved national. Positive gap of 8.1. National gap was 16.4% Reading GD: 28.6 PP compared to 13% non PP achieved Greater Depth. Positive gap 15.6 Writing S 42.9% PP compared to 52.2% Non PP achieve standard. This is a gap of 9.3% which is below the national gap of 18.4% Writing GD 7.1% PP compared to 13% Non PP achieved Greater Depth <p>Key Stage 2: 17 children out of 21 were PP.</p> <ul style="list-style-type: none"> Reading: 29.5% PP achieved standard compared to 75% NPP. Writing: 58.8% PP achieved standard compared to 75% NPP. Gap of 16.2% which is slightly below the national gap of 16.2%
B.	<p>Personal Development, Behaviour and Welfare To increase the range of services and experiences available to support the resilience and mental health of PPG pupils (including Looked After Children (LAC) and Previously Looked After Children (PLCA)</p>	Audit of emotional and emerging mental health issues shows all children are receiving the appropriate intervention and support from the inclusion and wellbeing team	Pupils from the beginning of year were identified early and interventions put in place. Pupils were closely monitored through pre and post intervention assessments.
C.	<p>Personal Development, Behaviour and Welfare Attendance of PPG pupil will increase with strengthened engagement through family support.</p>	The % of Persistently Absent Pupils who are eligible for the grant is reduced. Increase the % of families (pupils) eligible for the grant who engage with the school family support and	<ul style="list-style-type: none"> Weekly attendance meeting took place for pupil premium children who were 95%- 90% attendance. Pilot project for all PP children under 90% with KD/SM and LA

		<p>pastoral team so that the basic needs are met. Consistently monitor and track attendance, within school and closely with the LA</p>	<ul style="list-style-type: none"> ● Pupil Premium attendance for the year 2017-2019 was 95.58% which is now slightly above non pupil premium (95.38%) ● In July 2018, only 1 PP child was a PA.
D.	<p>Outcomes for Pupils: Increased attainment as a result of modelled parental engagement, mental health support and extracurricular activities (linked to Haxby 100)</p>	<p>Hard and soft data demonstrates an increase in attainment.</p>	<p>Progress measures PP from KS1-KS2</p> <ul style="list-style-type: none"> ● Reading: -1.2 National -0.6 ● Writing: 1.6 National -0.5 <ul style="list-style-type: none"> ● GLD 60% PP which was above the national of 57.2%. ● Year 1 Phonics: 85.7% of PP passed the screening and this was above the national of 71.7% <p>Key Stage 1</p> <ul style="list-style-type: none"> ● Reading S: 57.1% PP compared to 65.2% Non PP achieved national. Positive gap of 8.1. National gap was 16.4% ● Reading GD: 28.6 PP compared to 13% non PP achieved Greater Depth. Positive gap 15.6 ● Writing S 42.9% PP compared to 52.2% Non PP achieve standard. This is a gap of 9.3% which is below the national gap of 18.4% ● Writing GD 7.1% PP compared to 13% Non PP achieved Greater Depth <p>Key Stage 2: 17 children out of 21 were PP.</p> <ul style="list-style-type: none"> ● Reading: 29.5% PP achieved standard compared to 75% NPP. ● Writing: 58.8% PP achieved standard compared to 75% NPP. Gap of 16.2% which is slightly below the national gap of 16.2%

5. Planned expenditure						
Academic year		2017-2018				
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?	IMPACT JULY 18
<p>A-Quality of Teaching, Learning and Assessment</p> <p>Reading: To raise attainment for all PP children to ensure it is in line with national for reading and writing. To ensure high attainment of higher achieving pupil premium children</p>	<p>Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.</p> <p>Providing small group work with an experienced teacher focussed on overcoming gaps in learning. 1-1 support.</p> <p>Reading squad in place in key stage 2 and key stage 1 to ensure all children read everyday.</p> <p>Additional teaching and learning opportunities provided through learning mentors, trained ATs or external agencies.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths.</p>	<p>At Key Stage 1 67% PP achieved the expected standard compared to 79% nationally. 0% of PP achieved greater depth compared to 28% nationally.</p> <p>50% of PP achieved the expected standard in reading at the end of KS2 compared to 77% national for PP. 10% of PP achieved greater depth in reading compared to 29% national.</p>	<p>The pupil support team and senior leadership team will work closely together to monitor data and agree an intervention plan. This will be monitored regularly and revised in-line with impact and new need. Children will be discussed individually with their teacher after each data capture to ensure their needs are being met.</p> <p>The pupil support team and specialist intervention TA will provide support and interventions for DC, in addition to in-class support. These may be academic, pastoral or involve supporting the whole family.</p> <p>Haxby Road 100, a pledge for our children's everyday, educational, cultural and creative</p>	<p>KS</p> <p>RMH</p> <p>LW</p>	<p>The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils. An outline of the provision that was made since the last meeting.</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> Reading S:57.1% PP compared to 65.2% Non PP achieved national. Positive gap of 8.1. National gap was 16.4% Reading GD: 28.6 PP compared to 13% non PP achieved Greater Depth. Positive gap 15.6 Increased in KS1 of the number of PP children achieving Greater Depth. <p>Key Stage 2</p> <ul style="list-style-type: none"> Reading: 29.5% PP achieved standard compared to 75% NPP. 11.8% achieved GD in reading Writing: 58.8% PP achieved standard compared to 75% NPP. Gap of 16.2% which is slightly below the national gap of 16.2% 5.9% PP achieved GD in writing.

	<p>SENCo out of class to ensure additional release time to plan and implement targeted support.</p> <p>SENCO to purchase new reading resources to support PPG/SEN.</p> <p>SENCO to provide high quality reading training to assistant teachers.</p> <p>Literacy Academy Specialist to provide high quality reading training for teachers and assistant teachers.</p>		<p>entitlement, will be launched to ensure children have experiences beyond the classroom which will inspire and facilitate learning and progress.</p> <p>Reading squad ensures that all children across school read with a highly skilled adult everyday.</p>			<p>The new inclusion and wellbeing team is established and meet regularly to monitor children's outcomes.</p> <p>All Assistant teachers have received weekly high quality training and the Reading Squad is now embedded.</p> <p>Senco has delivered high quality SEND training to AT throughout the year and established clear monitoring systems for reading and writing interventions.</p>

	<p>Phonics Current Year 1. To ensure children are supported to progress with their phonics and for the majority of children to achieve the phonics standard in the phonics screen.</p> <p>Current Year 2. To enable the children who did not meet the phonics standard in 2017 to do so this year or provide alternative methods to support reading and writing</p>	<p>2016-2017 71% passed the phonic screening in year 1. 64% PP passed.</p> <p>Target of 80% of year 1 pupils to meet the standard in year 1 in 2018.</p> <p>29% of current year 2 children are not at the expected phonics standard. 36% of current PP children in Year 2 are not at the expected phonics standard.</p> <p>In 2017 5 year 2 children retook the check. 4 children passed, the 1 child who did not pass was the only PP out of the 5.</p>	<p>The Key Stage One team will work with the academy specialists and within the Phonics Champion network to ensure the best quality teaching of phonics.</p> <p>Chromebook sessions 3x weekly will allow the children identified to access high quality phonics provision.</p> <p>Specialist intervention ATs will provide high quality daily interventions with pre and post assessments to track progress.</p> <p>Teacher with KS1 experience and skilled in phonics teaching moved to Year 3 to continue high quality teaching of spelling and reading.</p>	<p>KS</p>	<p>To review in June through phonics screening check.</p>	<p>Phonics</p> <ul style="list-style-type: none"> Year 1: 94% passed the phonic screening test. this was above the national 82.7%. The results from 2018 show a positive increased of 24% on last years data. 85.7% PP passed the phonic screening compared to 100% non PP. This is a gap of 14.3 which is slightly above the national gap of 13.3.
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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?	IMPACT JULY 18
<p>B-Personal Development, Behaviour and Welfare To increase the range of services and experiences available to support the resilience and mental health of PPG pupils (including Looked After Children (LAC) and Previously Looked After Children (PLCA))</p>	<p>Implement the Big Future Foundation for Key Stage 1.</p> <p>CAMHS wellbeing and mental health worker comes in each week to work with 1:1 children. Each session with a child lasts 1 hour.</p> <p>All children on vulnerability list to have dedicated time with inclusion and safeguarding team.</p> <p>Weekly Restorative Practice hub time for children to discuss their feelings/emotions.</p> <p>Island mentors work with children in year 5 and 6 on 1:1</p>	<p>The emotional and emerging mental health audit shows a large majority of children who need support with their resilience and mental health.</p> <p>The school currently has in Sep 2017: -11 young carers -10 children on child Protection -11 children receiving social work support 8 children on a FEHA 10 children on the CLA 41 children are currently being monitored.</p>	<p>Each cycle the emotional and mental health audit will be reviewed and updated by all teachers.</p> <p>The vulnerability list will be updated each cycle.</p> <p>Inclusion and safeguarding team will monitor the impact of the interventions and nurture groups 3 x a cycle.</p> <p>SLT will monitor the data and interventions for all PP pupils.</p>	<p>KD RMH SM</p>	<p>Each cycle during week 9 and week 13.</p>	<p>Identified chn and chn seeking help were given designated sessions with the safeguarding team. The impact for these chn was shown through their KS2 SATs results.</p> <p>RP sessions in the RP Learning Hub helped to build stronger class community and a clear focus on Friendship and Respect topics were covered. As result of these sessions, chn had an extra opportunity to share their emotions and discuss any issues which meant they could then access the learning in class.</p>
<p>C-Personal Development, Behaviour and Welfare Attendance of PPG pupil will increase with strengthened engagement through family support.</p>	<p>Appointed a wellbeing and inclusion administrator for 2 days a week.</p> <p>Weekly attendance update</p> <p>Daily tracker</p> <p>Letters sent to all children with attendance below 95%</p> <p>Attendance pilot</p>	<p>Persistent absentees (absent for 10% or more sessions) was 13.10% for PPG. The national average is 15.10% however this is still our highest group of persistent absentees.</p> <p>We have a number of PPG with SEN and there persistent</p>	<p>Weekly attendance meetings with SM and SC to analyse weekly attendance.</p> <p>Weekly attendance strategies reviewed and adapted.</p> <p>Week 9 of each cycle-attendance for groups of children analysed.</p>	<p>SM KD SC</p>	<p>Each cycle during week 9 and week 13.</p>	<p>July 2018 attendance for PP children: 74% have an attendance figure of 95% or above for the school year.</p> <p>Awaiting PA/PP figures.</p>

	<p>New Early Years attendance policy</p> <p>Termly attendance prize for children with attendance above 96% including school disco and cinema trip</p> <p>Mark Smith from the LA working with PP pupils who are Persistent absentees.</p>	<p>absentees is 17.60%. The national average for SEN persistent absentees is 9.90%</p>	<p>Results to feed into SDP and attendance priorities.</p>			
<p>D- Outcomes for Pupils</p> <p>Increased attainment as a result of modelled parental engagement, mental health support and extracurricular activities.</p>	<p>Referrals made to mental health services for parents.</p> <p>Haxby 100 in place across school- children to ensure all children have a wide variety of experiences to support them with their literacy and PHSE skills.</p> <p>Community Cafe open 3 times a week to support families and provide links with additional services.</p> <p>Family learning courses taking place weekly in the library.</p> <p>Delivering Differently project in place with the local authority and children's centre to target PPG families.</p> <p>Wellbeing & Inclusion team to work closely with children's centre to identify PPG families in the EYFS unit to deliver targeted early intervention.</p>	<p>see previous data in section B. We have a large number of parents who need additional support to help support their child's learning and wellbeing.</p> <p>A large majority of PPG children enter Tiny Steps and Nursery well below Age Related Expectations.</p>	<p>Each cycle, in week 9 data will be analysed alongside emotional wellbeing audit. Progress and attainment will be discussed for PPG children.</p> <p>Pre and post assessment will take place for PPG children including families.</p> <p>Agencies/ services will review parental involvement and their assessments.</p> <p>Audit EYFS parents views on the support they need.</p> <p>Interventions will be reviewed with all stakeholders.</p>	<p>LW</p> <p>SM</p> <p>KD</p>	<p>Each cycle during week 9 and week 13.</p>	<p>Haxby Road 100 ensures that all children are exposed to a wealth of educational, cultural and creative opportunities. This has had an impact on creative writing across school as well as pupil engagement within classes- see class attainment and progress on class flight paths.</p> <p>The Journey Makers Project , which ran alongside the school's enrichment programme, showed that the chn involved gained confidence, self esteem and resilience. The sessions helped chn with their own self belief which was reflected in their attainment. Pre and post questionnaires were carried out to monitor the impact.</p>

