

## Half Acres Primary Academy Pupil Premium Strategy Overview 2019-2020

At Half Acres Primary Academy we receive additional funding to spend in a way we believe will best support raising the attainment and diminishing differences for our most vulnerable pupils. This money is called Pupil Premium Funding. It is calculated on the number of children in our school who have been registered as eligible for free school meals in the last 6 years, any children who are looked after in care and any children from our Armed Forces families. In 2019/20, school has been allocated £71,280 pupil premium funding. This Pupil Premium Strategy explains how school intends to spend the funding, why such decisions have been made and what we expect the impact of this to be.

The 2019-2020 Pupil Premium Strategy was agreed in September 2019 and progress towards milestones will be reviewed regularly.

Number of pupils and pupil premium grant (PPG) received 2019-2020	
Total number of pupils in the school	284
Total number of pupils eligible for PPG	48 +16 (64)
Total amount of PPG received	£71,280

EVIDENCE OF SCHOOL PERFORMANCE	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	The gaps between the attainment of pupils nationally and the attainment of disadvantaged pupils in the school continues to narrow at Key Stage 1. At Key Stage 2 these gaps have largely closed. (March 2016) The school website contains useful information; particularly regarding the impact pupil premium funding has on pupils' progress (March 16)
Key statement from Pupil Premium Review (November 2018)	The Pupil Premium Strategy 2018/19 is clear in outlining pupils' barriers to learning and lists 4. There are clear links between the PP strategy and the school's data which is good practice and demonstrates "joined up thinking"

Attainment in Early Years 2018-19			
	Pupils eligible for PP (your school)	Pupils not eligible for PP	National other
% achieving expected standard or above in reading, writing and maths	63%	79%	
% making expected standard or above in reading	63%	79%	
% making expected standard or above in writing	63%	79%	
% making expected standard or above in	63%	79%	

maths			
<b>Attainment in KS1 2018-19</b>			
% achieving expected standard or above in reading, writing and maths	67% (+2)	75%	65%
% making expected standard or above in reading	67% (-8)	79%	75%
<b>% making expected standard or above in writing</b>	67% (-2)	77%	69%
% making expected standard or above in maths	89% (+13)	83%	76%
Y1 Phonics screening	71% (-11)	89%	82%
<b>Attainment in KS2 2018-19</b>			
% achieving expected standard or above in reading, writing and maths	42% (-23)	80%	65%
% making expected standard or above in reading	58% (-15)	72%	73%
<b>% making expected standard or above in writing</b>	67% (-11)	100%	78%
% making expected standard or above in maths	58% (-21)	67%	79%
% making expected standard or above in grammar, punctuation and spelling	50% (-28)	78%	78%

## Summary of the main barriers to educational achievement faced by eligible pupils at school.

### In school barriers:

1. **Speech, Language and Communication:** Pupils arrive in Nursery and Reception with below average speaking and listening skills, some well below. Some pupils continue to have speech, language and communication difficulties as they move through school including a lack of basic vocabulary
2. **Low levels of development on entry and low attainment-** A significant proportion of pupil premium children have low starting points and limited experiences and are low attaining pupils
3. **Pastoral:** Some pupils have EBD, difficulties with social skills, lack support at home, have anger management issues, etc
4. **Metacognition and self-regulation:** some pupils lack awareness of their own strengths and weaknesses and are not motivated or engaged in improving their learning

### External Barriers:

5. **Attendance and Punctuality** - A greater proportion of pupil premium children, especially in Early Years, require additional support to ensure good attendance above 96% and to also ensure they come to school on time.
6. **Limited parental support or engagement** - Some families are hard to engage in school life and some parents have limited capacity or skills to support their child/ren.

## OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	Pupils with poor speech and communication skills and limited vocabulary make accelerated progress in order to develop the knowledge skills necessary to communicate effectively in line with their peers  (measured through SALT feedback and Communication and Language data)	Data for C & L at least in line with National Progress data shows accelerated progress from starting points The vast majority of pupils leave EYs ready for Year 1
2	Our disadvantaged pupils progress at least as well as National Others in all areas of the curriculum	Disadvantaged group make at least the expected progress from their starting points

	(measured through data)	Gap to National Others is diminished
3	All pupil premium children have a positive and proactive attitude towards their learning. (measured through pupil voice)	Children demonstrate a positive and proactive attitude towards learning They complete homework tasks including homework projects, Maths Challenges and home reading
4	Pupils will become self-regulated learners able to motivate themselves to engage in and improve their learning (pupil voice)	Disadvantaged children, especially boys, are well motivated and engage well in lessons leading to progress that is at least in line with N other
5	Hard to reach families engage with school (measured through attendance numbers, feedback to learning mentor, parental voice)	Parents attend events such as workshops, Inspire days, consultations Parents approach staff including the Family Mentor if they have an issue eg how to support with learning, behaviour management of their child/ren Parents complete homework tasks with children eg maths challenges Parents support children eg ensuring children bring PE kits, book bags etc Attendance and punctuality improves and outcomes are further strengthened for PP children especially at greater depth
6	Disadvantaged pupils attend school regularly. (Attendance data)	PP Attendance in line with National Performance matches National Others Proportions of PP children classed as persistently absent diminishes

## 1. Planned expenditure

<b>Academic year</b>	<b>2019/20</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implement</b>
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					ation?
Outcomes for all groups, including the disadvantaged, are at least in line with national at the expected standard and greater depth standard Progress for the disadvantaged, especially the boys, continue to demonstrate school is meeting the needs of these pupils	Deployment of teaching assistants -to support teachers in quality first teaching - to target disadvantaged pupils in their learning -to develop skills in self regulation and resilience - provide pastoral support - implement immediate intervention	EEF research suggests that teachers and TAs working together effectively, leads to increases in attainment.	Precision monitoring via the monitoring timetable Performance management system of target setting and review CPD for specific staff	SG/SC/SN/ CM/AB	Autumn term
Pupils have a quick and embedded recall of multiplication tables that supports mental maths and accuracy in arithmetic	Rock Star Maths on-line maths programme for y2-6	Based on research, EEF recommend that in order to enable pupils to develop a rich network of mathematical knowledge teachers must ensure pupils develop fluent recall of facts. They also recommend developing pupils' motivation and independence. This programme does all of these things eg motivation through competition, use of Avatars.	Monitoring through observations, pupil voice and scrutiny of on-line performance/testbase. Disadvantaged pupils will be closely tracked and progress reviewed at pupil progress meetings	MM/SN	Each half term
From low starting points pupils quickly acquire the skills and knowledge needed to accelerate progress Vulnerable pupils have sufficiently developed reading strategies to access learning in all areas	Reading ambassadors to accelerate progress of boys	Attainment of boys in KS1 and 2, especially the disadvantaged, below that of girls. <i>In 2019 non PP boys in KS2 failed to make their expected progress</i>	Whole school launch and high profile Monitoring by leaders at all levels  Leaders seek parental feedback	SG/SC/MM	Weekly from October 19
Pupils' progress especially that of disadvantaged girls to continue to develop in line with predictions Pupils to confidently solve problems using taught strategies Pupils to retain calculation methods and build on these through the key stage	First quality maths in KS2 -develop pupil strategies for solving problems -develop independence and motivation -embed methods in long term memory	Progress of pupils in maths less than expected for previous two years (-0.9) and that of girls more than -2 Girls are reaching y6 with poorer arithmetic skills than expected and reliant on support. Although they score well in arithmetic in SATs,time spent on this detracts from teaching problem solving	CPD for staff, especially those at the start of their careers Observe best practice in school and across the MAT Listen to pupil voice and monitor lessons and books Examine resources used and ensure these offer sufficient challenge.	SN/SG	From Sept 19

Pupils know more and remember more as a result of self-regulated study resulting in improved outcomes	Training for staff in metacognition and self-regulated learning that can be implemented to secure deep knowledge and improve outcomes	EEF research suggests that pupils who can self-regulate attain higher outcomes		SG	From Oct 19
<b>Total budgeted cost</b>					
<p><b>December Milestones</b></p> <p>TAs all know who the disadvantaged pupils are in their class and build positive relationships to overcome potential barriers to learning</p> <p>All pupils have access to TTRS and use this regularly</p> <p>Pupil voice evidences the love of reading and the system for teaching reading is consistent across KS2</p> <p>Staff have received CPD in problem solving and this is implemented effectively in each classroom</p>	<p><b>March Milestones</b></p> <p>Disadvantaged pupils are all making expected progress in line with their prior attainment and some are accelerating progress to diminish the attainment gap.</p> <p>TTRS records demonstrate improved knowledge of multiplication facts - pupils recall multiplication facts quickly and accurately</p> <p>In KS1 pupil reading books are well matched to their phonic ability and the disadvantaged pupils who passed the phonic screening are on track for EXS in reading at the end of KS1</p> <p>Pupils are able to recall and apply problem solving strategies</p>	<p><b>July Milestones</b></p> <p>Attainment and progress gaps diminish in each cohort and outcomes for the disadvantaged improve in ks2</p> <p>Outcomes in the MTC are at least in line with National</p> <p>Reading outcomes, especially for the disadvantaged, are at least in line with N. Progress in KS2 is at least in line with prior attainment and arrests the declining trend.</p> <p>Maths outcomes in KS2 are at least in line with N and at GDS build on 2019 figure of 20%</p>			
Evaluation	Evaluation	Evaluation			

<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>The vast majority of pupils are able to communicate effectively by the end of their time in Early Years From low levels on entry pupils make accelerated progress in language and vocabulary</p>	<p>Speech and Language Intervention in Early Years. £5,000 -Fortnightly visits from SALT to deliver intervention and reinforcement from staff</p>	<p>Evidence from the Early Years Toolkit indicates that early numeracy and communication and language approaches have a great impact on teaching and learning attainment. Of the 8 pupil premium chn in R 18/19, 5 pupils achieved GLD.</p>	<p>Quality assurance through monitoring by EYs leader and Sendco Monitor and ensure that this is reinforced by all staff within the classrooms Progress reports from SALT</p>	<p>GF</p>	<p>Half termly from Oct 19</p>
<p>Pupils identified as vulnerable readers in KS2 make accelerated progress in reading skills to close the gap with their peers Disadvantaged boys achieve in line with national others by the end of KS2</p>	<p><b>Early Birds reading interventions</b> 30 minute teaching session before school 5 days a week for KS2 pupils to receive intensive support in reading to improve confidence and attainment</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Evidence from the last 5 years demonstrates the long term positive gains for pupils attending this intervention.</p>	<p>Monitoring and feedback by reading leader/Headteacher</p>	<p>CM</p>	<p>half termly from Oct 19</p>
<p>All pupils are able to access the full curriculum Outcomes for disadvantaged pupils in ks1 are in line with national other Disadvantaged pupils with SEND demonstrate they are achieving their full potential</p>	<p><b>Reading Robins</b> Reading intervention for pupils in KS1 and Y3 to accelerate progress and enable them to access the wider curriculum</p>	<p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to</p>	<p>Ensure the KS2 leader of Early Birds shares her experience with staff delivering this intervention Monitor and coach staff through observation, work scrutiny and progress of children through book bands Ensure intervention staff work closely with class teachers to ensure consistency</p>	<p>DY/CK</p>	<p>Begin end of Sept 19</p>

Overall outcomes in maths at the end of KS2 improve to be at least in line with national Disadvantaged girls maximise their potential and greater proportions achieve GDS	<b>Maths intervention in KS2</b> In class/small group support for identified children to overcome personal and academic barriers that have historically impacted on their ability to achieve their potential	A 3 year trend demonstrates that there is a decline in outcomes for the disadvantaged and therefore arresting this must be a priority. Analysis shows that although disadvantaged boys make progress in line with their prior attainment disadvantaged girls, especially at GDS, EEF toolkit recommends use of structured intervention, linked to whole class instruction, to provide additional support.	Pupil progress, monitoring of lessons, interventions, books	JB/SG	Begin Sept 19 then follow monitoring calendar
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**Total budgeted cost**

Milestones December 19  New system for speech and language delivery in place and pupils receiving high quality and bespoke intervention From their starting points,  Identified pupils in KS2 regularly attend Early Birds and progress in reading begins to accelerate  Quality system of reading intervention in place for pupils in KS1 and Y3  Arithmetic skills for the disadvantaged are in line with their peers	Milestones March 20  EYs pupil develop their speech to be able to communicate effectively and most are on track for the ELG for C & L  Monitoring evidence shows a love of reading and the impact of EBs on accelerating progress  Data shows acceleration of progress of vulnerable pupils  Disadvantaged pupils are able to articulate strategies for problem solving in maths	Milestones July 20  Outcomes for C & L are at least in line with N and the vocabulary gap for the most disadvantaged is diminishing  Reading outcomes at the end of Y6 are at least in line with N and progress is better than -1.4.  Outcomes for the disadvantaged in reading are in line with maths outcomes  KS2 maths progress for the disadvantaged is positive demonstrating acceleration within the key stage
Evaluation	Evaluation	Evaluation

**ii. 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?
Ensure all pupils attend school regularly and on	Deployment of the family mentor to closely track	2017/18 PP attendance was 1.6% below their peers	Weekly attendance review meetings held between the family mentor and	DR/SG	Weekly meetings

<p>time</p> <p>Diminish the gap between the disadvantaged group and others</p> <p>Improve PA figures for the PP group</p>	<p>pupils' attendance on a weekly basis</p> <p>Regular updates on attendance (both whole class and individual ) to parents and pupils Eg newsletters, coloured letters, weekly updates on windows, parent consultations</p> <p>Decisive action when pupils are in danger of falling below expected standards, in partnership with the Head and MAT EWO</p> <p>Share importance of attendance with pupils and consequences eg rewards</p> <p>Introduce home visits if no reason for absence and no response to phone calls.</p>	<p>2018/2019 Attendance figures for whole school and pupils in receipt of pupil premium indicate a closing of the gap: Whole school: 96.25% Pupil Premium: 95.57% just 0.68% below their peers</p> <p>Attendance data has improved overall and the gap narrowed between non-pp and pp students. The above indicates the work of the family mentor has been effective in improving attendance for both pp and non-pp students but work still needed to ensure the disadvantaged attendance continues to improve and PA reduces further.</p>	<p>Headteacher to highlight and monitor pupil attendance to ensure swift action is taken.</p> <p>Family Mentor to continue working closely with the EWO to issue letters and fines for families failing to adhere to attendance boundaries in school.</p> <p>Termly report to Head and Governors breaking down figures into all groups eg Pupil Premium, non PP, boys, girls SEND.</p> <p>Set target for overall attendance of PP (Y1-6 95.57% and 95.16% for R-6) and review weekly</p> <p>Target Y1-6 97% R-Y6 96.5%</p> <p>Set target for PA of PP and review half termly PA of PP to reduce from 8 pupils across school to less than 5.</p>		
<p>Children feel safe and emotionally stable in school</p> <p>Children therefore make good progress from their starting points in line with their peers.</p> <p>Children experience positive interactions during lunchtimes and there are fewer incidents of conflict</p>	<p>Pastoral support for pupils and their families and support for pupil wellbeing including lunchtime club</p> <p>Including training LTS in pastoral support</p> <p>Programmes of 1 to 1 or group support in and out of class.</p> <p>Drop ins for parents, parent courses</p>	<p>By removing emotional barriers and supporting pupils' well-being pupils are more able to focus on their learning and outcomes improve</p> <p>By supporting families with practical help barriers such as lateness can be eliminated and pupils are supported to learn - research evidence is that days lost through lateness and absence lead to poorer outcomes</p> <p>By delivering interventions such as anger</p>	<p>Regular safeguarding meetings by DSLs. Pupil and parent voice will demonstrate impact, especially of lunchtimes</p> <p>Ofsted Parent View</p> <p>Number of incidents discussed at Child Causing Concern and in the behaviour log will also indicate impact</p>	<p>DR</p>	<p>Sept 19 and on-going</p>

Attendance and punctuality of pupil premium pupils rises to be in line with their peers	Confidence and self-esteem groups Anger management groups	management pupils learn strategies of self control and there are fewer instances of conflict.			
Staff are familiar with each child's background before they enter setting and can facilitate a smooth transition	Home visits by class teachers to ease transition of Reception pupils	As the school has expanded a growing number of pupils who did not attend our Nursery join in Reception. Last year all pupils entered at once and transition took longer than in previous years. Following an external PP Review it was recommended that home visits before pupils started were instigated.	Visits timetabled in for preceding Summer. Planned by EY Leader and EY teachers with the cooperation of parents Planned agenda of information needed in place and visits all to take place before each child enters Obtain	CM	Summer 19. Sept 20 Summer 20
Hard to reach parents engage effectively with school	Family Mentor high profile around school, introduces herself to new parents/pupils, attends Early Years parent meetings  Regular Inspire days for parents  Hold another Primary Futures event.	Since becoming a 2 form entry school with increasing mobility, it has been noted that pupil attendance of mobile pupils is below that of their peers but this can be arrested if the family mentor sets expectations from the outset and this is reinforced by teachers. Workshops help support parents who lack knowledge in how to help their child/ren to at home so they are more likely to engage and be consistent with school eg cursive writing Targeting parents in small groups for workshops has supported engagement. Research suggests parental engagement and support for school impacts positively on pupil attainment	Monitor numbers of pupils who attend events and target those who do not  Ensure events are well communicated to pupils and parents through newsletters, website and Twitter and respond to parental feedback	DR	From Sept 19
<b>Total budgeted cost</b>					
Milestones December 19  Meetings with parents of pupils who were PA have taken place and swift action taken where attendance is dropping below 95%  New EWO from the Trust in place and supporting school to reduce PA to below 7%.	Milestones March 20  Gap between PP and non PP has diminished  PA continues to reduce with identified children improving their attendance  Attendance and progress data demonstrate the impact of	Milestones July 20  Overall attendance is 97%+ and for disadvantaged pupil it rises to 96.5% in line with the target.  PA for disadvantaged reduces from 13%  Outcomes for pupils are at least in line with their previous assessment point			

<p>Pupil voice and parental feedback demonstrates that pupils and parents feel well supported pastorally</p> <p>Environment walks and parental feedback show that transition into Reception is smooth</p> <p>All parents attend parent consultations or make alternative appointments and receive meaningful information to support their child/ren.</p>	<p>pastoral support for families and children</p> <p>Incidents of unacceptable behaviour remain low (13 in the previous year) and pupils' confidence develops as a result of interventions</p> <p>The majority of parents attend parental workshops and feedback about what they will do to support their child</p>	<p>Outcomes in EYs continue to be at least in line with N and Mat targets are met</p> <p>Parental engagement is impacting positively on pupils' knowledge/skills ie knowledge of multiplication tables</p>
<p>Evaluation</p>	<p>Evaluation</p>	<p>Evaluation</p>