 

**Pupil Premium Strategy Statement: Hatfield Primary Academy**

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| 1. **Summary information** | | | | | |
| **School** | Hatfield Academy | | | | |
| **Academic Year** | 2018/2019 | **Total PP budget** | £287,760 | **Date of most recent PP Review** | 02.2018 |
| **Total number of pupils** | 387 | **Number of pupils eligible for PP** | 218 (56.3%) | **Date for next internal review of this strategy** | 6.11..2018 |

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| 1. **Current attainment** | | | |
|  | *Pupils eligible for PP* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** | 22.6% | **67%** |
| **% achieving in reading** | 38.7% | **77%** |
| **% achieving in writing** | 58.1% | **81%** |
| **% achieving in maths** | 41.9% | **80%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. Screening of Speech and Language in Reception and Year 1 showed that 55% of children had some form of speech and language delay.  69% of SEND needs are communication and interaction. | | |
|  | | Pupil Premium children do not meet statutory expected standards. Exit data shows that PP children achieved 22.6% combined at Y6 compared to 32% Non PP. At Y2 PP children achieved 47.2% in reading compared to 56.7% of Non-PP, in writing 47.2% of children achieved whilst 53.3% of Non-PP and in maths 47.2% of PP compared to 56.7% on Non PP achieved. | | |
| **C.** | | Some pupils have Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils and can impact on academic progress | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium. Attendance data shows that last academic year the attendance rate of PP children was 94.59% and Non-PP pupils attendance rate was 95.33%. PA for PP children is at 13.30% compared to 10.33% for Non PP. | | |
| **E.** | | Opportunities to wider curriculum activities outside of school hours due to socio-economic needs of the locals area | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To improve the speech and language skills of the children in the EYFS and KS1. Pupils eligible for PP in Reception show rapid progress over the year. | | To improve the speech and language skills of the children in the EYFS. Pupils eligible for PP in Reception show rapid progress over the year. |
|  | To close the attainment gap between PP and Non-PP, with a particular focus on Y2 and Y6. Exit data for Y2 and Y6 shows that PP children’s attainment matches that of Non PP children. | | To close the attainment gap between PP and Non-PP, with a particular focus on Y2 and Y6. Exit data for Y2 and Y6 shows that PP children’s attainment matches that of Non PP children. |
|  | To support PP children with social, emotional, behavioural and learning difficulties allowing them to access learning and make progress. | | To support PP children with social, emotional, behavioural and learning difficulties allowing them to access learning and make progress. |
|  | To increase the attendance rate of PP pupils. Reduce the number of persistent absentees among pupils eligible for PP. Improve overall PP attendance and fall in line with Non-PP pupils. | | To increase the attendance rate of PP pupils. Reduce the number of persistent absentees among pupils eligible for PP. Improve overall PP attendance and fall in line with Non-PP pupils. |
|  | To offer PP children a range of extra-curricular and out of school cultural experiences. All PP children to take part in extra-curricular activities in or after school. | | To offer PP children a range of extra-curricular and out of school cultural experiences. All PP children to take part in extra-curricular activities in or after school. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2017/2018** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improved speech and language skills in Early Years and KS1 | * Speech & language fellow to work with key identified pupils across KS1 * Listening Pack interventions. * Speech & language fellow working on speech and language targets through interventions. * To continue to ensure that, through our SENCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored. * Streamed phonics groups with staff delivery groups appropriately trained. * All EY and KS1 teachers to be fully trained in Read, Write Inc. * Introduction to Makaton Training to support language development | 69% of children across the school have C&L needs. A high % of children need group communication intervention or 1:1 interventions to meet their needs and close the gaps-  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost-  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group- <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf>  In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment -<https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/> | Monitor progress using speech and language screening.    Monitor progress and attainment of PP children in all areas of learning but particularly communication and language.    Timetable of interventions taking place. | BM  BS | December 2018 |
| Improved attainment of PP children in Y2 and Y6.  Improved score of % of children achieving expected standard in year 1 phonics. | * CPD to ensure quality first teaching. * School Library Service to provide more reading opportunities. * 1:1 Accelerated Reader programme in place for Y6. * Support from AdAstrea Maths. * Year 6 booster sessions to begin from Autumn 1. * Additional teacher in place from Autumn 2 to focus learning in Y2 and Y6. * Ensure mastery approach is being taught throughout lessons. * Streamed phonics groups with staff delivery groups appropriately trained. * Consistent use of marking and feedback strategies to enable children to make accelerated progress in all areas of the curriculum including ‘pink pen challenges’ where appropriate. | CPD to improve questioning skills, mastery maths-  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  Use of Mastery Maths curriculum to help improve maths attainment and progress -  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/> /    There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>  In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements…There is particularly good evidence around the potential impact of teacher professional development - <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read -  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/>  Evidenced that extending the school times makes a positive impact on academic outcomes.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> | Monitor progress and attainment of Y2 and Y6 PP children.  ½ termly pupil progress meetings.  SLT and trust moderation.  Learning walks and observation of teaching, learning and feedback provided to PP children. | Yr2 and Yr6 teachers (BS, LD, HP, MM)  Subject leaders – MM and LG  SLT  All RWI teachers. | July 2019 |
| Higher rates of progress across EYFS, KS1 and KS2 for high attaining pupils eligible for PP | * All staff know who are the more able PP children and children have been identified on Class Context sheets. * Very specific planning for these children to ensure that they make accelerated progress. * Classes have been created in Year 2 and Year 5 to focus on high attaining pupils and ensure that more children achieve greater depth in reading, writing and maths. * Gap plans created to show areas of targeted needs * Consistent use of marking and feedback strategies to enable children to make accelerated progress in all areas of the curriculum including ‘pink pen challenges’ where appropriate. | Data for PP pupils shows they must make accelerated progress to diminish the differences with non-PP children at Hatfield.  The data for PP pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally. | Regular discussions about progress with Assessment Co-ordinator, Inclusion Lead and Phase Leaders.    Pupil Progress Meetings at the end of every cycle    After each learning cycle staff will be redeployed according to the needs to the children. | KB  ZB  RS  BM | At the end of each cycle during Pupil Progress Meetings or before if necessary |
| Improve the effective feedback given to children by their class teacher | * Implement new marking and feedback policy. * CPD to all staff on new policy. * Support for teachers in appropriate feedback. * Consistent use of marking and feedback strategies to enable children to make accelerated progress in all areas of the curriculum including ‘pink pen challenges’ where appropriate. | Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/> | Weekly book looks in SLT focussing on Pride, Productivity and Progress.  Learning walks and observation of teaching, learning and feedback provided to PP children. | ZB  FS | Ongoing |
| Mastery in Mathematics | * Maths lead to support implantation of White Rose Scheme. * SLT to support planning of White Rose Maths Scheme. * CPD to all staff * Feedback CPD to support setting challenging and extending questions for pupils | Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/> | Planning scrutiny, learning walks, formal lesson observations..  ½ termly formal and informal book looks. | MM  SLT |  |
| **Total budgeted cost** | | | | | £87,131.40 |
| 1. **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?** |
| Improved speech and language skills in Early Years and KS1 | * Streamed phonics groups with staff delivery groups appropriately trained. * As part of our overall school improvement plan we will aim to raise attainment in reading to:   – to improve reading levels across EYFS, KS1 and KS2.  – to encourage children to read for pleasure  – to expose children to a wide range of different stories  – give children access to a range of book genres in greater depth     * Consistent use of marking and feedback strategies to enable children to make accelerated progress in all areas of the curriculum including ‘pink pen challenges’ where appropriate.      * Through regular Pupil Progress meetings children to be identified quickly as needing additional support and then appropriately trained staff to run focused intervention groups to meet the needs of these children.      * To continue to ensure that, through our SENCo, appropriate SMART targets are set for identified SEND children and that these are closely monitored.      * We will continue to track and monitor data of PP children robustly. Where children have taken part in a specific intervention, progress will be analysed from beginning to end. | 69% of children across the school have C&L needs. A high % of children need group communication intervention or 1:1 interventions to meet their needs and close the gaps.  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost.  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.  <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf>  In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read -  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/> | Monitor progress using speech and language screening.  Timetable of interventions taking place. Monitor progress of children receiving interventions.  Regular feedback from S&L therapist and specialist TA. | BM  BS  HL | ½ Termly |
| Improved attainment of PP children in Y2 and Y6.  Improved score of % of children achieving expected standard in year 1 phonics. | * Booster Teacher 3 days a week in Yrs2 and 6. * Maths interventions with maths fellow * RWI to continue in year 2 to support pupils phonics, reading and writing. * First Class number interventions to be delivered by Maths Fellows. * Small group basic maths delivered by Maths Fellow. * Helping Handwriting – HLTA year 2 teachers to be trained on how to deliver * 1:1 reading. * Additional class resource, including revision books, purchase of kindles | CPD to improve questioning skills, mastery maths-  <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  Use of Mastery Maths curriculum to help improve maths attainment and progress -  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/> /    There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>  In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements…There is particularly good evidence around the potential impact of teacher professional development - <https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>  Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read -  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/>  Evidenced that extending the school times makes a positive impact on academic outcomes.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit> | Monitor progress of children receiving small group interventions.  Tracker of interventions. Timetable of interventions.  Learning walks and observation of teaching, learning and feedback provided to PP children.  ½ termly pupil progress meetings. | Yr2 and Yr6 teachers (BS, LD, HP, MM)  Subject leaders – MM and LG  SLT  All RWI teachers. |  |
| **Total budgeted cost** | | | | | £61,036.92 |
| 1. **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?** |
| Support PP children with social, emotional, behavioural and learning difficulties | * Lego Therapy * Friends Therapy * Assistant Learning mentors for each EYFS/Yr1, Y2/Y3 and Ys4/5/6 to monitor behaviour and work with target children. * Sensory Room * Access to rocket room for additional learning support. * Play leaders to support playing and behaviour at lunchtimes. * Metacognition and self regulation approaches to be introduced. * Appointment of Mental Health and Behaviour Champion * Support for parents in financial crisis to afford uniforms | Smaller group sizes.  A number of PP children that need a high level of support to access learning in school.  High number of PP children are SEND and need extra support and access to alternative provision when needed.  PP children behaviour incidents recorded on CPOMS.  Metacognition - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress -  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/> | Monitor the progress of children.  Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour incidents recorded on CPOMS.  Monitor whether improvements in behaviour translate into improved attainment.  Case Studies to be completed  Learning walks and observations of provision provided for PP children to monitor effectiveness. | BS  BM  ALM | Interventions will be reviewed at the end of each half term. |
| Improve self-esteem, resilience and confidence levels to achieve higher rates of progress | * To help create a positive mind set in children that will foster habits and attitudes in them that will enable children to become betters learners. * Assemblies linked to Hatfield Heroes * Teachers to teach specific sessions through PSHE to support positive mindset * CPD on positive mindset to be delivered to staff | Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/> | Pupil Voice  Observations of learning behaviours | BS  BM  KB | Ongoing |
| Offering extra-curricular and cultural experiences. | * Subsidise school trips, visitors and residential * . * Weekly after school clubs * Specialist teachers to deliver weekly Music, PE, computing lessons. | A high number of the PP children have limited opportunities and experiences outside of school. This means they don’t have the chance to access and explore a range of diverse interests.  Many of the children may struggle to exceed in core subjects but thrive in extra-curricular activities.  The option to access these means they can build their self-esteem and make a positive contribution to school life.  <http://www.bbc.co.uk/news/health-28703013>  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>  The study funded by the Nuffield Foundation, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. <http://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf>  Institute of Education - Out of school activities during primary school and KS2 attainment study 2016 | Monitor school trip, visitors and residential.  Pupil voice questionnaire  Feedback from PPA teachers  Learning walks and observations of provision provided for PP children to monitor effectiveness.  Overview of clubs offered throughout the year, monitoring % of PP pupils uptake and attendance of clubs. | BS  LG  KB | Clubs – monitored each half term  July 2019 |
| Improve attendance rates | * Attendance officer to monitor and improve attendance rates * Attendance incentives and rewards * Walking bus. * Awards given for 100% attendance & punctuality * Attendance and punctuality to be shared with parents/ carers regularly * Breakfast club available for all children from 8am. | PP children have lower attendance rates than Non-PP.  Higher numbers of PP children are persistent absentees.  Attainment of PP children can’t meet or exceed the attainment of Non-PP children if attendance isn’t equal.  Attendance is a whole school priority that is continually being addressed.  <https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully>  PA is an issue across whole school, | Monitor attendance rates of PP children. | JG  BS  KB | May 2019 |
| **Total budgeted cost** | | | | | £140,975.56 |
| **Overall Spend** | | | | | £289,143.88 |