

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School Name	Haxby Road Primary Academy
Pupils in school	252
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£116,580.00
Academic year or years covered by statement	2019-2020
Publish date	18.11.19
Review date	24.2.20
Statement authorised by	Laura Woodward
Pupil premium lead	Laura Woodward
Governor lead	Tricia Gamble

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Figure to be added when data is validated.
Writing	
Maths	

## Strategy aims for disadvantaged pupils

Measure	Score
<b>READING</b>	
Meeting expected standard at KS2	70%
Achieving high standard at KS2	0%
<b>WRITING</b>	
Meeting expected standard at KS2	80%
Achieving high standard at KS2	10%
<b>MATHS</b>	
Meeting expected standard at KS2	90%
Achieving high standard at KS2	20%
<b>COMBINED</b>	
Meeting expected standard at KS2	70%
Achieving high standard at KS2	0%

Measure	Activity
<p><b>Quality of Teaching, Learning and Assessment</b></p> <p>To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on PP achieving the higher standard.</p>	<ul style="list-style-type: none"> <li>Regular data analysis of PP against non-pupil. Pupil progress meetings, focus on targeted children and on PPG achieving higher standard.</li> <li>3 x a cycle, SENCO, wellbeing &amp; inclusion team, plus DHT team meetings to review strategies for PP children.</li> <li>Regular SEND &amp; Inclusion training for all staff.</li> <li>Embed reading squad across Reception-Year 6 to ensure all children read every day with high quality teaching.</li> <li>York Writing Project embedded across KS1 and KS2.</li> <li>IDL intervention in place for PP children.</li> </ul>
<p><b>Behaviours and Attitudes</b></p> <p>To develop PP children's resilience to setbacks and focus on developing their pride in completing high quality work.</p>	<ul style="list-style-type: none"> <li>Horse Heard Program for KS2 PP and LAC children.</li> <li>TRG mentoring program for KS2 children.</li> <li>Big Future Foundations for KS1 children.</li> <li>The Yorkshire Wildlife Project for PP KS 2 children.</li> <li>Specialist Assistant teachers employed to focus on PP children with SEND needs.</li> <li>Haxby 100 week to focus on raising children's aspirations and developing their interests.</li> <li>Aspiration assemblies and fairs as well as a range of visitors from the local community.</li> <li>Weekly CAMHS worker to work with PP children with emerging mental health.</li> </ul>
<p><b>Outcomes for Pupils</b></p> <p>Increased attainment as a result of modelled, mental health support and extra-curricular activities (linked to Haxby 100)</p>	
<p><b>Behaviours and Attitudes</b></p> <p>Improve attendance for PP with a focus on PA and lates.</p>	<ul style="list-style-type: none"> <li>Using 6 week fast track program by York for all PPG under 90% or with persistent lates.</li> <li>Inclusion and well-being team to monitor attendance weekly.</li> </ul>
<p>Barriers to learning these priorities address</p>	<p>Low self-esteem, resilience and aspirations for some PP children.</p> <p>Missed learning opportunities through low attendance for some PP children.</p> <p>Lack of life experiences to support general learning and development.</p> <p>Parental circumstances and level of engagement with school.</p>
<p>Projected spending</p>	<p>£116,580.00</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2020
Progress in Writing	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2020
Progress in Mathematics	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2020
Phonics	To raise outcomes for all PP and ensure they pass the phonic screening at the end of Y1. To ensure PP children who did not pass the phonic screening, achieve the standard in year 2.	July 2020
Other	Improve attendance of disadvantaged children and reduce lates to ensure learning	July 2020

	opportunities are not missed and all PP children achieve their potential.	
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**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### **Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on PP achieving the higher standard.	<p>In line with SDP:</p> <ul style="list-style-type: none"> <li>-Reading Squad</li> <li>-IDL weekly reading intervention</li> <li>-Writing Project</li> </ul> <p>Greater thinking opportunities provide to all children daily.</p> <ul style="list-style-type: none"> <li>-Over teach sessions used to support 1:1 children or small groups with a focus on basic skills.</li> <li>-Assistant teacher employed to developed speech, language and communication in EYFS and KS1.</li> </ul> <p><b>Phonics Year 1:</b></p> <ul style="list-style-type: none"> <li>-additional support provided by a highly trained teacher and AT daily.</li> </ul> <p><b>Phonics Year 2:</b></p> <ul style="list-style-type: none"> <li>-Additional phonics input and intervention ach day to ensure children meet the standard in year 2.</li> </ul>
To increase the range of services and experiences available to support the resilience and mental health of PP pupils.	<ul style="list-style-type: none"> <li>● Horse Heard Program for KS2 PP and LAC children.</li> <li>● TRG mentoring program for KS2 children.</li> <li>● Big Future Foundations for KS1 children.</li> <li>● The Yorkshire Wildlife Project for PP KS 2 children.</li> <li>● Specialist Assistant teachers employed to focus on PP children with SEND needs.</li> <li>● Haxby 100 week to focus on raising children’s aspirations and developing their interests.</li> <li>● Aspiration assemblies and fairs as well as a range of visitors from the local community.</li> <li>● 2 wellbeing and inclusion workers to support PP families</li> </ul> <p>Weekly CAMHS worker to work with PP children with emerging mental health.</p>
Barriers to learning these priorities address	<p>Communication Needs – Low levels on entry of Pupil Premium children, particularly in emotional literacy, communication and language and Literacy.</p> <p>Low aspirations, self esteem and resilience for some PP children.</p>
Projected spending	£70,000.00

### **Wider strategies for current academic year**

<b>Measure</b>	<b>Activity</b>
Increased attainment as a result of modelled, mental health support and extra-curricular activities (linked to Haxby 100)	<ul style="list-style-type: none"> <li>● Big Future Foundation in place in KS1.</li> <li>● SM to track and provide pastoral support to Big Future Foundations children and families.</li> </ul>

	<ul style="list-style-type: none"> <li>• CAMHS wellbeing worker to work with SENCO and Wellbeing and Inclusion team to identify PP children with emerging mental health.</li> <li>• Using CAMHS to strategically develop whole school interventions, group interventions and early help across school.</li> <li>• Weekly Inclusion and Wellbeing meetings to target support for PP children including extra curricular activities.</li> </ul>
Attendance and lates improved for PP children due to strengthening engagement with the families.	<ul style="list-style-type: none"> <li>• A pastoral administrator appointed for 1 day a week to provide the Inclusion and Wellbeing team with admin support and data analysis.</li> <li>• Inclusion and Wellbeing team provide dedicated time every morning to track all children not in school with priority on PP and LAC.</li> <li>• Weekly attendance meetings</li> <li>• Attendance prizes weekly and termly.</li> <li>• Using 6 week fast track program by York for all PPG under 90% or with persistent lates.</li> <li>• Inclusion and well-being team to monitor attendance weekly.</li> </ul>
Families with difficulties will be supported by the Inclusion and Wellbeing Team.	<ul style="list-style-type: none"> <li>• Family learning course each week for PP families.</li> <li>• 4Family Community Café to support families after school and provide a network of friendships.</li> <li>• Inclusion and Wellbeing team to work closely with outside agencies to support PP families.</li> <li>• Inclusion and Wellbeing team to work closely with the children's centre and identify PP families in EYFS unit to deliver targeted interventions.</li> </ul>
Barriers to learning these priorities address	Social, Emotional and Wellbeing Needs – A large majority of Pupil Premium children have additional needs including social and emotional barriers that impede on their progress.
Barriers to learning these priorities address	Supporting Vulnerable Families - Some of our families struggle financially, lack of quality experiences outside school mean children are unable to draw upon these experiences in their learning. In addition attendance rates, safeguarding issues are all external barriers.
Projected spending	£46,580.00

### **Monitoring and Implementation**

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
Teaching	Reducing the existing gap with non-disadvantaged peers especially children who have other vulnerabilities.	Ongoing training for whole class delivered by Wellbeing and Inclusion Team as well as SENCO.
Targeted support	Monitoring interventions system (including IDL) to ensure maximum benefit.	Dedicated SENDCo and assessment lead time for monitoring interventions
Wider strategies	Engaging and maintaining the engagement of our families with challenging circumstances	Close supported relationships with Wellbeing and Inclusion team and outside agencies will be enhanced.

## Review: last year's aims and outcomes

Aim	Outcome July 2019															
<p><b>Quality of Teaching, Learning and Assessment:</b></p> <p>To raise attainment for all PP children to ensure it is in line for reading and writing across KS1 and KS2. To ensure high attainment of higher achieving pupil premium children.</p>	<p>Key Stage 1:</p> <p><b>Reading</b> 29% PP attained GD (National 28%) Expected standard or higher 86% (National 73%)</p> <p><b>Writing</b> 14% PP attained GD (National 17%) Achieved standard or higher 71% (National 73)</p> <p><b>Maths:</b> 29% attained GD (National 24%) Achieved standard or higher 71% (National 79%)</p>															
<p><b>Personal Development, Behaviour and Welfare:</b></p> <p>To increase the range of services and experiences available to support the resilience and mental health of PPG pupils (including LAC) and previously (LAC).</p>																
<p><b>Personal Development, Behaviour and Welfare:</b></p> <p>Attendance of PPG will increase with strengthened engagement through family support.</p> <p>2017-2018: Attendance figure for PPG is 95.5% which is just below the national and PA is 6.85% for PPG.</p>	<table border="1"> <thead> <tr> <th data-bbox="785 824 906 902">Overall Attendance</th> <th data-bbox="906 824 978 902">School Y1-Y6</th> <th data-bbox="978 824 1050 902">Whole School 2-11</th> <th data-bbox="1050 824 1121 902">PP</th> <th data-bbox="1121 824 1193 902">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="785 902 906 936">2017-2018</td> <td data-bbox="906 902 978 936">95.46%</td> <td data-bbox="978 902 1050 936">94.70%</td> <td data-bbox="1050 902 1121 936">95.58%</td> <td data-bbox="1121 902 1193 936">95.38%</td> </tr> <tr> <td data-bbox="785 936 906 987">2018-2019 Year 1-Year 6</td> <td data-bbox="906 936 978 987">96.38</td> <td data-bbox="978 936 1050 987">94.94%</td> <td data-bbox="1050 936 1121 987">96.29% (-0.14 gap)</td> <td data-bbox="1121 936 1193 987">96.43%</td> </tr> </tbody> </table>	Overall Attendance	School Y1-Y6	Whole School 2-11	PP	Non PP	2017-2018	95.46%	94.70%	95.58%	95.38%	2018-2019 Year 1-Year 6	96.38	94.94%	96.29% (-0.14 gap)	96.43%
Overall Attendance	School Y1-Y6	Whole School 2-11	PP	Non PP												
2017-2018	95.46%	94.70%	95.58%	95.38%												
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<p><b>Outcomes for Pupils:</b></p> <p>Increased attainment as a result of modelled parental engagement, mental health support and extra curricular activities (linked to Haxby 100).</p>																