

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School Name	Haxby Road Primary Academy
Pupils in school	256
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£9015.50
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Laura Woodward
Pupil premium lead	Laura Woodward
54Governor lead	Tricia Gamble

Evaluation of provision for disadvantaged pupils for last academic year 2019-2020

Pupil Premium Strategy Feedback

Due to no formal assessments taking place over the academic Year 19/20, we are unable to publish data around the attainment and progress scores for Haxby Road Primary Academy. However we know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Haxby Road Primary Academy has worked hard to mitigate this.

During the period prior to lockdown, we were able to significantly support our PPG children through targeted pastoral support. This was continued during lockdown with the children either being invited into school or receiving pastoral support remotely through class teachers and/or our pastoral team.

During partial school closure weekly welfare calls were made, food hampers delivered, FSM vouchers and additional support provided to families in need. These included pavement visits to check welfare, where the children and families were offered additional support. All children in KS2 were provided with a chromebook during partial school closure. The large majority of disadvantaged children were given additional support through having these delivered and individuals were given phone calls to support with remote learning.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages begun to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children.

Any Data is from the end of the academic year 2018-2019 (unless otherwise stated) as the last published data available.

2. Current attainment

Year 6 2018-2019	Disadvantaged Pupils (Haxby Road Primary Academy)	Non-Disadvantaged Pupils (National)
% meeting standard or above in reading	-2.7	0.3
% meeting standard or above in writing	-1.8	0.3
% meeting standard or above in maths	2.9	0.4
Percentage of pupils meeting the expected standard in reading, writing and maths	70%	71%
Percentage of pupils achieving a high standard in reading, writing and maths	0%	13%

Measure	Activity
Quality of Teaching, Learning and Assessment 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, with a key focus on Phonics and Reading.	<ul style="list-style-type: none"> Regular data analysis of PP against non-pupil. Pupil progress meetings, focus on targeted children and on PPG achieving higher standard. 3 x a cycle, SENCO, wellbeing & inclusion team, plus DHT team meetings to review strategies for PP children. Regular SEND & Inclusion training for all staff. Reading squad across Reception-Year 6 to ensure all children read every day with high quality teaching. IDL intervention in place for PP children. 'Catch Up' teacher working 1:1 across school with PPG for additional reading and phonics A comprehensive catch up program identifies gaps in learning due to time off school, and provides intensive tuition in small groups or individually. If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning. This will be done through delivering chromebooks and phone class to access the platform and monitor engagement.
Behaviours and Attitudes To develop PP children's resilience to setbacks and focus on developing their pride in completing high quality work.	<ul style="list-style-type: none"> TRG mentoring program for KS2 children. Big Future Foundations for KS1 children. The Yorkshire Wildlife Project and outdoor learning for PP KS 2 children. Specialist Assistant teachers employed to focus on PP children with SEND needs.

Outcomes for Pupil Increased attainment as a result of modelled, mental health support and extra-curricular activities (linked to Haxby 100)	<ul style="list-style-type: none"> • Haxby 100 week to focus on raising children's aspirations and developing their interests. • Classroom coverage of curriculum reflects the intent to increase cultural capital. • To fund school activities and trips, where requested • Aspiration assemblies and fairs as well as a range of visitors from the local community. • Weekly CAMHS worker to work with PP children with emerging mental health.
Behaviours and Attitudes Improve attendance for PP with a focus on PA and lates.	<ul style="list-style-type: none"> • Using 6 week fast track program by York for all PPG under 90% or with persistent lates. • Inclusion and well-being team to monitor attendance weekly.
Barriers to learning these priorities address	Low self-esteem, resilience and aspirations for some PP children. Missed learning opportunities through low attendance for some PP children. Lack of life experiences to support general learning and development. Parental circumstances and level of engagement with school.
Projected spending	

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 2021
Progress in Writing	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
Progress in Mathematics	To raise outcomes for disadvantaged pupils to ensure they are in line with non-disadvantaged children.	July 2021
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 2021
Other	Improve attendance of disadvantaged children and reduce lates to ensure learning opportunities are not missed and all PP children achieve their potential.	July 2021

Remember to focus support on disadvantaged pupils reaching standard in phonics at the end of year 1

Targeted academic support for current academic year

Measure	Activity
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<p>To raise outcomes for disadvantaged pupils, diminishing the difference between them and their non-disadvantaged peers, with a focus on Reading and PP achieving the higher standard</p>	<p>Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>In line with SDP:</p> <ul style="list-style-type: none"> -Reading Squad -IDL weekly reading intervention -Writing Project <p>Greater thinking opportunities provide to all children daily.</p> <ul style="list-style-type: none"> -Over teach sessions used to support 1:1 children or small groups with a focus on basic skills. -Assistant teacher employed to developed speech, language and communication in EYFS and KS1. -Catch Up teacher providing 1:1 tuition for phonics and reading <p>Phonics Year 1:</p> <ul style="list-style-type: none"> -additional support provided by a highly trained teacher and AT daily. <p>Phonics Year 2:</p> <ul style="list-style-type: none"> -Additional phonics input and intervention each day to ensure children meet the standard in year 2. <p>Effective teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</p>
<p>To increase the range of services and experiences available to support the resilience and mental health of PP pupils.</p>	<ul style="list-style-type: none"> • TRG mentoring program for KS2 children. • Big Future Foundations for KS1 children. • The Yorkshire Wildlife Project for PP KS 2 children. • Specialist Assistant teachers employed to focus on PP children with SEND needs. • Haxby 100 week to focus on raising children's aspirations and developing their interests. • Aspiration assemblies and fairs as well as a range of visitors from the local community. • 2 wellbeing and inclusion workers to support PP families <p>Weekly CAMHS worker to work with PP children with emerging mental health.</p>
<p>Barriers to learning these priorities address</p>	<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>
<p>Projected spending</p>	

Wider strategies for current academic year

Measure	Activity
Increased attainment as a result of modelled, mental health support and extracurricular activities (linked to Haxby 100)	<ul style="list-style-type: none"> • Big Future Foundation in place in KS1. • SM to track and provide pastoral support to Big Future Foundations children and families. • The Yorkshire Wildlife Project and outdoor learning • CAMHS wellbeing worker to work with SENCO and Wellbeing and Inclusion team to identify PP children with emerging mental health. • Using CAMHS to strategically develop whole school interventions, group interventions and early help across school. • Weekly Inclusion and Wellbeing meetings to target support for PP children including extra curricular activities.
Attendance and lates improved for PP children due to strengthening engagement with the families.	<ul style="list-style-type: none"> • A pastoral administrator appointed for 1 day a week to provide the Inclusion and Wellbeing team with admin support and data analysis. • Inclusion and Wellbeing team provide dedicated time every morning to track all children not in school with priority on PP and LAC. • Weekly attendance meetings • Attendance prizes weekly and termly. • Using 6 week fast track program by York for all PPG under 90% or with persistent lates. • Inclusion and well-being team to monitor attendance weekly.
Families with difficulties will be supported by the Inclusion and Wellbeing Team.	<ul style="list-style-type: none"> • Family learning course each week for PP families. • Inclusion and Wellbeing team to work closely with outside agencies to support PP families. • Inclusion and Wellbeing team to work closely with the children's centre and identify PP families in EYFS unit to deliver targeted interventions.
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 means children are unable to draw upon these experiences in their learning. In addition attendance rates, safeguarding issues are all external barriers.
Rationale:	<p>EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to 3 + months.</p> <p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.</p>

	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring</p> <p>To build relationships with pupils/families. Research tells us that families and parents are crucial to pupil's attainment. Feinstein and Symons (1999) found that parental interest in the child's education was the single greatest predictor of age 16 achievement.</p>
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Reducing the existing gap with non-disadvantaged peers especially children who have other vulnerabilities.	<p>Ongoing training for whole class delivered by Wellbeing and Inclusion Team as well as SENCO.</p> <p>Catch Up Teacher & 1:1 tuition</p> <p>If remote learning is put into place due to COVID, additional support will be provided to enable access to technology and setting up home learning.</p>
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.