

Pupil premium strategy statement – Haxby Road Primary Academy

3 year plan:

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Haxby Road Primary Academy
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026, 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Robinson
Pupil premium lead	Laura Robinson
Governor / Trustee lead	Patricia Goodall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,969
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	NA

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. 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 2024-2025

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Communication.</p> <p>Underdeveloped oral skills and vocabulary gaps amongst disadvantaged children particularly on entering Tiny Steps, Nursery and Reception. The waiting list for speech and language has significantly increased, since the pandemic. Families do not always seek help and support from external agencies for example S&L or keep to appointments.</p>
2	<p>Attendance and Punctuality</p> <p>Our attendance data shows us that our attendance for disadvantaged children is consistently below our non-disadvantaged children. this is an ongoing concern that the lack of regular attendance and poor punctuality is a significant factor in negatively impacting progress and attainment for these children.</p>
3	<p>Mental Wellness</p> <p>Our pupil Voice surveys alongside conversations with children, their families and the Barriers to Success team, have identified a variety of social and emotional issues for many of our disadvantaged children. Our Barriers to Success register shows that out of the children identified as receiving intensive emotional and wellbeing support, the large majority are funded PP children, who have/had involvement with social care. PP families are struggling with circumstances outside of school which impact the children and their wellbeing (low income, domestic abuse, poor housing)</p> <p>Families Emotional Health – low self-esteem, low levels of mental health, online & real-life risk taking.</p>
4	<p>English</p> <p>The gap for PP and non PP in</p> <p>Reading: Year 2 PP 20% and non PP 43%. Gap -23% Year 6 PP 55% and non PP 69% -14%</p> <p>Writing: Year 2: PP 20% Non PP 48% Gap-28% Year 6: PP 55% and Non PP 75% Gap -20%</p> <p>Disadvantage and Achievement: PP students often face challenges that can impact their academic achievement, including poverty, language barriers, and social-emotional difficulties.</p> <p>Closing the Gap: Addressing the achievement gap between PP and non-PP children is essential for ensuring educational equity and promoting social mobility</p>

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
Speech, Language and Communication. Improved speech and language skills and use of vocabulary across all ranges of disadvantaged children.	By 2024 Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, ongoing formative assessments and Wellcom assessments in EYFS/KS1.
Attendance and Punctuality For all disadvantaged pupils to attend school regularly and on time	Reduction in the number of eligible pupils who are persistently absent. Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.
Mental Wellness To improve resilience, self esteem and aspirations.	Pupils will demonstrate greater levels of resilience towards learning & setbacks in general. Pupil Wellbeing Scales will show increased levels of wellbeing for each pupil who has been supported. Children will be engaged and motivated to learn.
Children will be able to experience trips, clubs and school activities without any financial barriers to participation.	All children will take part in Haxby Road 100 and enrichment experiences linked to the Arts and Culture. Disadvantage pupils will have enriched life experiences that they are passionate about.
Mental Wellness support Families with difficulties will be supported and engagement with school will increase.	The Barriers to Success will work with families who need support, sign posting to support services such as: Big Future Foundations Wellbeing in Mind IDAS FEHA/TAFs Food banks Housing Children will be supported through the Wellness Leader, Wellbeing In Mind, School Wellbeing service.
English PP pupils will be in line with non pp children for their outcomes.	Children will reach their individual targets.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45323

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>	1 4
Develop and deepen subject knowledge in application of R/W teaching strategies and pedagogies, in order to be specific to individual cohort needs.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org</p>	1 4

	uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching	
HIGH QUALITY TEACHING: HT led CPD informed by EEF Toolkit on effective pedagogies	EEF Research shows improving teachers' pedagogy is effective in raising pupil standards. Teaching Walkthrus books and training materials used to focus on Questioning (EEF toolkit), Scaffolding & Effective Feedback (EEF toolkit)	1 3 4
Provide EAL intervention work for some children of needed based on their EAL assessments, to provide greater support and track progress.	Children will have bespoke group work to develop language and increase access to the curriculum	1 3 4
Embed the school's English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing.	In school observation & data analysis by English Lead & SLT The use of high-quality units of work using language rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://literacycounts.co.uk/research-influences/	1 2 3 4
Mental Wellbeing	The Barriers to Success team and Mental Wellness Leader Summer data 2024, show that mental wellness intervention had improved academic outcomes over the year for all PP children. Improved Well-being: Mental health support, such as counselling and therapy, can significantly improve students' mental health and well-being. Enhanced Learning: When students feel emotionally secure and supported, they are more likely to engage in learning and achieve their full potential.	1 2 3 4
All children will attend Haxby Road 100 without cost, including swimming and have the correct equipment to participate.	Children will have access to a broad and balanced curriculum	1 2 3 4

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

Budgeted cost: £ 45323

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve language and communication skills through bespoke speech and language programmes, and language rich environments.</p> <p>Investments in staff training on Wellcomm</p>	<p>Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>Continue to use WellComm Speech and Language Toolkit and Cherry Branch maps.</p>	1 4
Mental Wellness Sessions with the Mental Health Leader	The mental health lead will focus on the essential skills these children need to develop to access the curriculum such as resilience, SEMH, in order to develop their engagement within lessons.	2 3
1:1 reading and small reading groups for the lowest readers.	Regular reading practice develops fluency and comprehension for children who need additional support.	1 4
SPAG therapies across school	<p>Enhanced Clarity and Precision:</p> <p>Precise Language: Grammar helps children choose the most precise words to convey their meaning.</p> <p>Clear Sentence Structure: By understanding sentence structure, students can construct clear and concise sentences.</p> <p>Improved Coherence and Cohesion:</p> <p>Logical Connections: Grammar enables children to connect ideas logically and smoothly.</p>	4
Mental Wellness Leader and Attendance leader to implement targeted mentoring focusing on attendance issues, supporting pupils to overcome barriers to regular attendance.	<p>Severe persistent absentees will attend school on the daily mini bus to help remove barriers for our most vulnerable families.</p> <p>Focused mental wellness support for individuals who are PA by the mental wellness team.</p>	2 3

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

Budgeted cost: £ 45323

Activity	Evidence that supports this approach	Challenge number(s) addressed
EMOTIONAL WELLBEING: Continue to Increase the school's mental health offer by working with a range of agencies and following the Trust Priorities for 'best practice' in MW.	Working closely with Wellbeing in Mind, Big Future Foundations and the School Wellbeing service to support our mental health offer to our families. Wellbeing in mind will work across school with individuals and groups of children, focusing on mental wellbeing, self esteem and resilience	2 3
Attendance team to meet fortnightly with the Barriers to Success Team and the business manager to monitor attendance. Strategies have been developed through the attendance journey 24-25, including graduated attendance meetings and new initiatives to support families where there are concerns and provide support.	Engaging families and building positive relationships will them to overcome the barriers to attendance, such as emotional support and the use of personalised rewards and the daily attendance bus for severe PAs. There is a clear link between poor attendance and low academic achievements. Advice from National Strategies. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16.	2 3
Continue to embed principles of consistent and regular attendance and work with the Local Authority and Ebor for strategic plan for the most vulnerable PAs.	Continue to embed good practice set out in the DFE document, Improving School Attendance-an evidence based document produced in partnership with schools where attendance has significantly improved.	4
Inclusion newsletter to provide information for parents on support and activities available outside school.	Parents/Carers will know about and access services to support their child.	3
Our enrichment program and school clubs will foster skills development and social interactions, shown to boost self-esteem and aspirations.	Children attending a range of clubs, sports and ART/Cultural activities. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts	2 3 4

	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.	
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Total budgeted cost: £ 135,969

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Educational Outcomes for 2023 – 2024 (Based on Pixl data and statutory assessments July

Improved outcomes in reading and writing - Summer term data shows results were consistent with previous year. This target will be kept within the Teaching priority to further develop and ensure long term consistency and allow progress to be built on.

Bespoke planning for individual PP pupils and groups

Effective Individual Education Plans in place and regularly reviewed, monitored and evaluated by SLT, including PP lead.

Interventions were more targeted, effective & consistent through the use of in-school and external agency diagnostic tools and reports. This target will be kept to further develop the strategies used. Support and improve children's attendance, punctuality and access to learning - Improved levels of attendance for individuals.

Welfare of the children was closely monitored through a school recording system which detailed mental wellness support and check ins.

Supported families by attending multi agency meetings, providing emotional support and applying for free school meals, food box, housing support.

Closely monitored attendance of PA and analysed reasons for absence, specifically for the disadvantaged children's group, and then followed up and supported families to improve attendance including the introduction of the attendance bus for our most vulnerable children who were severe PAs.

Continued early meetings where there was an emerging or continued persistent absence to discuss issues with families and provide support.

Continue attendance rewards and discos./raffles to give incentives for good attendance.

Provided a range of interventions in school to support our disadvantaged children's mental wellness and introduced a mental health curriculum to all children across school.

Able to provide free trips and experiences as part of our Haxby Road 100.

Safeguarding and mental health leader attended safeguarding masterclasses and CPD with the Retreat in York.

Our blended offer continues to be implemented to allow those unable to attend to participate in lessons. This target will be kept to maintain consistency in our approach and to continue to support those with emerging medical needs.

Summary: Evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have been partially successful across the school overall.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA