

Pupil Premium Strategy Review 2019-20

1. Summary information

School	Hearsall Community Academy	No. of pupils on roll	411
Pupil Premium Champion/role in school	Claire Jones, Headteacher		
Link Governor	Lisa Hayes		
Number of eligible pupils and %	79 (19%)		
Total pupil premium budget	£104,280		
<p>Context: At Hearsall Community Academy, we have high aspirations for our children and we believe that no child should be allowed to underachieve. We strongly believe that it is not where you come from but your passion and thirst for knowledge; your dedication and commitment to learning that make the greatest contribution to success. We are determined to ensure 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.</p>			

2. Pupil Premium Profile

In the previous academic year (2019/20) Pupil Premium Grant was used in the following ways:

Free access to all after school clubs for disadvantaged children. Support with funding for school trips, residential trips and targeting more children for uptake of after school clubs.	Pastoral support for vulnerable pupils: daily check ins, 1:1 sessions, small group sessions including Thrive, Boomerang (Primary Mental Health) and Forest School sessions for social/emotional needs.	Working with Attendance Officer at Local Authority (Nicky Stewart) in supporting our most vulnerable pupils to attend school regularly and consistently.
Active resources: two mini trampolines to support vulnerable children with additional needs to self-regulate.	Breakfast Club set up, resourced and staffed to support Pupil Premium children with additional needs and requiring social/emotional support.	Interventions to support rapid academic progress, including; Take 2, 1:1 with SEND TA, Phonics catch up, Fresh Start and Precision Teaching.
Supporting most vulnerable families through lockdown with food vouchers, food hampers and additional items for families in crisis.	CPD for all staff in supporting disadvantaged children; training on enrichment, classroom support, interventions and emotional support. Teaching & Learning Team support to improve teaching profile.	Support for families accessing uniform and shoes. Nearly new uniform shop set up to support families experiencing financial hardship.

Impact on spending in 2019/20: Autumn term began well with interventions supporting vulnerable and disadvantaged children, TAs assigned specific children to support linked to performance management. Pupil progress meetings identified children falling behind and those needing to make accelerated progress to close the gaps between disadvantaged and non-disadvantaged. Teaching was not secure and a substantial programme of support was implemented to enhance the teaching profile. CPD on subject pedagogy and staff training in supporting disadvantaged, improved outcomes and provision for disadvantaged. In March the Covid pandemic forced school closures which meant that some of our disadvantaged children were out of education for 6 months. This was significant and detrimental to their academic progress, mental wellbeing and caused a significant proportion of our families to struggle financially and rely on free school meal vouchers along with weekly food hampers from the Coventry Food Bank. Our disadvantaged children have had a variety of experiences through lockdown and we need a comprehensive recovery curriculum to support children to settle in and learn again.

Review of impact			
Barrier identified as a priority	Desired outcome	Cost	Achievements/Lessons learned/Impact on spending
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.	More confidence demonstrated in lessons by disadvantaged pupils. Thrive/Boomerang /Forest School approach supports this. Pupils work hard/make good relationships in school. Impact was limited due to school closures from Covid-19. Disadvantaged children received less fixed period exclusions and Pastoral support was acknowledged as highly effective by Ofsted.	£20,000	The teaching profile and high quality, consistent teaching is key to success with disadvantaged pupils. The Teaching & Learning Team set up across Inspire has supported weaker teachers to ensure they become more effective and are both accountable and pro-active in supporting the most vulnerable and disadvantaged pupils. Bespoke support from the Pastoral Team is highly effective in supporting disadvantaged children's success every day. A tiered approach and careful planning from Headteacher/SLT/Teacher/Learning Mentor has ensured children receive bespoke support in line with their individual needs. Lesson learned: Make more use of Teaching & Learning Team to support.
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. The attainment gap for pupils in receipt of Pupil Premium varies widely as they move through the school but in some cohorts the gap is significant between PP and non-PP children.	Pupils make sustained progress. Disadvantaged children make at least expected progress and/or receive interventions. Reduce persistent absence. Weaker teachers and long term supply teachers had a detrimental effect on sustaining progress across the school.	£40,000	Recruitment of high quality teaching staff is essential to providing consistency across the key stages. Weaker teachers can cause a detrimental effect in children achieving consistent progress or accelerated progress. Teachers' awareness of factors affecting disadvantaged children and additional barriers are key to their understanding of how to support their disadvantaged children. Lesson learned: Teachers need CPD to support their understanding of the needs of disadvantaged and be accountable for their progress; demonstrating effective, targeted interventions and closely tracking their impact.
Not enough children eligible for PP attain greater depth in reading, writing and maths. Gap between PP and non-PP in combined RWM is too large.	Gap narrows between PP and non-PP children in Years 1-6. More disadvantaged achieve greater depth. Impact was limited due to school closures from Covid-19.	£20,000	Covid has had a significant and detrimental impact on pupil progress. There is a missing data point which forms part of the recovery curriculum. Baseline assessments will capture a broad assessment point and bespoke interventions and catch-up premium will be implemented to impact rapid progress for all.
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.	Disadvantaged children are targeted through AfA, parent and teacher relationships increase and persistent absentees are reduced. 96% attendance is above or in line with national. School closures have impacted parent relationships but in some cases have strengthened as teachers provide a more personal form of contact and regular phone calls home along with support for parents.	£10,000	A small proportion of parents are less willing to engage in parents and carers' evenings, workshops, meet the teacher and engaging with home learning such as reading, spellings and Times Table Rockstars. Greater work needs to be done to target these parents by forming good relationships, breaking down barriers and supporting parents to engage in home learning. Family Learning sessions are beneficial but the uptake needs to be improved. Ofsted recognised that pupil premium children were targeted for extra-curricular clubs and the next step was to improve from 25% uptake to 50% uptake. Lesson learned: Effective relationships can be formed with the most reluctant of parents but a different approach is needed. Parents' evening appointments are not always the best way and a more personal, individual approach is needed.
Low aspirations of parents for their children. This is reflected in their poor attitude to attendance of children at school and parents at community/school events.	Increased parental involvement at different points through the year; 1:1 meetings, AfA meetings, merit assemblies etc. Covid has resulted in many parents being fearful of sending their children to school. More work needs to be done to reassure, encourage and support with high expectations of attendance.	£10,000	Following school closures, many teachers developed a more personal relationship with parents through phone calls home. It is essential that we build on these relationships as part of the recovery curriculum to support our most vulnerable pupils. Parents not willing to engage in parents' evenings and persistent non-attenders require an alternative approach. This must be used as a positive moving forward to ensure we maintain good relationships. Lesson learned: More frequent, regular 1:1 meetings are far more beneficial in supporting vulnerable families than 2 or 3 parents' evening appointments.

Pupil Premium Action Plan for 2020/21

Summary Information

No of eligible PP pupils	75 (20%)
Total pupil premium budget	£99,000

Barriers for future attainment for pupil premium eligible pupils at our school

<p>A. Children returning after school closures have been out of education for up to six months. Government pupil premium and catch up premium must be implemented effectively to gain rapid progress supporting pupils back to ARE.</p>	<p>Children returned to school in September following closures since March. Reception, Year 1 and Year 6 returned as a phased return on 8th June 2020 to begin to support children's return to learning. Keyworkers provision ran throughout the lockdown including Easter holidays. This was a valuable support for vulnerable families who were all encouraged to use the keyworkers' provision. Some vulnerable families benefited from this provision to maintain consistency in learning. However, a number of children were not only out of education but not accessing home learning, not engaging in any learning at home and as a result have fallen behind further. The government have earmarked a catch up premium which will be spent alongside pupil premium on supporting children back into learning, providing bespoke and effective interventions. Baseline assessments are crucial to plan effective interventions.</p>
<p>B. Regular attendance is poor due to parents keeping children at home, self-isolating and difficulty in maintaining routines resulting in poor attendance/persistent lates. Lack of engagement.</p>	<p>Strategies are needed to support and challenge parents to ensure their children attend regularly</p> <p>Parental engagement needs a greater focus to ensure we reach all families. Parents' events, hearing children at home, engaging in learning and sharing responsibility for learning is not attended well by disadvantaged families. Uptake of disadvantaged children for extra-curricular activities needs increasing.</p>
<p>C. Poor quality phonics teaching and early reading mean pupils do not progress quickly enough to close gaps [PP/Non-PP]</p>	<p>Hearsall has used its own phonics pathway for a number of years which was not in line with the Trust. Phonics teaching was not always high quality and consistent. Reading resources required investment to provide comprehensive teaching support resources. Phonics attainment at the end of Year 1 and Year 2 re-take has been near or just below national and attainment for vulnerable groups needs increasing.</p>

Additional barriers *(including issues which also require action outside school, such as low attendance)*

<p>D. Low aspirations of parents for their children. This is reflected in their poor attitude to attendance of children at school and parents at community/school events. Poor parent engagement in school events, communication, social media communication and parents' evenings leads to disengagement with learning support at home. Lack of access to ICT equipment to support learning.</p>	<p>Low aspirations and lack of engagement affects children outcomes from school. Many disadvantaged families need greater input to develop positive relationships with the school through 1:1, family liaison support, AfA meetings and Family Learning.</p> <p>Many parents are really worried about sending children back to school. With current arrangements, any child with Covid symptoms must go home and isolate for 14 days and aiming to get a test. Year group bubbles may be closed down following a positive Covid result and will have to isolate for 14 days. This will mean children will switch to remote learning when at home and this will bring a range of difficulties in ensuring children engage. Some parents do not have access to ICT equipment making it difficult to engage in home/remote learning.</p> <p>Parents need constant reassurance and key information to know how we are keeping children safe whilst promoting good attendance and working with families on an individual basis to improve attendance to national levels or better.</p>
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Contextual Information for 2020/21

A number of staff changes has resulted in a much stronger teaching profile for 2020/21. The addition of a new Assistant Headteacher and Phase Leader has increased leadership capacity. The constant support for our families throughout lockdown and Covid closures has developed closer and more effective relationships with our most vulnerable families. The number of pupil premium families has increased following lockdown and a number of families have suffered significant financial hardship.

Pastoral support has been adapted to manage the constraints of Covid precautions but is still focused on supporting disadvantaged and vulnerable pupils. The recovery curriculum has been put in place to support children returning to school as they work towards being learning fit again. Baseline assessments have been carried out to identify children in need of further support and intervention.

3. Planned expenditure

Academic year

2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Effective implementation of the recovery curriculum.	Children make rapid progress from baseline assessments. The recovery curriculum ensures children settle into school life again.	A Trust wide programme of implementing a recovery curriculum will ensure that children settle back into learning and school life. Children will build back up to be learning fit impacting on concentration and stamina.	Effective analysis and planning following baseline assessments will ensure all children receive support. Monitoring of books, observations and pupil voice will demonstrate children are learning effectively. Pastoral support is effective and analysis of pastoral intervention strategies supports children's learning.	SLT and Disadvantaged Champion	Baseline assessment and key data points at end of autumn, spring and summer. Pupil voice and analysis of supervised play, fixed period exclusions. Monitoring including book trawls, observations and pupil progress meetings.
Implementation of Read Write Inc phonics and early reading focus from Daily Supported Reader in line with the SDP 2020/21. Targeting KS2 readers who did not pass phonics screening in Year 1 or Year 2 re-take.	Phonics are early reading are a school priority. CPD for EYFS and KS1 teaching staff ensure high quality phonics teaching, an emphasis on reading at home/school and accurate assessment, support and intervention through DSR.	Phonics results in Y1 and Y2 re-take were below national expectations. Hearsall used its own phonics pathway while the rest of the Trust used RW/Inc. Significant investment in the Read Write Inc programme and Daily Supported Reader along with CPD will ensure high quality phonics/early reading teaching to close gaps between PP and Non-PP. Quality first teaching and TA interventions for any pupils not passing phonic screening.	A new Assistant Headteacher/KS1 leader who is highly experienced will ensure that all staff are appropriately trained to deliver high quality phonics. Analysis of baseline and key data points will ensure effective intervention is closing gaps. Teaching & Learning team will support subject pedagogy and Deputy Head will monitor interventions for children in KS2 who did not pass phonic screening.	Kate Parkes (EYFS/KS1 Lead) Claire Jones Headteacher Mathew Thomas Deputy HT (English Lead) Kim P, DSR Lead	Baseline assessment and key data points at end of autumn, spring and summer. Entry and exit data from interventions. Pupil progress meetings and observations of Read Write Inc sessions, Daily Supported Reader sessions and KS2 phonics catch up sessions. Continued CPD for KS1, Early Years and KS2 staff with further observations.
Total budgeted cost					£23,500

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Recovery curriculum along with bespoke interventions are implemented and monitored across the school.	Recovery curriculum for disadvantaged pupils is effective in supporting pupils catch up through bespoke interventions.	Interventions support accelerated progress following enforced school closures. Baseline assessments measure the impact of extended school closures.	Baseline assessments Pupil progress meetings Monitoring LGB challenge on financial spending Entry/exit data of interventions	Disadvantaged Champion along with SLT	Data points: baseline assessment, autumn, spring, summer. Mid-point statutory year data checks. Pupil progress meetings, books trawls, planning scrutiny, observations.
Pastoral support, phased return and reduced timetables ensure all children settle back into school life effectively. Children have resources they need to learn at home and at school.	All disadvantaged children are settled back into school and are effective in learning with bespoke support from pastoral team approaches.	A high need of pastoral support is needed within the school. Evidence shows the impact of effective pastoral support on pupil progress. All children, regardless of background, need access to enable them to learn remotely. A tiered approach to pastoral support ensures our most vulnerable children achieve.	Half termly review of pastoral support, effectiveness and careful planning of tiered support groups. Monitoring and implementation of class action plan.	Katie Smith, Pastoral Manager and Disadvantaged Champion	Specific SLT pastoral meetings to review progress. Attendance monitoring, termly pupil progress meetings and pupil voice.
Total budgeted cost					£60,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance is regular, consistent and in line/better than national expectations. Persistent lates are reduced and highly effective attendance monitoring and procedures are in place.	Attendance is improved to in line or better than national. Everyone including the most vulnerable families attend school regularly and consistently.	Poor attendance affects life chances. It impacts negatively on academic progress, attainment and self-esteem. Active parents who engage with the school and have good attendance tend to support learning at home better than parents who are disengaged.	Weekly monitoring with the Learning Mentor leading attendance along with the Headteacher. Support from Local Authority Attendance Officer, Nicky Stewart. Attendance initiatives in school.	Headteacher and Tracie Bailey, Learning Mentor	Weekly. Reporting to governors. Regular meetings with Nicky Stewart.
Total budgeted cost					£10,500
4. Additional detail					
Disadvantaged families can access subsidised uniforms, resources, school trips, residential trips, extra-curricular activities and home learning support. A number of families have received support for additional items to support families in crisis. Support for families accessing learning from home including accessing DfE ICT resources intended for vulnerable children who are learning remotely.					
Total Unearmarked funds available to support families					£5,000

Total Planned Spending for 2020/21	Budgeted cost	Actual cost
<p>i Quality of teaching for all</p> <p>RWInc and Daily Supported Reader implementation and interventions for disadvantaged. CPD for teaching staff. Teaching & Learning Team across Inspire. Leadership support from Inspire for vulnerable groups. Bespoke support from effective interventions through recovery curriculum and across the whole academic year.</p>		£23,500
<p>ii Targeted support</p> <p>Pastoral Team salaries % of disadvantaged children support; SEND TA support for disadvantaged. Forest School, Thrive, Boomerang and Breakfast Club.</p>		£60,000
<p>iii Other approaches</p> <p>Working alongside Local Authority Attendance Officer, Nicky Stewart to support families. Attendance initiatives in school.</p>		£10,500
<p>iv Additional funds</p> <p>Unearmarked funds specifically to support disadvantaged children; extra-curricular clubs, residential trips, uniform, education resources and engagement strategies. DfE ICT equipment to access remote learning for vulnerable pupils.</p>		£5,000
	Total	£99,000

Data outcomes		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD		
% achieving pass in phonics screening test		
% achieving pass in phonics screening test by the end of Year 2		
% achieving expected standard/above in reading, writing & maths - combined		
KS1 attainment		
KS2 attainment		
% making expected progress in reading (as measured in the school)		
KS1 attainment		
KS2 attainment		
% making expected progress in writing (as measured in the school)		
KS1 attainment		
KS2 attainment		
% making expected progress in mathematics (as measured in the school)		
KS1 attainment		
KS2 attainment		