

# Hawkes Farm Pupil Premium Strategy Statement 2017/18

1. Summary information					
<b>School</b>	Hawkes Farm Academy (opened in September 2016)				
<b>Academic year</b>	2017-18	<b>Total PP budget</b>	£42,240	<b>Date of most recent PP review</b>	N/A
<b>Total number of pupils</b>	415	<b>Number of pupils eligible for PP</b>	32	<b>Date for next internal review of this strategy</b>	January 2018

2. Current attainment (end of Key Stage 2)		
	<i>Pupils eligible for PP 2017</i>	<i>Pupils not eligible for PP 2017</i>
% achieving national standard (all 3 subjects)	33%	57%
progress in reading (standardised score)	0.04	N/A
progress in writing (standardised score)	1.21	N/A
progress in maths (standardised score)	-0.64	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	Historical low progress rates have left significant gaps in knowledge and understanding
B	PPG pupils are currently not attaining as well as similar pupils nationally
C	Disadvantaged pupils reaching the expected standard in reading, writing and maths, at the end of Key Stage 2, is below the national average and that of non-disadvantaged pupils at the Academy

External barriers (issues which also require action outside school)	
D	Average attendance for PPG pupils was lower than those not eligible for the PPG, which impacted on overall progress and attainment rates core subjects
Desired outcome	Success criteria
A	To develop the highest quality of teaching and learning to ensure that 100% of children are on target to meet national KS2 expectations for both progress and attainment
B	Close the gaps for PP students in mathematics in upper KS2, with higher attainment and rates of progress
C	Attendance for disadvantaged pupils rises so that it is line with non FSM pupils
	KS2 SATS – 100% expected standard
	PP students identified make as much progress as their peers and attain well in mathematics. Gaps begin to close between PP and non-PP students. Measured by teacher assessment, PUMA and PIRA tests, question level analysis, and end of key stage SATs exams
	Attendance for pupils eligible for Pupil Premium grant is in line with those that are not eligible (and is at least 97%)

4. Planned expenditure	
<b>Academic Year</b>	<b>2017-2018</b>
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	
<b>Quality of teaching for all</b>	

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?
To develop the highest quality of teaching and learning to ensure that 100% of children are on target to meet national KS2 expectations for both progress and attainment	Pupils taught in smaller groups sizes by members of the Senior Leadership Team	Pupils taught in smaller focus groups should make better progress, leading to improved attainment	<p>STEP Ahead progress meetings</p> <p>Monitoring of the quality of teaching and learning via learning walks, book looks and lesson observations</p> <p>In year assessment results</p>	Deputy Headteacher and SLT	<p>End of autumn term</p> <p>End of spring term</p> <p>End of summer term</p>
Close the gaps for PP students in mathematics in upper KS2, with higher attainment and rates of progress	Focus on consolidating basic skills in maths. Introduction of daily fluency sessions. Staff training on mastery approaches & stretch & challenge	Gaps are still evident for PPG students in maths in Upper KS2. A higher percentage of all students need to make improved progress and achieve the expected standard and greater depth in Y6	<p>Peer coaching to develop best practice and then share with others.</p> <p>Courses carefully selected to best meet training needs. INSET days.</p> <p>Support work with STEP Head of mathematics</p> <p>Teachers trained through mastery teaching research groups</p>	Maths/T&L Leader	<p>End of autumn term</p> <p>End of spring term</p> <p>End of summer term</p>
Total Budgeted Cost			£20,000		

Targeted support					
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?
To develop the highest quality of teaching and learning to ensure that 100% of children are on target to meet national KS2 expectations for both progress and attainment	PPG pupils identified and targeted through smallest groups available	Pupils taught in smaller focus groups should make better progress, leading to improved attainment	STEP Ahead progress meetings  Monitoring of the quality of teaching and learning via learning walks, book looks and lesson observations  In year assessment results	Deputy Headteacher and SLT	End of autumn term End of spring term End of summer term
Close the gaps for PP students in mathematics in upper KS2, with higher attainment and rates of progress	Additional teachers in Years 6 - smaller class teaching in English & mathematics, and daily intervention. Mathematics sets to enable sufficient stretch for rapid graspers. Specific member of staff trained and spending every afternoon running targeted maths intervention in Year 5	Provision of daily support to improve attainment. Small group interventions with highly qualified staff have been shown to be effective	Impact monitored by Headteacher & Deputy Headteacher.  STEP Ahead progress meetings  Monitoring of the quality of teaching and learning via learning walks, book looks and lesson observations  In year assessment results	Maths/T&L Leader	End of autumn term End of spring term End of summer term

Total Budgeted Cost	£10,000
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Additional Actions Taken					
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?
All pupils to have equal access to trips and visiting speakers and in school events	Contribution towards the cost of school trips	Increase pupils' 'cultural capital'	Offer contributions to those that request	HT	End of autumn term End of spring term End of summer term
Develop pupil social and emotional skills	Nurture provision for targeted pupils	To develop pupils' ability to access main stream class teaching	Reports from SEN Team and monitor nurture practice	SEN Co	End of autumn term End of spring term End of summer term
Attendance for disadvantaged pupils rises so that it is line with non FSM pupils	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence	Students with low attendance do not attain as well as those with high attendance	DHT, SENCo and EWO work together to monitor absence & arrange early intervention. Standard Academy procedures to be followed. Data for FSM students to be closely monitored	Deputy Headteacher	End of autumn term End of spring term End of summer term
Total Budgeted Cost					£12,240