

Hearsall Community Academy Pupil Premium Statement 2017- 2018



1. Summary information					
School	Hearsall Community Academy				
Academic Year	2017-18	Total PP budget	£82,840	Date of most recent PP Review	Spring 2017
Total number of pupils	375	Number of pupils eligible for PP	57 + 4 adopted children	Date for next internal review of this strategy	Spring 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>
% Achieving ARE or above in Reading, Writing & Maths	50%	74%
% Achieving a High Score in Reading, Writing & Maths	8%	19%
KS1 to KS2 Progress Score: Reading	-1.48	+ 3.5
KS1 to KS2 Progress Score: Writing	-0.92	+ 1.1
KS1 to KS2 Progress Score: Maths	+1.37	+ 2.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A significant number of Pupil Premium children also have significant SEN.
B.	Some Middle and Higher Attaining children do not sustain the level of progress as they move through Key Stage Two. This prevents them from gaining high achievement at the end of Key Stage Two.
C.	Social and emotions barriers to learning for a small number of children across the school. This manifests itself in lack of confidence to tackle new learning positively, which has a detrimental effect on their academic progress.

External barriers		
D.	In a relatively small cohort of Pupil Premium children, the attendance of some Pupil Premium children has been significantly lower than school average, at below 80%. This has had a detrimental effect on their exposure to teaching and learning.	
4. Desired outcomes		Success criteria
A.	Pupil Premium with SEND will make progress in line with their cohort peers, from their relative starting points.	All Pupil Premium children with SEND will make expected or better progress, in line with their cohort peers.
B.	Higher and sustained rates of progress from Y1 to Y6 for Middle and Higher Attaining pupils eligible for PP.	Pupils eligible for PP identified as Middle and High ability make sustained progress each year. At least 3 steps, 4 or 5 where targetted across Key Stage 2 in Maths, Reading and Writing. Measured in Years 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
C.	Social and emotional barriers lessened or removed.	More confidence demonstrated in lessons by PP pupils enabling them to make sustained contributions which impacts on their learning.
D.	The attendance of Pupil Premium children is in line with the rest of the school.	The gap in attendance between advantaged and disadvantaged children will not exist,

5. Planned expenditure

Academic year

2017-18

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(s)	When will you review implementation?
A. Pupil Premium children with SEND will make progress in line with their cohort peers, from their relative starting points.	<p>-Personalised intervention at a Wave 1 and Wave 2 level</p> <p>-Staff training on high quality written and oral feedback. (Marking Policy – introduced Sept 2016)</p>	<p>-Personalised intervention has proven success over time, for the identified children.</p> <p>-EEF Toolkit signposts oral and written feedback to have the most impact on pupil outcomes.</p>	<p>-rigorous monitoring of interventions, including baseline and end point assessments</p> <p>-time provided for planning and co-planning with class teachers</p> <p>-Targeted pupil progress meetings following assessment points</p>	<p>Inclusion Lead PP Champion</p> <p>Head</p> <p>Head Inclusion Lead Teachers</p>	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>

<p>B. Higher and sustained rates of progress from Y1 to Y6 for Middle and Higher Attaining pupils eligible for PP.</p>	<p>-CPD on use of TA/ Teacher deployment for PP children.</p> <p>-Staff training on high quality written and oral feedback. (Marking Policy – introduced Sept 2016)</p> <p>-New Target Setting procedure introduced throughout KS1 and KS2 to focus on small gains/ priorities for learning.</p>	<p>-EEF Toolkit signposts oral and written feedback to have the most impact on pupil outcomes.</p> <p>-The difference diminished between PP and Non-PP pupils.</p>	<p>-Time invested in updating Marking Policy</p> <p>-CPD for both Teachers and TAs on how to use the policy effectively and consistently</p> <p>-Embed Marking Policy through Book Trawls to see quality and impact of feedback given – particularly to PP pupils.</p> <p>-Pupils will have a clear idea of their targets and can demonstrate the impact on their learning.</p>	<p>Head Senior Leadership Team</p>	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>
<p>C. Social and emotional barriers lessened or removed.</p>	<p>-Thrive approach introduced across each classroom</p> <p>-Increased Learning Mentor time.</p>	<p>-Network meetings and discussions around Thrive approach impact in other schools.</p>	<p>-Pastoral Lead and Senior Leader to attend training in Thrive approaches.</p> <p>-All staff introduced to Thrive approaches</p> <p>-Thrive approach highlighted in each classroom through display and start-of-year activity involving all the children.</p> <p>-Learning behaviour as well as Thrive language highlighted through assemblies and wider school activities.</p>	<p>Pastoral Lead & Senior Leader</p>	<p>Autumn/Spring Term 2017-18</p> <p>Spring 2018</p> <p>July 2018</p>
Total budgeted cost					£23000

ii. 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. Pupil Premium children with SEND will make progress in line with their cohort peers, from their relative starting points.</p>	<p>-Personalised intervention at a Wave 1 and Wave 2 level</p> <p>-CPD on use of TA/ Teacher deployment for PP children.</p> <p>-Staff training on high quality written and oral feedback. (New Marking Policy – introduced Sept 2016)</p>	<p>-Personalised intervention has proven success over time, for the identified children.</p> <p>-EEF Toolkit signposts oral and written feedback to have the most impact on pupil outcomes.</p>	<p>-rigorous monitoring of interventions, including baseline and end point assessments</p> <p>-time provided for planning and co-planning with class teachers</p> <p>-Targeted pupil progress meetings following assessment points</p>	<p>Inclusion Lead PP Champion</p> <p>Head</p> <p>Head Inclusion Lead Teachers</p>	<p>January 2018</p> <p>April 2018</p> <p>July 2018</p>

<p>B. Higher and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP.</p>	<p>-Take Two Initiative, which is time during the afternoon to plug gaps in learning that have appeared during the morning.</p> <p>-Weekly small group sessions in Reading, Writing and Maths for Middle and Higher Attaining pupils with experienced teachers, in addition to normal lessons. (Particularly in Years 2 and 6.)</p>	<p>-This approach ensures gaps in learning that appear are not allowed to widen by changing approach/ use of apparatus with small group tuition. A time for misconceptions to be unpicked.</p> <p>-Small group interventions with highly effective staff have shown to be extremely successful. (John Hattie)</p> <p>-The difference diminished between PP and Non-PP pupils.</p>	<p>-Discussions on effective practice will take place at SMT, staff CPD and TA CPD level to ensure any barriers to it being effective are irradiated.</p> <p>-Pupil Progress Meetings will help to identify pupils vulnerable to underachievement and will be shared with TAs / partner teachers.</p>	<p>Head Teacher</p>	<p>November 2017</p> <p>April 2018</p>
<p>C. Social and emotional barriers lessened or removed.</p>	<p>-Small / 1:1 Thrive intervention groups.</p>	<p>-This enables Thrive plans to be worked through in a bespoke and personal way.</p>	<p>-Pastoral Manager trained and timetabled to include 1:1 / small group Thrive sessions.</p> <p>-Impact monitored through CPOMs and log of higher profile behaviour incidents within school.</p>	<p>Pastoral Lead & Senior Lead</p>	<p>Spring 2018</p> <p>May 2018</p>
Total budgeted cost					£23,000

iii. 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?
A. Pupil Premium children with SEND will make progress in line with their cohort peers, from their relative starting points.	<ul style="list-style-type: none"> - Small Thrive and Learning Support groups including daily Take 2 interventions across all year groups from 1-6 -pre-teach intervention groups during afternoon sessions ready for the following day's core subject learning 	<ul style="list-style-type: none"> -Children who have additional needs can re-visit learning goals in a smaller group or individual setting, taking the time to process the information. Pre-teach is a proven effective method for allowing those learners who take additional processing time to fully access and understand their learning objectives. 	<ul style="list-style-type: none"> rigorous monitoring of interventions, including baseline and end point assessments -time provided for planning and co-planning with class teachers -Targeted pupil progress meetings following assessment points 	<ul style="list-style-type: none"> Inclusion Lead Phase Leads Class Teachers TAs 	<ul style="list-style-type: none"> November 2017 April 2018 July 2018
B. Higher and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP. C. Social and emotional barriers lessened or removed.	<ul style="list-style-type: none"> -Use of Inclusion Leader time and external agencies to seek advice for children with multiple barriers to learning. -Provide enrichment experiences that children would not necessarily get if they weren't subsidised. 	<ul style="list-style-type: none"> -The more complex needs there are, the greater the difficulty to overcome these barriers. -The different diminished between PP and Non PP pupils. 	<ul style="list-style-type: none"> Inclusion Leader to begin SEN leader course Inclusion lead meets regularly with Inclusion team from across the MAT to share best practise. 	<ul style="list-style-type: none"> Inclusion Lead Head Teacher 	<ul style="list-style-type: none"> January 2018 April 2018 July 2018
Total budgeted cost					£10,500

Pupil Premium Attainment & Progress – Summer 2017

End of KS2 Progress – Summer 2017

Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
+ 3.5	0.0	+ 1.1	0.0	+ 2.0	0.0

End of KS2 Attainment – Summer 2017

	Reading		Writing		Maths	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
School Expected	82%	55%	77%	45%	75%	55%
National Expected	71%		75%		75%	
National v School	+11%		+2%		-0%	
School High Level	50%	0%	20%	0%	41%	0%
National High Level	22%		18%		20%	
National v School	+28%		+2%		+21`%	

End of KS1 Attainment – Summer 2017

	Reading		Writing		Maths	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
School Expected	74%	44%	60%	33%	66%	22%
National Expected	77%		69%		76%	
National v School	-3%		-9%		-10%	
School Greater Depth	28%		4%		23%	
National Greater Depth	27%		17%		21%	
National v School	+1%		-13%		+2%	

Year Group	What does the data analysis tell you about the relative attainment and achievement of Pupil Premium and Non Pupil Premium pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Reception (5 children)	3 of 5 Pupil Premium children (60%) scored a Good Level of Development (where children need to be at the end of the Early Years) at the end of 2016-17 academic year. 60% of Pupil Premium children achieved Age Related Expectations in Reading and Writing. 100% of Pupil Premium Children met Age Related Expectations in Maths.
Year 1 (7 children)	85% of Pupil Premium children were at Age Related Expectations at the end of Year 1 in Reading, 71% of Pupil Premium children were at Age Related Expectations at the end of Year 1 in Writing and 71% of Pupil Premium children were at Age Related Expectations at the end of Year 1 in Maths. 14% of Pupil Premium children exceeded Age Related Expectations in Reading.
Year 2 (9 children)	<i>See data table above</i>
Year 3 (12 children)	42% of Pupil Premium children were at Age Related Expectations at the end of Year 3 in Reading, 33% of Pupil Premium children were at Age Related Expectations at the end of Year 3 in Writing and 42% of Pupil Premium children were at Age Related Expectations at the end of Year 3 in Maths. 17% of Pupil Premium children exceeded Age Related Expectations in Reading and Maths and 8% in Writing
Year 4 (8 children)	38% of Pupil Premium children were at Age Related Expectations at the end of Year 4 in Reading, 25% of Pupil Premium children were at Age Related Expectations at the end of Year 4 in Writing and 50% of Pupil Premium children were at Age Related Expectations at the end of Year 4 in Maths.
Year 5 (7 children)	29% of Pupil Premium children were at Age Related Expectations at the end of Year 5 in Reading, 29% of Pupil Premium children were at Age Related Expectations at the end of Year 5 in Writing and 43% of Pupil Premium children were at Age Related Expectations at the end of Year 5 in Maths. 14% of Pupil Premium children achieved exceeded Age Related Expectations in Reading and Maths.
Year 6 (12 children)	<i>See data table above</i>

Attendance	2015-16	2016-17
	<i>Pupil Premium</i> 92.8%	<i>Pupil Premium</i> 94.2%
	<i>All pupils</i> 95.9%	<i>All pupils</i> 96.7%

