

Haxby Road Primary Academy Pupil Premium Strategy Statement 2018-2019

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	2018/2019	Total PP budget	97, 680 LAC: 9,200 106, 880	Date of most recent PP Review	24.9.18
Total number of pupils	262	Number of pupils eligible for PP	74 4 LAC Total: 78	Date for next internal review of this strategy	15.1.19

2. Current attainment Key Stage 1 (2018 end of KS data)				
	<i>Disadvantaged other School</i>	<i>Disadvantaged other National</i>	<i>Overall Gap</i>	<i>National Gap</i>
% achieving standard in reading	57.1	62.5	8.1	16.4
% achieving standard in writing	42.9	55.4	9.3	18.4
% achieving standard in maths	57.1	62.8	16.8	16.8

3. Current attainment Key Stage 2						
	<i>Disadvantaged other School</i>	<i>Disadvantaged other National</i>	<i>Disadvantaged other GAP</i>	<i>National Gap</i>	<i>Progress</i>	<i>National</i>
% achieving in reading, writing and maths	23.5	50.7	51.5	19.6		
% achieving standard in reading	29.4	64.2	45.6	15.9	-1.2	-0.6
% achieving standard in writing	58.8	67.5	16.2	15.5	-1.6	-0.5
% achieving standard in maths	58.8	63.8	16.2	16.9	-0.5	-0.6

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 and writing in KS1 and KS2.
B.	Developing resilience and supporting mental health needs of our PP pupils.
C.	To continue to improve the attendance of PP in line with national.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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 2019</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 across KS1 and KS2. To ensure high attainment of higher achieving pupil premium children.</p>	Assessment data showing progress in line with non PP and meeting year group expectations.	
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	
C.	<p>Personal Development, Behaviour and Welfare Attendance of PPG pupil will increase with strengthened engagement through family support.</p> <p><i>2017-2018 Attendance Figure for PPG is 95.58% which is just below national and PA is 6.85% for PPG.</i></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 pastoral team so that the basic needs are met. Consistently monitor and track attendance, within school and closely with the LA and LASP.	
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>	Hard and soft data demonstrates an increase in attainment.	

5. Planned expenditure						
Academic year		2018-2019				
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 19
<p>A-Quality of Teaching, Learning and Assessment</p> <p>To raise attainment for all PP children to ensure it is in line with national for reading and writing.</p>	<p>Providing small group work with an experienced teacher focussed on overcoming gaps in learning. 1-1 support.</p> <p>Embed reading squad in key stage 2 and key stage 1 to ensure all children read everyday with high quality teaching. Progress to be tracked each cycle week 9 with Pira reading test.</p> <p>Additional reading and writing teaching and learning opportunities provided through learning mentors, trained ATs or external agencies.</p> <p>Mighty Writer resource used in EYFS, KS1 and KS2.</p> <p>All staff received Mighty Writer training from literacy academy specialist.</p>	<p>At the end of Key Stage 1 57.1% PP achieved the expected standard compared to 62.5%.</p> <p>At the end of Key Stage 2 29.4% PP achieved the expected standard compared to 64.2% nationally.</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 meet.</p> <p>The pupil support team and specialist intervention TA will provide support and interventions for PP, 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>KD</p> <p>SM</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>Mighty Writer intervention established. Target PPG to use the room in small groups with highly trained Teacher/Assistant Teacher.</p> <p>Year 4 teacher part of the LA york writing project to raise attainment in writing. JRK to train all staff on best practice and sharing writing strategies to increase pupil attainment.</p> <p>Target PPG and CLA receive reading and writing initiatives each cycle i.e trip to waterstones.</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. 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. SENCO to provide high quality reading training to assistant teachers.</p> <p>English 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>			
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	<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 2018 to do so this year or provide alternative methods to support reading and writing</p>	<p>In 2017-2018 85.7% PP passed the phonic screening this is slightly above the national average of 71.7% however 100% Non PP passed the phonic screening.</p> <p>PP gap is 14.3 which is slightly above the national PP gap 13.3%.</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>	KS	To review in June through phonics screening check.	

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 19
<p>B-Personal Development, Behaviour and Welfare</p> <p>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>KS/SM to embed the Big Future Foundations in Year 1</p> <p>KS/SM To track and provide pastoral support to Big Future Foundations children in Year 2.</p> <p>CAMHS wellbeing worker to work with SEND, pastoral and LASP to identify PPG children with emerging mental health. Using CAMHS to strategically develop whole school interventions, group interventions and early help across school.</p> <p>KD/SM: Through the new weekly safeguarding review, children to be identified as amber or red, and will be provided with the appropriate help from the pastoral team.</p> <p>RHM: Restorative practice is embedded in class and additional circle are run weekly in the RP hub by the teaching team.</p> <p>PPG RP experts are trained and deliver a peer support model across school including EYFS to raise self-esteem, positive behaviour and become</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 2018: -11 young carers -12 children on child Protection -6 children receiving social work support -1 child on a FEHA -6 children on the CLA -34 children are currently being monitored by the pastoral team and LASP.</p> <p>We also have a large majority of PPG children who do not meet the threshold for early help but who have been identified on the vulnerable audit. These children were identified through weekly meetings with LASP and Pastoral team.</p>	<p>Cycle 1: review the emotional and mental health audit. Set actions for cycle 1 and then establish a 'watchful waiting list'. The list is reviewed every cycle and actions set and evaluated.</p> <p>CAMHS will use SDQ pre and post assessment to assess the children and evaluate impact.</p> <p>Smaller groups interventions- a child's questionnaire pre and post. To evaluate the impact.</p> <p>At the end of each cycle week 10-Interventions evaluated alongside progress the child is making in class and attendance.</p>	<p>KD</p> <p>RMH</p> <p>SM</p> <p>LW</p> <p>KS</p>	<p>Each cycle during week 9 and week 13.</p>	

	<p>solution focused approach to conflict.</p> <p>Half termly Solution Focus Meetings for PPG with police, housing and LASP to identify:</p> <p>1-anti social behaviour 2-Lack of parental supervision in the community for PPG children.</p> <p>Interventions to be put in place over the holiday periods and at key times in the week/night.</p>					
<p>C-Personal Development, Behaviour and Welfare</p> <p>Attendance of PPG pupil will increase with strengthened engagement through family support.</p>	<p>A pastoral administrator has 1 day of dedicated time with the pastoral team to provide admin support and data analysis.</p> <p>The school admin team provide dedicated time every morning to track all children not in school with a priority on PPG and CLA.</p> <p>SC: Admin and AT's to update weekly attendance display in the main attendance.</p> <p>SM: Pastoral lead to daily track all PPG and CLA children including meet and greet and class check in.</p> <p>SC: Letters sent to all children with attendance below 95%</p> <p>SM/KD Attendance project embedded across school</p>	<p>2017-2018 Persistent absentees (absent for 10% or more sessions) was 6.85% for PPG. This has been reduced from 13.10%. However this is still our highest group of persistent absentees.</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. Results to feed into SDP and attendance priorities.</p>	<p>SM</p> <p>KD</p> <p>SC</p>	<p>Each cycle during week 9 and week 13. Attendance of PPG will be analysed in line with their class data.</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>SM works alongside early years to develop the importance of being in school every day on time.</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>Embed Big Future Foundations in year 1 and year 2. Parents offered counselling as well as the children.</p> <p>Parents will be supported 1:1 to develop their own learning journey.</p> <p>Run a workshop for PPG parents to develop their understanding of the Meerkat intervention and how to support at home.</p> <p>KD: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 2 times a week to support</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>families and provide links with additional services.</p> <p>Family learning courses taking place weekly in the library.</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>Implement the new 2 is too late project across school.</p> <p>Pre birth- 2 year old weekly drop in with LASP and Tiny Steps manager</p>					
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