

Half Acres Primary Academy



‘Aspiring To Achieve – Enriching Lives’

Pupil Premium Strategy Statement.

School overview

School name	Half Acres Primary Academy
Pupils in school	317
Proportion of disadvantaged pupils	82 PP (25.86%)
Pupil premium allocation this academic year	£77,000
Academic year or years covered by statement	2020-23
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Rachael Taylor
Pupil premium lead	Mandy Mason
Governor lead	Bev Riley

Disadvantaged pupil progress scores for last academic year (2018/19)

Measure	Score		
	Disadvantaged	All Others	Gap.
Reading	58%	72%	-14%
Writing	67%	100%	-33%
Maths	58%	67%	-8%

Disadvantaged pupil performance overview for last academic year (2018/19)

Measure	Score		
	Disadvantaged	All Others	Gap.
Meeting expected standard at KS2	42%	56%	-14%
Achieving high standard at KS	8%	17%	-8%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI scheme effectively.</p> <p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI Fresh Start for UKS2 scheme effectively.</p> <p>Ensure all relevant staff (including new staff) have received in house training to deliver the reading carousal effectively in KS2. Ensure staff are using it in a way to accelerate the progress of all pupils.</p>
Priority 2	<p>Ensure all relevant staff (including new staff) have received in house training to deliver WR Maths across all year groups from Reception class to Year 6</p> <p>Ensure that all pupils have access to TTRS in Ks 2 or NUMBOTS in KS1. Ensure staff are using in a way to accelerate the progress of all pupils.</p>
Priority 3	<p>Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley)</p>
Barriers to learning these priorities address	<p>Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning</p> <p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Addressing pupils' language deficit</p>
Projected spending	tbd

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average KS2 Reading progress score for disadvantaged pupils (0)	Sept 23
Progress in Writing	Achieve national average KS2 Writing progress score for disadvantaged pupils (0)	Sept 23
Progress in Mathematics	Achieve national average KS2 Mathematics progress score for disadvantaged pupils (0)	Sept 23
Phonics	Achieve above national average expected standard in PSC	Sept 23
Times Tables	Achieve above national average expected standard in TT Check	Sept 23
Other	Improve attendance of disadvantaged pupils to national average (96.3%)	Sept 23

Measure	Activity
Priority 1	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively (RWInc) and reading at KS2 (GR)</p> <p>Focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1</p> <p>Continue to monitor reading in KS2 and work with Reading lead to facilitate strategies for ensuring the accelerated progress of all groups but especially vulnerable boys.</p>
Priority 2	<p>Ensure all relevant staff (including new staff) have received in house training to deliver WR Maths across all year groups from Reception class to Year 6</p> <p>Ensure that all pupils have access to TTRS in Ks 2 or NUMBOTS in KS1. Ensure staff are using in a way to accelerate the progress of all pupils.</p> <p>Focus support on those pupils not reaching expected standard in Reception (ELG) and quickly identifying those pupils who are not on track for reaching expected standard at the end of Y1.</p>
Priority 3	<p>Ensure all staff are trained in research led practice that support pupils to know more and remember more (Rosenshines) and develops their academic vocabulary (Quigley).</p> <p>Support those staff who are in need. Especially NQts and RQTs</p>
Barriers to learning these priorities address	<p>Ensuring staff deliver high quality, quality first teaching across the curriculum that leads to long term learning</p> <p>Ensuring staff use evidence-based whole-class teaching interventions</p> <p>Addressing pupils' language deficit</p>
Projected spending	tbd

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Embed the use of RWInc keep up sessions across KS1, in classes in the first instance.</p> <p>Introduce RWI Fresh Start or Years 5 and 6</p>
Priority 2	<p>Embed use of weekly Testbase assessments to check progress and inform the content and needs of interventions of arithmetic lessons.</p> <p>Embed use of White Rose Maths Years 1 – 6 especially the fluency, problem solving and reasoning stages</p> <p>Introduce White Rose Maths in EY2.</p> <p>Embed Times tables knowledge</p>
Barriers to learning these priorities address	<p>Encouraging wider reading.</p> <p>Providing support with fluency, problem solving and reasoning stages of maths.</p>
Projected spending	tbd

Wider strategies for current academic year

Measure	Activity
Priority 1	Sharing support from education welfare officer with Trust schools to support families with attendance and acute need. Using school family mentor to support families with attendance and needs.
Priority 2	Provide support for pupils with SEMH needs to enable them to re integrate post covid and learn effectively.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	tbd

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided to allow for release to work alongside senior leaders
Targeted support	Post Covid, ensuring enough time for school RWI lead to support small groups	RWI lead paired with HLTAs to lead the establishing of small groups to support those children in need.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and early help hub to provide additional support

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress in Reading and Writing</p>	<p>Due to C19 school closures end of KS2 assessments were cancelled for 2019/20</p> <p>A carousel approach has been introduced for guided reading sessions in Key Stage 2. Regular monitoring has shown that this is being consistently implemented across the Key Stage.</p> <p>Children are provided with opportunities to 'Read for Pleasure' during guided reading and across the school day.</p> <p>Displays and areas across the school have been developed to promote a love for reading. Pupil voice shows that the children are developing their interest in and love for reading a range of different texts. This was supported by Ofsted (Jan 2020).</p> <p>Data shows that PP and Non-PP were on track for targets</p> <p>PP on track to meet ARE and GD %s achieved at KS1</p> <p>Intervention had been put in place to accelerate progress for identified pupils to continue to close the gap</p> <p>Outcome: Continue to monitor reading in KS2 and work with Reading lead to facilitate strategies for ensuring the accelerated progress of all groups but especially vulnerable boys.</p>
<p>Progress in Mathematics</p>	<p>Due to C19 school closures end of KS1 and KS2 assessments were cancelled for 2019/20</p> <p>However, Year groups 1- 6 have used White Rose Maths and have begun to develop the fluency, reasoning and problem solving aspects of this subject. Needs embedding with NQTs, RQTs and staff new to school. Reception are transitioning to White Rose.</p> <p>Year groups 1- 6 have used Testbase arithmetic tests weekly to address needs of groups and individual pupils and identify gaps in learning.</p> <p>TTRS</p> <p>TTRS records demonstrate improved knowledge of multiplication facts in KS2</p> <p>Y4 80% of PP pupils have an average of 23/25 or above.</p>

	<p>Y5 62.5% of PP pupils have an average of 23/25 or above.</p> <p>Y6 70% of PP pupils have an average of 23/25 or above.</p> <p>Outcome: times tables should continue to be a focus for KS2 pupils, especially Y3 and 4 and be practised regularly. In Y5 and 6 this should be especially for those pupils who did not pass MTC in 2019 (Y6) and those pupils who have been unable to take the test this year.</p>
Other	<p>Figures for PA are up to March 20th when schools were closed due to the coronavirus pandemic. For the summer term, schools were open to the children of key workers and vulnerable pupils. From June 1st children in Y6, Y1, R, N and Y5 were invited back however, attendance at school was not compulsory during this term.</p> <p>Attendance is tracked and shared daily with pupils. This is displayed on classroom doors and displays within the school. Attendance is promoted through celebration assemblies and via the school's newsletter. This is having a positive impact.</p> <p>Outcome: Continue the work begun to ensure all pupils attend school regularly and on time especially the vulnerable children. Continue to work with the families of pupils with PA to improve figures for this group.</p>