

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Haxby Road Primary Academy
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Robinson
Pupil premium lead	Laura Robinson
Governor / Trustee lead	Patrica Goodall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,532
Recovery premium funding allocation this academic year	£11,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£122,982

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.”

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserved 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Haxby Road serves a local community with increasing social deprivation, including a high proportion of families accessing multi-agency support including children's services. In comparison to all York Primary Schools, we have the highest percentage of looked after children and children adopted from care. Although the school postcode sits in the second quintile the large majority of the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. The percentage of FSM6 pupils is above the national average.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6 and thus achieve GCSE's in English and Maths.

Challenges

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

Challenge number	Detail of challenge
1	High numbers of pupils with Speech, Language and Communication Needs and delayed language development on entry.
2	Low attainment on entry to the Early Years Foundation Stage, in the prime areas.
3	Low self-esteem, resilience and aspirations for some PP pupils meaning lower engagement when in class and the possibility of falling behind.
4	Missed learning opportunities through low attendance and punctuality issues, or low engagement in home learning, or limited resources.
5	Parental circumstances and Social Services involvement.

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
<p>Progress in writing: PPG pupils will have closed the gap with writing, making better progress and achieve expected outcomes. PPG pupils will be confident to transfer skills and knowledge when writing across the curriculum.</p>	<ol style="list-style-type: none"> 1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National Averages 2. PPG will have knowledge and skills in writing and be able to apply these confidently across the curriculum- evidence will be seen in their books and pupil voice.
<p>Progress in reading: PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers</p>	<ol style="list-style-type: none"> 1. Outcomes for PPG will be in line with non PPG consistently each year and achieve National Averages. 2. PPG will have a good or better than good understanding of texts, comprehension skills and speed of reading. 3. PPG will have developed a lifelong love for reading and be confident to discuss authors and texts read.
<p>Phonics PPG pupils will be in line with non PPG for phonic outcomes</p>	<ol style="list-style-type: none"> 1. Achieve national average expectation for Year 1 phonics
<p>Progress in Mathematics PPG pupils will close the gap in maths and make better progress in order to achieve expected outcomes.</p>	<ol style="list-style-type: none"> 1. Achieve above national average progress scores in KS2 mathematics
<p>Attendance PPG will reach 96% and above attendance.</p>	<ol style="list-style-type: none"> 1. PPG will have 96% or above in attendance 2. Rates of lates will be decreased 3. Involvement of outside agencies for support will in turn support parents.
<p>Wellbeing and Cultural Capital To improve resilience, self esteem and aspirations.</p>	<ol style="list-style-type: none"> 1. PPG will have enriched life experiences that they are passionate about. All children will take part in Haxby 100. 2. PPG pupils will take their love of the arts into their lives. 3. Maintain wellbeing and mental health, supporting their confidence across the curriculum.
<p>Families with difficulties will be supported and engagement with school will increase.</p>	<ol style="list-style-type: none"> 1. The wellbeing team will work with families who need support, signposting and working with other agencies where necessary, including Big Future Foundations.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Wellcomm Program (identify SCLN needs earlier and interventions but into place earlier)</i></p> <p><i>Nuffield Early Language Intervention</i></p>	<p>Weak oral language and communication skills. Most children are working below ARE on entry into our EYFS setting and are therefore unlikely to have the breadth of vocabulary that reflects their experiences on entry.</p>	1 2
<p><i>All staff will be fully trained in the deligbert of phonics using 'Little Wandle', which will be used for intervention work.</i></p>	<p>Interventions can be swift and targeted, ensuring children do not fall behind in their phonics.</p>	1 2 3 4
<p><i>Teaching and CPD across the school</i></p>	<p>High quality staff CPD is essential to follow EEF principles. Studies show high quality feedback from class teachers is one of the most effective strategies for improving pupil performance. This is followed up during staff meetings, weekly team teach sessions and training days.</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.' (EEF)</p>	1 2 3 4 5
<p><i>The wellbeing and inclusion team (EYFS SENCO, Y1-Y6 SENCO, safeguarding leader and wellbeing support worker) are fully trained and up to date with safeguarding, specific wellbeing intervention delivery and ELSA.</i></p>	<p>A large majority of our PPG EYFS children have significant SEND/learning difficulties requiring additional medical and intimate care needs.</p> <p>Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.</p> <p>Dedicated inclusion time for the team to monitor interventions across school.</p>	1 2 3 4 5

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

Budgeted cost: £ 25,982

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Nuffield Early language identification program and Wellcomm interventions	Language acquisition is a high priority in EYFS and SLCN CPD training will teach the staff explicit strategies for extending vocabulary, as well as developing a language rich environment. Careful selection of language to be taught. EEF states language teaching should develop breadth (vocabulary size) and depth (understanding and use in context).	1 2
Implementation of 'Little Wandle' phonics scheme with targeted interventions	Systematic program validated by the DFE, which focuses on all children being able to achieve through same day catch up interventions.	1 2 4
1:1 reading and small reading groups for lowest readers including Reading Recovery in Year 6	Regular reading practice develops fluency and comprehension for children who need additional support. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011.) The EEF Teaching and Learning Toolkit has identified reading comprehension strategies 'Very high impact for very low costs.'	2 4
Daily maths group to support lower attaining pupils with a key focus on timetables in year 3 and 4 (Times Table rockstars and 1:1 A).	2019 KS2 progress in mathematics was significantly above national and the highest 20% of all schools in 2019. We know how effective this is and an essential part of learning and engagement.	2 4
Targeted academic Tutor to Catch Up on missed learning through the NTP	Covid-related disruptions have had a considerable impact on outcomes for our PPG pupils compared to non PPG pupils. There is a high proportion of PPG children with SEND needs in year 6. One to one/small group tuition is High impact for moderate costs according to the EEF Teaching and Learning toolkit.	2 4 5

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

Budgeted cost: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big Future Foundations used to support improvements in SEMH of pupils and their families. 1- Therapeutic counselling 2- Life skills Development program.	EEF Pupil Premium Strategy 2019 'Targeted support for struggling pupils should also be a key component of an effective Pupil premium strategy; as well as strategies that relate to non-academic factors.'	3 5
Attendance Team to monitor attendance closely and offer incentives for good attendance, sends reminder letters and support families where there are	EEF Pupil Premium Strategy 2019 'Targeted support for struggling pupils should also be a key component of an effective Pupil premium strategy; as well as strategies that relate to non-academic factors.'	3 4 5

<p>issues. The team to also provide breakfast for PPG pupils.</p> <p>The wellbeing and inclusion team builds good relationships with families of poor attenders to promote the importance of school. Phased return plans will be used to support children who have struggled to return to full time school post COVID</p>	<p>Engaging families and building positive relationships with them will help overcome barriers to attendance, such as emotional support and collecting children in times of emergency.</p> <p>DFE improving attendance document:</p> <p>There's a clear link between poor attendance and low academic achievement.</p> <p>Advice from the National Strategies:</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>	
<p>The Wellbeing and Inclusion Team will attend meetings and provide input and support for families where there is other agency involvement. The Wellbeing and Inclusion team lead on Level 2 (and some Level 3 if necessary) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.</p>	<p>School Involvement will provide a joined up approach so agencies can work together to plan and provide bespoke support for families in need.</p>	3 4 5
<p>The Wellbeing and Inclusion Team will work with small groups and 1-1 check to provide emotional support.</p>	<p>Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who can support them in a safe and secure environment.</p>	
<p>Provide resources for identified individuals to enable them to access curricular and extra curricular activities.</p> <p>Arts, school trips, events and residential; as well as mental health and wellbeing (through Haxby 100.)</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra curricular or cultural trips which can be subject to final barriers for pupils from deprived backgrounds.</p> <p>Studies have shown that children who have opportunities to learn outside of their normal classroom environment make better progress than those who do not.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Furthermore, more recent EEF guidance states:</p> <ul style="list-style-type: none"> • There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. 	3 5

Total budgeted cost: £ 122,982

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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- When school reopened in September after COVID restrictions led to school closure, we provided additional support for some pupils and their families through ELSA sessions, family phone calls, pavement visits, leading and supporting Level 2 and Level 3 work such as FEHAs.
- We supported families by attending multi-agency meetings, providing emotional support and applying for free school meals.
- When schools closed again this work continued through weekly welfare phone calls to families (including speaking with some of the pupils), delivering chromebooks, school work and food hampers. This also included doorstep visits to check welfare, where pupils and families were offered additional support.
- Where children were not accessing home learning or were assessed as vulnerable we provided places in school during lockdown and worked with families to encourage take up of these. We gave children additional support when in school, both with work and emotionally.
- Where families had difficulties with technology, personalised paper packs of learning resources were provided and delivered.
- Welfare of the children was closely monitored through a school recording system which detailed interaction and engagement as well as details of support provided.
- Boxall Profile has tracked targeted PPG pupils emotionally and offered a picture of emotional stability-ensuring that 1:1 work is aimed at mindfulness and developing self-esteem.
- We closely monitored attendance of persistent absentees and analysed reasons for absence, specifically for the disadvantaged pupil's group, and then followed up and supported families to improve attendance, including home visits to collect children. This led to improved relationships with families.
- Selected vulnerable disadvantaged children and individual 'mentors', which were school staff, giving them a person in school with whom they developed a relationship with and were able to go to whenever needed.
- Children with SEMH needs came into school for wellbeing sessions in the HUB.
- Where staff had to work remotely, they provided personal tutoring via Google Meet to support individual pupils.
- We provided a range of academic interventions in school to support disadvantaged pupils-phonics, reciprocal reading and basic maths skills.
- 1:1 catch up has enabled PPG pupils to reaffirm their confidence and stamina for phonics and reading.
- We worked with the Salvation Army to provide Christmas presents for vulnerable children
- We worked with a range of charities to provide food parcels for our disadvantaged families who were struggling.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Boxall Profile	Through GHLL