

Hawkes Farm Academy Pupil Premium Strategy Statement

1. Summary information					
School	Hawkes Farm Academy				
Academic Year	2019/20	Total PP budget	£59,400	Date of most recent PP Review	July 2019
Total number of pupils	415	Number of pupils eligible for PP	35	Date for next internal review of this strategy	December 2019

2. Current progress and attainment (academic year 18/19)			
Key Stage 2	<i>National PPG</i>	<i>Hawkes Farm PPG (5 pupils)</i>	<i>Hawkes Farm non PPG (54 pupils)</i>
% achieving in reading, writing and maths	51.4%	20%	68.5%
<i>Expected standard</i>			
Reading	62%	20%	74.1%
Writing	67.8%	40%	87%
Maths	67.4%	80%	90.7%
<i>Greater Depth</i>			
Reading	16.9%	0%	24.1%
Writing	11.3%	0%	24.1%

Maths	15.6%	0%	35.2%
R,W,M combined	4.7%	0%	11.1%
Progress in reading	-0.6	+2.92	-1.33
Progress in writing	-0.45	+2.39	+0.33
Progress in maths	-0.68	+0.85	+0.91

Current progress and attainment continued			
Key Stage 1	<i>National PPG</i>	<i>Hawkes Farm PPG (7 pupils)</i>	<i>Hawkes Farm non PPG (52 pupils)</i>
% achieving in reading, writing and maths (expected)	50%	85.7%	82.7%
% achieving in reading, writing and maths (greater depth)	5.1%	0%	21.2%
% passing phonics screening	70.9%	66.7%	80.4%
EYFS		(7 pupils)	(52 pupils)
% achieving GLD	56.4%	100%	80.8%

1. Barriers to future attainment (for pupils eligible for PP, including high attainers)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attainment levels in reading and writing for PPG pupils at the end of key stage 2 are not yet as strong as for those pupils not eligible for the PPG.	
B.	The percentage of pupils reaching the expected standard in phonics was slightly below those achieving nationally.	
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 and attainment of those children eligible for the PPG in reading and writing will be in line with those that are not eligible for the PPG. Measured at each data drop using summative assessment.	Attainment averages will be at least in line with 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.	To further raise attendance and punctuality of pupils eligible for PPG.	Despite an improvement of 0.5% year on year to the end of academic year 18/19, overall attendance for PPG pupils increases from 93.9% to 97%.

3. Planned expenditure					
Academic year		2019/20			
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 and attainment of those children eligible for the PPG in reading and writing will be in line with those that are not eligible for the PPG.	<p>40 minutes of daily whole class reading</p> <p>Staff training & CPD</p> <p>Text & context curriculum to include regular reading</p> <p>Refinement of school canon of texts</p> <p>Review and refine reading intervention</p> <p>Refinement of whole class approach to writing.</p> <p>Introduction of instructional writing intervention.</p>	<p>Investment in training and strategies which will impact over time.</p> <p>Continuation of work started in 2018 – 2019.</p> <p>EEF Toolkit indicates teaching reading comprehension skills is an effective way to improve attainment.</p> <p>Progress and attainment rates of other STEP Academies adopting a similar approach.</p>	<p>Weekly learning walks and feedback to teachers – SLT & Subject Leads.</p> <p>Teaching and learning review – Director of Performance and Standards.</p> <p>CPD input from STEP Director of Teaching & Learning.</p> <p>Performance management reviews and targets (linked to AIP target) – PM reviewers.</p> <p>3 points of ‘assessment drops’ and analyses to review impact of provision – SLT, teachers.</p> <p>Step Up (pupil progress) meetings.</p>	<p>Reading and Writing Subject Leaders</p> <p>Headteacher</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

December 2019 Review: TBC

<p>B. PPG pupils in Year 1 and Reception eligible for PPG to have improved phonics, fluency and comprehension.</p>	<p>Refinement 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>AHT 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>Assistant Headteacher</p>	<p>December 2019 April 2020 July 2020</p>
<p>December 2019 Review:</p>					
<p>Total budgeted cost</p>					<p>£30,000</p>

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?
B .PPG pupils in Year 1 and Reception eligible for PPG to have improved phonics, fluency and comprehension.	1:1 and small group interventions targeting phonics and speech & language. Linguistic phonics same day keep up sessions.	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.	Monitoring and support for daily interventions. Tracking of pupils though initial and extended phonics code.	Assistant Headteacher	December 2019 April 2020 July 2020
December 2019 Review: TBC					
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.	AHT 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.	Assistant Headteacher	December 2019 April 2020 July 2020
December 2019 Review: TBC					

Total budgeted cost	£29,400
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4. Review of expenditure	
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Previous Academic Year	2018/19
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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
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.	40 minutes of daily whole class reading Introduction of close reading Staff training & CPD Text & context curriculum	Progress rates between KS1 and KS2 for pupils eligible for PPG are now significantly above the national average for both pupils eligible for the PPG and those that are not. Please see progress and attainment figures on opening page of plan.	All chosen actions will continue. Further agreed actions included in this year's PPG plan.	£27,500

<p>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>The percentage of PPG children achieving GLD at the end of EYFS was 100%.</p> <p>Internal tracking data indicates increasing levels of fluency.</p>	<p>All chosen actions will continue. Further agreed actions included in this year's PPG plan.</p>	<p>£18,000</p>
<p>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>Behaviour and conduct was strong across the Academy and judged to be outstanding during the April/May OFSTED inspection.</p>	<p>All chosen actions will continue. Further agreed actions included in this year's PPG plan.</p>	

<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 (93.9% compared to 96.4%), attendance for PPG pupils improved when compared to the previous academic year by 0.5%. For term one of academic year 17/18, PPG attendance was 92.1%, this rose in term six to 93.6%.</p>	<p>All chosen actions will continue. Further agreed actions included in this year's PPG plan.</p>	<p>£5,000</p>
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