

Hawkes Farm Pupil Premium Strategy Statement 2016/17

1. Summary information					
School	Hawkes Farm Academy (opened in September 2017)				
Academic year	2016-17	Total PP budget	£41,040	Date of most recent PP review	July 2017
Total number of pupils	416	Number of pupils eligible for PP	30	Date for next internal review of this strategy	NA

2. Current attainment (end of Key Stage 2)		
	<i>Pupils eligible for PP 2016</i>	<i>Pupils not eligible for PP 2016</i>
% achieving national standard (all 3 subjects)	30%	54%
progress in reading (standardised score)	4.56	2.33
progress in writing (standardised score)	-3.95	-2.38
progress in maths (standardised score)	1.62	2.17

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	Both attainment and progress in writing by the end of Key Stage 2 for disadvantaged children is significantly below the national average.
B	Disadvantaged children reaching expected standards at end of KS1 in all 3 subjects is significantly below the national average.
C	Disadvantaged pupils reaching ELG in reading, writing and maths is significantly below the national average.

External barriers (issues which also require action outside school)			
D	Average attendance for FSM pupils in 2015-16 was below non FSM pupils within school. 95.8% (below the target of 96%), compared to 96.7% for non FSM pupils.		
Area to improve		Desired outcome	Success criteria
A	Disadvantaged children reaching expected standard in writing at end of KS2 for 2016: 50% (29% below the national) due to progress measure of -3.95	Students eligible for PP in Y6 make accelerated progress in writing and are at least in line with the national average attainment for 2016/17.	100% of pupils achieve expected standard in writing.
B	Disadvantaged children reaching expected standards at the end of KS1 for 2016: Reading: 50% (28% below national) Writing: 25% (45% below national) Maths: 38% (39% below national)	Students eligible for PP in Y2 make accelerated progress.	100% of pupils achieve expected standard in reading, writing and maths.
C	Disadvantaged children achieving ELG for 2016: Reading: 40% (47% below national) Writing: 20% (67% below national) Maths: 50% (37% below national)	Students eligible for PP in EYFS make accelerated progress.	100% of pupils achieve ELG in in reading, writing and maths.

D	Average attendance for FSM pupils in 2015-16 was below non FSM pupils within school. 95.8% (below the target of 96%), compared to 96.7% for non FSM pupils.	Attendance for disadvantaged pupils rises so that it is in line with non FSM pupils.	Attendance for pupils eligible for Pupil Premium grant is in line with those that are not eligible (and is at least 97%).
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4. Planned expenditure					
Academic Year		2016-2017			
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					
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?

A. Y6 children improve their attainment in writing.	Staff training in writing techniques.	Writing technique adopted is proven to improve outcomes for pupils. Writing progress and attainment is historically low across school.	Programme of CPD for all staff. Monitoring and support to deliver writing approach. Measured through half termly assessments and moderation across the STEP Academy Trust.	T&L Leader	Jan 2017 May 2017 July 2017
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<p>B. Y2 children improve their attainment in reading, writing and maths.</p>	<p>New curriculum approach to each of the core subjects with training for <u>all</u> staff in all areas.</p>	<p>Each approach adopted towards core subjects has been proven to successfully raise progress and attainment rates for pupils.</p>	<p>Comprehensive CPD schedule for staff – school focus for training is core subjects.</p> <p>Monitoring of teaching, data and books, and support given where required.</p> <p>Measured through half termly assessments and moderation across the STEP Academy Trust.</p>	<p>HT and Phase Leader</p>	<p>Jan 2017 May 2017 July 2017</p>
<p>C. Reception children improve attainment in reading, writing and maths.</p>	<p>New curriculum approach to each of the core subjects with training for <u>all</u> staff in all areas.</p> <p>Focused daily reading, writing and maths teaching for all. Increased time.</p>	<p>Each approach adopted towards core subjects has been proven to successfully raise progress and attainment rates for pupils.</p>	<p>Comprehensive CPD schedule for staff – school focus for training is core subjects.</p> <p>Monitoring of teaching, data and books, and support given where required.</p> <p>Measured through half termly assessments and moderation across the STEP Academy Trust.</p>	<p>AHT</p>	<p>Jan 2017 May 2017 July 2017</p>

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?
A. Y6 children improve their attainment in writing	Third teacher to work in Year 6 to improve writing attainment – focused intervention groups for each child.	Smaller group sizes with a qualified teacher evidenced to improve outcomes. To enable targeted focus for disadvantaged pupils.	Evaluation of work produced by pupils	HT	Jan 2017 May 2017 July 2017
B. Y2 children improve their attainment in reading, writing and maths.	Third teacher to work in Year 2 to support improvements in attainment in core subjects during main teaching times. Focused intervention work with a qualified teacher for core subjects. Increased curriculum time spent on core subjects for each child.	Smaller group sizes with a qualified teacher evidenced to improve outcomes. To enable targeted focus for disadvantaged pupils.	Monitoring of work produced, quality of teaching and progress data to ensure improved pupil progress.	HT and Phase Leader	Jan 2017 May 2017 July 2017

C. Reception children improve attainment in reading, writing and maths.	Targeted teaching groups for pupils. Increased time spent on core subjects for each child.	Smaller group sizes evidenced to improve outcomes. To enable targeted focus on disadvantaged pupils.	Monitoring of work produced, quality of teaching and progress data to ensure improved pupil progress.	AHT	Jan 2017 May 2017 July 2017
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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	Jan 2017 May 2017 July 2017
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	Jan 2017 May 2017 July 2017

Specific Funding Areas					
Action	To address target	Cost			

Purchase of Success for All (SfA) strategy)	A, B, C	£10,000			
Recruitment of additional teaching staff	A, B, C	£28,040			
Contribution towards cost of nurture provision	A, B, C	£500			
Contribution towards cost of extra-curricular activities	A, B, C	£2,000			
Contribution towards cost of Welfare and Attendance Service	D	£500			
		Total: £41,040			

6. Review of expenditure January 2017		
Desired outcome	Success Criteria	Progress to date:
Students eligible for PP in Y6 make accelerated progress in writing and are at least in line with the national average attainment for 2016/17.	100% of pupils achieve expected standard in writing.	50% of pupils eligible for the PPG in Year 6 are at the expected standard for this point in the year. 75% of pupils eligible for the PPG in Year 6 have made at least expected progress in writing. Action: Further support PPG pupil that has not yet made expected progress in writing through QFT and intervention work.
Students eligible for PP in Y2 make accelerated progress.	100% of pupils achieve expected standard in reading, writing and maths.	100% of pupils eligible for the PPG in Year 2 have made at least expected progress in reading, writing and maths. 50% of pupils eligible for the PPG in Year 2 have made above expected progress in maths. Action: Further support PPG pupils to make accelerated progress in all core subjects.

Students eligible for PP in EYFS make accelerated progress.	100% of pupils achieve ELG in reading, writing and maths.	66% of pupils eligible for the PPG in Reception have made at least expected progress in reading, writing and maths. Action: Further support 33% of pupils eligible for the PPG that have not yet made the expected progress.
Attendance for disadvantaged pupils rises so that it is line with non FSM pupils.	Attendance for pupils eligible for Pupil Premium grant is in line with those that are not eligible (and is at least 97%).	Attendance for pupils eligible for the PPG has been above 97% for the first four months of the academic year and is currently consistently above the whole school attendance figure. Action: Monitor attendance of PPG eligible pupils.

6. Review of expenditure July 2017		
Desired outcome	Success Criteria	Outcome:
Students eligible for PP in Y6 make accelerated progress in writing and are at least in line with the national average attainment for 2016/17.	100% of pupils achieve expected standard in writing.	All pupils (100%) eligible for the Pupil Premium achieved the expected standard in writing.

Students eligible for PP in Y2 make accelerated progress.	100% of pupils achieve expected standard in reading, writing and maths.	100% of pupils eligible for the PPG in Year 2 have made at least expected progress in reading, writing and maths. 100% of pupils eligible for the PPG in Year 2 have made above expected progress in maths.
Students eligible for PP in EYFS make accelerated progress.	100% of pupils achieve ELG in in reading, writing and maths.	66% of pupils eligible for the PPG in Reception have made at least expected progress in reading, writing and maths.
Attendance for disadvantaged pupils rises so that it is line with non FSM pupils.	Attendance for pupils eligible for Pupil Premium grant is in line with those that are not eligible (and is at least 97%).	Attendance for Pupil Premium Pupils is currently at 95.2%. This figure has been significantly impacted on by one pupil eligible for the pupil where attendance is at 77% (there are also significant CP and SEN aspects). If this pupil's attendance figure was removed from the PP figure, the overall figure would be in line with the 96% + achieved by the rest of the school. The HT and SENCo are now working with the EWO to target specific pupils eligible for the Pupil Premium where attendance is lower than expected. Meetings are to be held with the families to support improved attendance.