

Hawkes Farm Academy Pupil Premium Strategy Statement

1. Summary information					
School	Hawkes Farm Academy				
Academic Year	2018/19	Total PP budget	£50,470.00	Date of most recent PP Review	December 2018
Total number of pupils	415	Number of pupils eligible for PP	35	Date for next internal review of this strategy	April 2019

2. Current progress and attainment			
Key Stage 2	<i>National PPG</i>	<i>Hawkes Farm PPG</i>	<i>Hawkes Farm non PPG</i>
% achieving in reading, writing and maths	50%	67%	63%
<i>Expected standard</i>			
Reading	64%	67%	71%
Writing	67%	92%	73%
Maths	64%	83%	83%
<i>Greater Depth</i>			
Reading	18%	42%	29%
Writing	11%	17%	21%
Maths	4%	17%	21%
R,W,M combined	4%	8%	13%
Progress in reading	-0.7	-0.7	0.3
Progress in writing	-0.5	0.4	0.8
Progress in maths	-0.6	0.2	1.5

Current progress and attainment continued			
Key Stage 1	<i>National PPG</i>	<i>Hawkes Farm PPG</i>	<i>Hawkes Farm non PPG</i>
% achieving in reading, writing and maths (expected)	50%	100%	73%
% achieving in reading, writing and maths (greater depth)	5%	25%	13%
% passing phonics screening	72%	100%	87%
EYFS			
% achieving GLD	55%	80%	82%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Progress rates in reading for PPG pupils, although at least in line with national, are not yet as strong as for those pupils not eligible for the PPG.	
B.	Attitudes towards learning for a small group of pupils eligible for the PPG are not as strong as they could be.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for PPG pupils has historically been lower than pupils who are not eligible for PPG, which impacts on progress and attainment.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The progress of those children eligible for the PPG in reading will be in line with those that are not eligible for the PPG. Measured at each data drop using summative assessment.	All progress averages will be at least +1 above the national average.
B.	PPG pupils in Year 1 and Reception eligible for PPG to have improved phonics, fluency and comprehension.	PP students identified make as much progress as their peers and attain well in reading and phonics. Gaps close between PP and non-PP students. Measured by teacher assessment, PIRA tests and question level analysis, initial and extended code tests, and

		a focus on consolidating reading skills within the wider STEP Trust.
C.	Reduce the number of behaviour incidents, and improve behaviour for learning in class, for identified students.	Fewer behavioural incidents for identified students. Behaviour for learning in lessons is outstanding. Measured through learning walks, monitoring of behaviour records and feedback from class teachers, support staff and the SEN Team.
D.	To further raise attendance and punctuality of pupils eligible for PPG.	Overall attendance for PPG pupils increases from 93.4% to 97%. Improve punctuality of pupils eligible for the PPG so that it is in line with pupils not eligible for the PPG (punctuality for non-PPG pupils currently stands at approximately 0.2%).

3. Planned expenditure

Academic year

2018/19

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.

i. 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. The progress of those children eligible for the PPG in reading will be in line with those that are not eligible for the PPG.	40 minutes of daily whole class reading Introduction of close reading Staff training & CPD Text & context curriculum	Investment in training and strategies which will impact over time. Continuation of work started in 2017 – 2018. EEF Toolkit indicates teaching reading comprehension skills is an effective way to improve attainment. Progress and attainment rates of other STEP Academies adopting a similar approach.	Weekly learning walks and feedback to teachers – SLT & Subject Leads. Teaching and learning review – Head of Standards. CPD input from STEP Director of Teaching & Learning. Performance management reviews and targets (linked to AIP target) – PM reviewers. 3 points of ‘assessment drops’ and analyses to review impact of provision – SLT, teachers. Step Up (Pupil Progress) meetings.	Reading Subject Leader and Headteacher	December 2018 April 2019 July 2019

December 2018 Review:

Pupil progress meetings, book looks, learning walks and detailed data analysis show where particular strengths in progress are for PPG pupils in reading and phonics. From this monitoring and analysis, documented pupil specific actions are in place to ensure that progress for pupils is consistent (actions include same day keep up, medium term catch up intervention, afternoon small group and 1:1 to address additional needs).

<p>B. PPG pupils in Year 1 and Reception eligible for PPG to have improved phonics, fluency and comprehension.</p>	<p>Introduction of linguistic phonics programme and additional decodable texts.</p> <p>Staff training & CPD from AOA Sounds Write Phonics Trainer.</p>	<p>Early literacy approaches found to have significant impact on embedding literacy skills early (EEF Toolkit).</p> <p>Outcomes for pupils in other STEP academies have improved with introduction of linguistic phonics.</p>	<p>DHT to monitor /support phonics planning.</p> <p>Step Up (pupil progress) meetings.</p> <p>Regular learning walks and feedback to teachers – SLT & Subject Leads.</p>	<p>Deputy Headteacher</p>	<p>December 2018 April 2019 July 2019</p>
<p>December 2018 Review: Pupil progress meetings, book looks, learning walks and detailed data analysis show where particular strengths in progress are for PPG pupils in phonics. Detailed phonics assessments for decoding and segmenting continue to be utilised to ensure specific individual gaps are identified and filled. From this monitoring and analysis, documented pupil specific actions are in place to ensure that progress for pupils is consistent (actions include same day keep up, medium term catch up intervention, afternoon small group and 1:1 to address additional needs).</p>					
Total budgeted cost					£27,500
C. 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?
<p>A. The progress of those children eligible for the PPG in reading will be in line with those that are not eligible for the PPG.</p>	<p>Daily reading keep up sessions for PPG pupils (depending on reading stage).</p>	<p>Reading interventions (repeated reads and NIM) are based on evidence of improving pupils WPM rate (and seen within the Academy) and word error count.</p>	<p>Monitoring and support for daily interventions.</p>	<p>Reading Lead and Headteacher</p>	<p>December 2018 April 2019 July 2019</p>

<p>December 2018 Review: Pupil progress meetings, book looks, learning walks and detailed data analysis show where particular strengths in progress are for PPG pupils in reading. Detailed reading assessments for automaticity, fluency and comprehension continue to be utilised to ensure specific individual gaps are identified and filled. From this monitoring and analysis, documented pupil specific actions are in place to ensure that progress for pupils is consistent (actions include same day keep up, medium term catch up intervention, afternoon small group and 1:1 to address additional needs).</p>					
<p>B.PPG pupils in Year 1 and Reception eligible for PPG to have improved phonics, fluency and comprehension.</p>	<p>1:1 and small group interventions targeting phonics and speech & language. Linguistic phonics same day keep up sessions.</p>	<p>Main area of need for PP students in R and 1 is phonic knowledge, which directly affects reading and writing. EEF Toolkit suggests well-trained staff and same day intervention has positive impact on pupil progress.</p>	<p>Monitoring and support for daily interventions. Tracking of pupils though initial and extended phonics code.</p>	<p>Deputy Headteacher</p>	<p>December 2018 April 2019 July 2019</p>
<p>December 2018 Review: Detailed tracking of initial and extended code is in place, enabling specific gaps to be closed in phonics knowledge. Additional phonics teaching for identified pupils occurring daily through same day keep up and medium term catch up.</p>					
<p>C. Reduce the number of behaviour incidents, and improve behaviour for learning in class, for identified pupils.</p>	<p>SEN Team to deliver Nurture sessions and social skills groups. SEN TA to support in class.</p>	<p>EEF toolkit suggests pastoral interventions for pupils can have real impact. Successful impact in 2016 – 2017 and 2017-18 with students across Academy with behaviour.</p>	<p>Identified students tracked and evidence recorded and acted upon Monitor behaviour records and impact on attainment.</p>	<p>SENCo and Deputy Headteacher</p>	<p>December 2018 April 2019 July 2019</p>
<p>December 2018 Review: Please see separate Behaviour Analysis report produced termly.</p>					
Total budgeted cost					£18,000

D. Other approaches					
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?
Continue to raise attendance rates of pupils eligible for the PPG	EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence.	Pupils with low attendance do not attain as well as those with high attendance.	DHT and EWO work together to monitor absence and punctuality, arranging early intervention where required. Standard Academy procedures to be followed. Data for PPG pupils to be closely tracked.	Deputy Headteacher	December 2018 April 2019 July 2019
December 2018 Review: Attendance for both PPG and FSM pupils has risen significantly in the two terms so far this year, now standing at above 95% for PPG and 94.5% for FSM. This represents a 2% increase on the previous academic year for PP attendance and a 4% increase for FSM.					
				Total budgeted cost	£5000

4. Review of expenditure													
Previous Academic Year		2017/18											
i. Quality of teaching for all													
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost									
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 group sizes by members of the Senior Leadership Team.	<p>Disadvantaged pupils across the Academy are now achieving above (significantly so in a number of areas) in all subjects at both the expected standard and greater depth when compared to other disadvantaged children nationally.</p> <p>Disadvantaged pupils make significantly greater progress than other disadvantaged pupils nationally in both maths and writing and are in line with other disadvantaged pupils nationally in reading.</p> <p>Please see progress and attainment figures on opening page of plan.</p>	<p>Additional teacher support will continue in Year 6, with Senior Leadership support starting earlier in the next academic year.</p> <p>Leadership structure will include phase leaders who will be responsible for quality of T&L within their year group.</p>	£20,000									
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	<p><i>In year progress rates are measure using teacher professional judgements and PUMA testing (teacher judgements are then moderated both internally and externally).</i></p> <p>Year 5 maths progress and attainment rates for PPG pupils:</p> <table border="1"> <thead> <tr> <th></th> <th>At least expected progress throughout year</th> <th>At expected standard</th> </tr> </thead> <tbody> <tr> <td>Year 5 PPG</td> <td>88%</td> <td>75%</td> </tr> <tr> <td>Year 5 non PPG</td> <td>100%</td> <td>94%</td> </tr> </tbody> </table>		At least expected progress throughout year	At expected standard	Year 5 PPG	88%	75%	Year 5 non PPG	100%	94%	<p>Maths focus on PPG progress and attainment was generally successful and approaches to mathematics will remain with some refining.</p> <p>However, for this next academic year, our core focus will become reading, whilst maintaining standards in the other core subjects.</p>	
	At least expected progress throughout year	At expected standard											
Year 5 PPG	88%	75%											
Year 5 non PPG	100%	94%											

		PPG pupils across school made good progress in maths during the academic year 2017/18, with the average mean points progress being 3.3, compared to 1.51 for pupils not eligible for the PPG. This raised the average mean points score to 103.8 for PPG pupils, and further closed the gap on all other pupils (who have an average mean points score of 106.6).		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils to have equal access to trips and visiting speakers and in school events	Contribution towards the cost of school trips	All PPG pupils were able to access all trips, speakers and school events. This has supported the development of their cultural capital, which will ultimately impact on their ability to engage academically, intellectually and socially with all sections of society.	Approach to continue for next academic year.	£2240
Develop pupil social and emotional skills	Nurture provision for targeted pupils	There are a number of examples of PPG pupils who have benefited from nurture group and are now accessing whole class teaching with reduced support.	Early intervention with identified pupils. Increase staffing in nurture.	£5000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Attendance for disadvantaged pupils rises so that it is line with non FSM pupils</p>	<p>EWO employed to monitor students and follow up on absences / provide reports for parents. Support team to contact parents on 1st day of absence</p>	<p>Although the attendance of PPG pupils was below that for those not eligible for the grant (93.3% compared to 96.44%), attendance improved for PPG over the course of the academic year. For term one of academic year 17/18, PPG attendance was 92.1%, this rose in term six to 93.6%.</p>	<p>The recording of authorised and unauthorised absences has been reviewed. A more robust system for monitoring PPG attendance is now in place following the review of absence recording.</p>	<p>£5,000</p>
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