



## Pupil premium strategy statement:

1. Summary information					
School	Hearsall Community Academy				
Academic Year	2018/19	Total PP budget	£96,320	Date of most recent PP Review	September 2017
Total number of pupils	391	Number of pupils eligible for PP	56	Date for next internal review of this strategy	January 2019

1. Current attainment and Progress		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Attainment for: 2017-2018 at the end of the EYFS % Achieving GLD	76%	50%
Attainment for: 2017-2018 Phonic Screening in Year 1	70%	79%
Attainment for: 2017-2018 at the end of KS1		
% achieving expected standard or above in reading	67%	80%
% achieving expected standard or above in writing	44%	74%
% achieving expected standard or above in maths	78%	86%
Attainment for: 2017-2018 at the end of KS2		
% achieving expected standard or above in reading	71%	93%
% achieving expected standard or above in writing	71%	88%
% achieving expected standard or above in grammar/punctuation and spelling	100%	91%
% achieving expected standard or above in maths	86%	94%
% achieving expected standard or above combined	57%	85%

At Hearsall Community Academy, we have high aspirations and ambitions for our children and we believe that no child should be allowed to underachieve. We strongly believe that it is not about where you come from but your passion and thirst for knowledge; your dedication and commitment to learning that make the difference between success and failure; and we are determined to ensure that our children are given every chance to achieve well, whatever their starting point. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. For many children in our school community who are deemed disadvantaged we are also very aware of the impact of low esteem and poor social and emotional well-being on their academic achievement.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents/carers are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school, we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Social and emotional barriers to learning for a number of children across the school. This manifests in lack of aspiration and confidence amongst our children to tackle new learning positively, which in turn has a detrimental effect on their academic progress.
<b>B.</b>	Some middle and higher attaining children do not sustain the level of progress as they move through KS2. This prevents them from gaining high achievement at the end of KS2
<b>C.</b>	The attainment gap for pupils in receipt of Pupil Premium varies widely as they move through the school but in some cohorts it is as wide as 30% between PP and non-PP children.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Parental engagement with school. For example: Attending parents'/carers' evening, workshops, hearing their children read at home. This has a detrimental effect on the children's academic progress compared to that of their peers. Pupil Premium children are not well represented in extra-curricular activities.
<b>E.</b>	Low aspirations of parents for their children. This is reflected in their poor attitude to attendance.

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Social and emotional barriers lessened or removed.	More confidence demonstrated in lessons by disadvantaged pupils enabling them to make sustained contributions which impacts on their learning. The schools commitment to the Thrive approach supports this. Pupils understand that they need to work hard and that their effort is an important factor in their success.
<b>B.</b>	Higher and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP so that an increased number of children at ARE and greater proportion of children reaching Greater Depth.	Pupils eligible for PP identified as Middle and High ability make sustained progress each year. Children who are entitled to PP make at least expected in-year progress (6 points) and any pupils who are in danger of not making this are identified for targeted intervention. Measured in Years 3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
<b>C.</b>	Ensure the progress for PP pupils is in line with school expectations year on year and a gap in attainment is avoided as the children progress through the school.	Gap narrows between PP and non-PP children in Years 2-6 Accelerate progress of all PP pupils.
<b>D.</b>	Greater engagement and involvement of parents in the life of the school. The attendance of PP children improves. Reduce PA level of PP pupils.	Parents/carers have a greater understanding of what the school is trying to achieve. Some PP children are targeted through AfA meetings to build parent/teacher relationships and increase understanding of pupil targets. Reduce the number of persistent absentees among pupils eligible for PP Attendance for children is in line or above national at 96%.
<b>E.</b>	Parental engagement with the school increases for PP children through the work of Disadvantaged Children Champion.	Increased parental involvement in school at different points in the year for example: 1:1 parents meetings, parent's evenings, assemblies etc.

#### 4. Planned expenditure

Academic year

2018/19

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?
Linked to Outcome A: Emotional barriers lessened or removed.	<ul style="list-style-type: none"> <li>-Thrive approach regularly used and embedded throughout each classroom.</li> <li>Increased number of Thrive Practitioners in school</li> <li>Acting Assistant Head Teacher accredited Thrive trainer</li> <li>Thrive focus of whole school training/teacher days etc</li> <li>Learning Mentor to develop forest school provision</li> </ul>	<ul style="list-style-type: none"> <li>-Thrive reflects the ethos of our organisation, and provides a diagnostic, supportive and measurable approach for emotional development.</li> <li>- Forest school approach is rooted in children learning and playing outside. This is particularly beneficial in building children's confidence and independence. Improving their mental health and supporting better sleep and moods. This approach also supports children to feel empathy towards others and nature.</li> </ul>	<ul style="list-style-type: none"> <li>- All teaching staff are trained in self-awareness in the context of Thrive</li> <li>- Hearsall to continue participation in the CIF project</li> <li>- The accredited forest school practitioner will be line managed by a senior leader.</li> </ul>	<ul style="list-style-type: none"> <li>Thrive leads across MAT</li> <li>Headteacher</li> <li>Learning Mentor</li> <li>Assistant Head Teacher</li> </ul>	Termly
Linked to Outcome B: Pastoral team liaising increasingly with Social Care and Senior Leaders	<ul style="list-style-type: none"> <li>- Embed systems and practices to ensure effective communication with all individuals who work with key children.</li> <li>- Further develop our use of CPOMs as a recording tool</li> </ul>	<ul style="list-style-type: none"> <li>- Improved communication will ensure that children get the targeted support they need.</li> </ul>	<ul style="list-style-type: none"> <li>-Weekly meetings between Pastoral Lead and Headteacher</li> <li>-Everyone who works with children attends Pupil Progress meetings including representatives from the Pastoral Team ask to joined relevant parts of meetings</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Pastoral Team</li> </ul>	Termly
Linked to Outcome C/ D: Ensure the progress for PP pupils is in line with school expectations year on year and a gap in	<ul style="list-style-type: none"> <li>-Classes reorganized to impact on progress.</li> <li>HLTA support in years 5/6 to close the gap.</li> </ul>	<ul style="list-style-type: none"> <li>To maximize the impact of quality first teaching, and target children who are not on track.</li> <li>Making sure that PP children have a high profile at all times.</li> </ul>	<ul style="list-style-type: none"> <li>-Ongoing monitoring of Teaching and Learning</li> <li>-Use of the School Improvement Partner</li> </ul>	<ul style="list-style-type: none"> <li>Senior Leaders</li> </ul>	Termly -after each assessment point

<p>attainment is avoided as the children progress through the school.</p> <p>Higher and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP so that an increased number of children at ARE and greater proportion of children reaching Greater Depth</p>	<p>The pupil premium champion will work with the AHT monitoring the in-year data through the introduction of the Milestones document.</p> <p>Staff are being trained in using data as a tool to drive pupil performance in the classroom.</p> <p>Head Teacher to be responsible for data analysis.</p>	<p>Systematic use of data is proven to raise attainment</p>	<p>-Increased analysis of data.</p> <p>Monitored in pupil progress meetings</p>	<p>Assistant Headteacher</p>	<p>Half termly spot check of Quintupilation grids.</p> <p>Termly -after each assessment point</p>
<p>Linked to Outcome E/F: Parental engagement with the school increases for PP children through the work of Disadvantaged Children Champion.</p> <p>Greater engagement and involvement of parents in the life of the school. The attendance of PP children improves.</p> <p>Increased attendance rates for pupils eligible for PP. Reduce PA level of PP</p>	<p>Disadvantaged Champion and Pastoral Support team to target parents to participate in school events</p> <p>Support children in attending Extra-Curricular clubs</p> <p>Innovative out-of-school activities to engage parents, carers and the wider community</p> <p>Encourage parents to recognize and share their talents through helping in school.</p> <p>Division of roles within Pastoral team ensure that learning mentor focuses on improving attendance.</p> <p>School Leaders to join meetings with families whose attendance falls below 90%.</p> <p>Learning mentor to hold meetings with attendance is below 95%.</p>	<p>-When children attend school regularly they make greater progress.</p> <p>-Evidence shows that children who attend school make better friendships, are more confident, and take more ownership over their learning.</p> <p>-Children enjoy receiving awards, and will often try harder when an award is offered.</p> <p>-We recognize that many of our parents will respond to a reward system targeted at them.</p>	<p>- Disadvantaged Champion will monitor attendance of parents at key events</p> <p>- Disadvantaged Champion will monitor the attendance of children and parents at clubs and school events respectively and provide a report for Governors.</p>	<p>Disadvantaged Champion</p> <p>Senior Leadership Team</p> <p>Identified Governor</p>	<p>Ongoing with termly reviews</p>

	<p>Positive postcards will be sent out to recognise improvements in punctuality and attendance</p> <p>Offer quality rewards for both parents and children whose attendance improves.</p>				
					<p style="text-align: right;"><b>budgeted cost    £26,741</b></p>

<b>ii. Targeted support</b>					
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>Linked to Outcome A/B: emotional barriers lessened or removed. Pastoral Team liaising increasingly with Social Care and Senior School Leaders</p>	<p>Thrive screening will identify children's interruptions so that target groups can ensure that children's developmental needs are met.</p> <p>Bespoke intervention for UKS2 children with a focus on enrichment activities in an outdoor environment.</p> <p>Pastoral Team to work with individual families.</p>	<p>To ensure Thrive plans meet the needs of individuals.</p> <p>This will develop their emotional resilience and put them in their best place for learning through regulation.</p> <p>To provide specialist support for children with their mental and emotional wellbeing.</p> <p>Building a relationship to promote emotional and mental wellbeing within the family unit.</p>	<p>Termly screening using Thrive</p> <p>Pastoral lead and identified TA to record pupil voice pre and post intervention.</p> <p>Parent/ Pupil Voice</p>	<p>Headteacher &amp; Pastoral Team</p>	<p>July 2019</p>
<p>Linked to Outcome C/ D: Ensure the progress for PP pupils is in line with school expectations year on year and a gap in attainment is avoided as the children progress through the school.</p> <p>Increased and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP so that an increased number are at ARE and greater proportion at Greater Depth.</p>	<p>Targeted support and interventions where needed in reading, writing and maths.</p> <p>Teaching assistants in class to support quality first teaching</p> <p>Maths Pre-teach sessions.</p> <p>Increased focus on reading to ensure consistency from KS1 to KS2.</p>	<p>Data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils nationally.</p> <p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>Data for 2018 in other schools in the MAT showed positive progress measure when additional support and interventions were implanted.</p> <p>The data for PP pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally.</p>	<p>Introduction of milestones document</p> <p>Groups tracked half-termly, use of Quintupilation. Assessment information analysed after each assessment point.</p> <p>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.</p> <p>Disadvantaged pupils are an agenda item on phase meeting minutes and pupil premium champion liases with Class teachers on a half termly basis</p>	<p>Head Teacher</p> <p>Assistant Head Teacher</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>
<b>budgeted cost</b>					<b>£31,320</b>

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?
<p>D. To increase the amount of parental engagement for PP children through the work of Disadvantaged Children Champion.</p>	<p>-PP parents specifically targeted by Pastoral Lead, class teachers and SMT to access support in school. For example, flexible / bespoke arrangement of parental workshops so less threatening.</p> <p>-Champion to track level of engagement and encourage home/school links</p> <p>- PP families to be invited to events that celebrate their child's learning</p>	<p>-All studies show that increased parental engagement that is proactive and knowledgeable has impact on their children's outcomes.</p>	<p>-Develop simple but effective systems to promote and track parent engagement covering:</p> <ol style="list-style-type: none"> <li>1. Attendance</li> <li>2. Reading</li> <li>3. Parent workshops</li> <li>4. Positive behaviour management at home</li> </ol> <p>-Disadvantaged champion to meet other MAT champions on a termly basis to share good practice.</p>	<p>Headteacher</p> <p>Pastoral Team</p> <p>Disadvantaged Pupil's Champion</p>	<p>November 2018</p> <p>January 2019</p> <p>March 2019</p> <p>May 2019</p>
<p>B. Higher and sustained rates of progress across KS2 for Middle and Higher Attaining pupils eligible for PP.</p> <p>C. Social and emotional barriers lessened or removed.</p>	<p>-Use of Inclusion Leader time and external agencies to seek advice for children with multiple barriers to learning.</p> <p>-Provide enrichment experiences that children would not necessarily get if they weren't subsidized.</p>	<p>-The more complex needs there are, the greater the difficulty to overcome these barriers.</p> <p>- See above*</p>		<p>Inclusion Lead</p> <p>Headteacher</p> <p>Disadvantaged Pupil's Champion</p>	

Provision of ICT equipment	Laptops / I-pads for individual children	Individual children benefitted significantly from the increased technology purchased, enabling access to a range of interactive teaching and learning resources.	I-pads and laptop provision will continue to be used to support individual children.	Headteacher	Provision of ICT equipment
<b>budgeted cost</b>					<b>£36,259</b>
Budget is set aside to support individual children's needs such as travel costs, uniform etc					<b>£2000</b>
<b>Total budgeted cost</b>					<b>£96,320</b>

Review of expenditure				
Previous Academic Year		2017-18		
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
Children were supported, regulated and ready to learn	Pastoral team salaries	<p>Increased pastoral support with additional interventions and 1:1 support sessions.</p> <p>Pastoral Team held in high regard Children speak positively about having someone that they could go to in times of need.</p>	<p>Change of personnel in the Pastoral Team inevitably had a detrimental impact on support for children and their families. New members of Pastoral Team needed time to establish relationships with children and their families.</p> <p>Teaching staff are confident in principles of the Thrive approach however in order to embed Thrive fully across the school, <b>all</b> groups of staff need training.</p>	£23,000

Release time support for Inclusion Manager to support inclusion across the school.	Staff costs	Children with SEND received the personalized support they needed in order to make progress and teachers were supported in meeting the needs of this group of children.	2017/18 saw a need to embed protocols and procedures and train our new Inclusion Lead.  We believe this has put us in a good place for our Inclusion Lead to spend more time directly working with children and staff.	
Increased TA support	Staff costs	Children's additional social and economic needs will be met.	Self-evaluation indicated that children's emotional needs were met but that it hasn't yet translated into improved pupil outcomes.  We are looking at ways to ensure that teachers are more involved in directing the work of support staff to meet the needs of children in their care.	£23,000

**Targeted support**

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
Increased attainment and progress, with more children achieving ARE in Reading, Writing and Maths.	Booster classes & TA 1-1 support	Accelerated progress in Year 6.  The difference between pupil premium and non-pupil premium attainment is diminished.	Despite increased staffing, the impact did not translate into pupil attainment across the school with the exception of Year 5.  Going forward we identified the need for more careful targeting of children who had the potential to reach age related expectations by class teachers. Our inclusion Lead will direct the work of a team of TA's in meeting the needs of children with more complex needs and SEN.  Booster classes for targeted individuals will continue, with a greater focus on reading and basic skills, and the use of Pre-teach in Maths.  All staff must use data to maximize impact on targeted children, learning lessons from the approach in the EYFS. Greater reflection on the intended impact of planned interventions.	£42,411

**Other approaches**

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
Greater participation in school trips, after school clubs, and Wraparound care provisions.	Subsidised costs to support parents.	Increased attendance at after school clubs by pupil premium children. All children benefitted from learning outside the classroom.	Continue this approach as it was successful this year.	
Budget is set aside to support individual children's needs such as travel costs, uniform etc				£2000
<b>Total budgeted cost</b>				<b>£90,411</b>