



## Pupil Premium Strategy Statement: The Hessle Academy Community Trust

1. Summary Information					
<b>School</b>	Penshurst Primary School and Hessle High School & Sixth Form College				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	July 18
<b>Total number of pupils</b>	431 ( FS1 88)	<b>Number of pupils eligible for PP</b>	92	<b>Date for next internal review of this strategy</b>	Nov 18
<p><b>Pupils who reached the expected standard in swimming : 2016:87% 2017:88% 2018:92%</b></p> <p>National Curriculum requirements for swimming and water safety:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>					
2. Current Attainment					
2017-2018 (56) KS2		<i>Pupils eligible for PP (school)</i>		<i>Pupils not eligible for PP (national)</i>	
% achieving in reading, writing and maths		50		83	
% expected+ in reading		58		83	
% expected+ in writing		66		90	
% expected+ in maths		50		83	

### 3. 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*)

<b>A.</b>	Reading fluency and Number awareness -low CLL skills on entry to FS1/2 ,for pupils eligible for the pupil premium, results in GLD being just in line with national average. Lack of parental engagement in home reading and homework has an early negative impact on pupils love of reading and early fluency alongside poor number and spatial awareness.
<b>B.</b>	Boys eligible for the premium in FS2 are not making progress in line with other pupils due to low levels of literacy.
<b>C.</b>	50% of pupils eligible for the pupil premium have Social needs which are a barrier to accelerated learning and engagement. This is particularly reflected in their low literacy levels and resilience to challenge.

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	School readiness: a large percentage of pupils enter FS1/2 below and significantly below age related expectations in many areas particularly evident in: communication and language, reading, writing, numbers, shape and measure and understanding of the world.
<b>E.</b>	A minority of pupils who are eligible for the pupil premium are persistently absent or late which is exacerbated by the number of term time holidays of PP pupils. These pupils are predominately from the same families.

### 4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils will arrive in school with their needs already identified to ensure interventions are already planned. An increase in numbers of pupils engaging in the new online homework will impact on reading standards in school.	Pupils eligible for the pp will: <ul style="list-style-type: none"> <li>• make rapid progress within the prime areas within the first half term of FS1</li> <li>• make above average progress from identified baselines</li> <li>• engage with new online homework</li> </ul>
<b>B.</b>	Pupils eligible for the pp make accelerated progress from moderated starting points. Pupils joining the school will be securely baselined and ‘catch up’ sessions/interventions planned accordingly. Pupils who are eligible for the pupil premium will be set targets to reflect better than expected progress.	Pupils eligible for the pp will: <ul style="list-style-type: none"> <li>• make progress in line with their peers nationally, from their starting points.</li> <li>• achieve in line with ‘national other’ at external outcome points.</li> </ul>
<b>C.</b>	Pupils ESB needs are effectively catered for via the nurture, SEN Rainbow Room provision and the newly implemented Forest School provision thus enabling these pupils to engage in their learning leading to accelerated progress in the core subjects.	Pupils eligible for the pp will: <ul style="list-style-type: none"> <li>• make at least expected progress both academically and within the Boxall profile in the specialist units</li> <li>• make better progress in reading so that their writing is influenced by this</li> <li>• achieve well in times table ,punctuation, spelling and grammar weekly tests</li> <li>• enjoy writing</li> <li>• achieve in line with ‘national other’ at KS1/2</li> <li>• Parents will attend parent’s evenings, pop in sessions and pre- arranged meetings.</li> </ul>
<b>D.</b>	Pupils entering FS1 will have received home visits from staff to ensure provision is accurate for individuals and to encourage parents to work on identified areas of need	Pupils eligible for the pp will:

	prior to their school admission. FS2 will provide focused intervention sessions for PP pupils with a focus on boys literacy.	<ul style="list-style-type: none"> <li>• receive home visits where parents will complete tasks with their children prior to admission</li> <li>• receive information to access the Children's Centre for pre-school support and the take up for these sessions will be high</li> <li>• The percentage of pupil premium pupils (specifically boys) achieving GLD will be at least in line with national.</li> </ul>
E.	PA pupils who are eligible for the pp will improve their attendance rates to 92%. This will be tracked by the academy attendance officer and meetings arranged with parents in line with the attendance policy.	PA pupils eligible for the pp will: <ul style="list-style-type: none"> <li>• show an improvement in attendance towards 96%</li> <li>• arrive at school on time ready to access morning sessions</li> </ul>

<b>Planned Expenditure 2018-19</b>					
<b>i. Quality of Teaching for All</b>					
<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<b>Evidence and rationale for this approach</b>	<i>Area of Spend</i>	<i>Staff Lead</i>	<i>Cost</i>
Increased reading fluency and comprehension Enhanced social skills Improved self-esteem and resilience Accelerated internal progress in all core areas	<ul style="list-style-type: none"> <li>• pupil progress meetings</li> <li>• reading records</li> <li>• reading assessments</li> <li>• pupil tracking data</li> <li>• embedding of Forest Schools approach to a wider circle of pupils</li> </ul>	Classes with lower numbers and structured setting achieved more highly than others in 2017-18.	Extra Y2 teacher Assistant Head teaching in Y1,2 and 6 Release time for Forest School Leader	JS	£16500 (pro rata)  £16,500 (pro rata)
Accelerated internal progress (better than expected) in Reading and Mathematics	<ul style="list-style-type: none"> <li>• lesson observation</li> <li>• work scrutiny</li> <li>• pupil data</li> <li>• evaluation of impact of interventions</li> </ul>	The gap between PP and Non PP pupils was wide in 2017-18 at KS2 external outcomes therefore Y6 pupils will receive further targeted intervention in chosen subjects following the PIXL approach to gap analysis.	Extra Y6 <ul style="list-style-type: none"> <li>• Staff-teacher /UQ teacher</li> </ul>	JS	£26814  £23000 (pro rata)
Increased fluency and comprehension Increased engagement leading to higher level writing	<ul style="list-style-type: none"> <li>• New writing scheme in Y1 to accelerate writing progress and attainment across the school</li> <li>• lesson observations highlight engagement of pupils eligible for the pp</li> <li>• Inset on 'The Right Stuff' to encourage strategies for teaching low ability cohorts</li> </ul>	Analysis of end of year exams show pupils struggle with decoding and need to focus on fluency and basic skills earlier and in more depth.	Literacy resources <ul style="list-style-type: none"> <li>• Reviewed lead stories for every theme</li> <li>• Purchase of further Read Write Inc resources and additional training</li> <li>• Talk time resources</li> <li>• Staff videos</li> <li>• Book of the Month launch</li> </ul>	VW/MP/HB	£1340 £3000 £1500 £500 £360

ii. Targeted Provision					
<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>Evidence and rationale for this approach</i>	<i>Area of Spend</i>	<i>Staff Lead</i>	<i>Cost</i>
Improved health and well-being Readiness for learning Positive attitudes to school Improvement in provision for SEN and other vulnerable groups Provide timely interventions	<ul style="list-style-type: none"> <li>attendance records</li> <li>conversations with pupils</li> <li>pupil progress data</li> <li>work scrutiny</li> <li>parental questionnaire</li> <li>welfare logs</li> <li>forest school approach</li> </ul>	2017-18 data shows that these targeted provisions had an impact on Boxall scores and accelerated the progress of individuals who accessed these provisions.	Y6 Learning Unit (Qualified teacher)	JS	£32000
			Y2 SEN/ Nurture Provision (Teacher & TA)		£24372 £15978
			Emotional Wellbeing Co-ordinator		£17000
Improved health and well-being Improved engagement Positive attitude to school	<ul style="list-style-type: none"> <li>pupil survey</li> <li>pupil progress</li> <li>engagement in wider school provision</li> </ul>	Pupils who accessed sporting clubs showed a better welfare score on pupil surveys than their peers.	Extra TA in EYFS Extra-Curricular Provision (clubs, trips)  Breakfast Club provision Graduate Programme	JS/VW/SB/LP/MA	£15000 £17000  £8000 £5000

<b>Review of Expenditure 2017-18</b>	<b>Allocated funding £138,280</b>	<b>Designated Expenditure £181,978</b>
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iii. Quality of Teaching for All	* approx. 22K will be spent on FSM
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<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>Estimated Impact</i>	<i>Lessons Learned</i> <i>(and whether we will continue with this approach)</i>	<i>Cost</i>
Pupils will arrive in school with their needs already identified to ensure interventions are already planned	<ul style="list-style-type: none"> <li>pupil progress meetings</li> <li>reading records</li> <li>reading assessments</li> <li>pupil tracking data</li> <li>implementation of Forest Schools/Nurture and SEN programmes</li> </ul>	<ul style="list-style-type: none"> <li>Increase in all year groups of pupils achieving ARE by year end</li> <li>Improved attendance above national average for pupils involved in alternative curriculums</li> <li>Decrease in behaviour incidents for pupils, involved in alternative curriculums</li> <li>All pupils involved in Forest, Nurture and SEN provision achieved the expected 3 points progress</li> </ul>	Alternative pathways have been incredibly successful in engaging pupils who have low attendance and make poor progress therefore this approach to learning will be embedded during the 18-19 academic year and widened out to catch up a higher percentage of PP pupils.	<b>46000</b>

<p>Pupils eligible for the pp make accelerated progress from moderated starting points. Pupils joining the school will be securely baselined and 'catch up' sessions/interventions planned accordingly. Pupils who are eligible for the pupil premium will be set targets to reflect better than expected progress.</p>	<ul style="list-style-type: none"> <li>• lesson observation</li> <li>• work scrutiny</li> <li>• pupil data</li> <li>• evaluation of impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils in FS2, Y1, Y4,5 and 6 made at least the expected progress or beyond in reading</li> <li>• Disadvantaged pupils made accelerated progress in writing and maths across the school</li> </ul>	<p>Setting aspirational targets has ensured that interventions have been timely and challenging. The percentage of disadvantaged pupils achieving are in every year group/subject has increased.</p>	<p><b>26000</b> <b>23000</b></p>
<p>Pupils ESBD needs are effectively catered for via the nurture, SEN Rainbow Room provision and the newly implemented Forest School provision thus enabling these pupils to engage in their learning leading to accelerated progress in the core subjects</p>	<ul style="list-style-type: none"> <li>• pupil survey</li> <li>• pupil progress</li> <li>• engagement in wider school provision</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in all year groups of pupils achieving ARE by year end</li> <li>• Improved attendance above national average for pupils involved in alternative curriculums</li> <li>• Decrease in behaviour incidents for pupils, involved in alternative curriculums</li> <li>• All pupils involved in Forest, Nurture and SEN provision achieved the expected 3 points progress</li> </ul>	<p>Adapting the school curriculum to meet individual needs has ensured that these low attaining pupils are effectively catered for in the way that they access learning. This approach will be continued in the 18-19 academic year with a specific focus on upper KS2 where attainment/attendance and social gaps are most prominent.</p>	<p><b>£32000</b> <b>£15978</b> <b>£17000</b></p>

#### iv. Targeted Provision

<i>Desired Outcome</i>	<i>Chosen Action/Approach</i>	<i>Estimated Impact</i>	<i>Lessons Learned (and whether we will continue with this approach)</i>	<i>Cost</i>
<p>Pupils entering FS1 will have received home visits from staff to ensure provision is accurate for individuals and to encourage parents to</p>	<ul style="list-style-type: none"> <li>• attendance records</li> <li>• conversations with pupils</li> <li>• pupil progress data</li> <li>• work scrutiny</li> <li>• parental questionnaire</li> <li>• welfare logs</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of SEN resulting in 3 EHC applications and 10 S and L referrals</li> <li>• Improved baseline into FS2 from FS1 pupils</li> <li>• 100% parental engagement in Parents Evening</li> </ul>	<p>This approach will be continued as it has been vital in establishing positive home school links. Many of the SEN were identified prior to entry and so transition was smoother and multi agencies already involved ensuring school could meet the needs of these vulnerable children.</p>	<p><b>£2000</b></p>

work on identified areas of need prior to their school admission.	<ul style="list-style-type: none"> <li>• home / school packs</li> </ul>	<ul style="list-style-type: none"> <li>• Improved levels of personal care and hygiene on entry to FS1</li> </ul>		
PA pupils who are eligible for the pp will improve their attendance rates to 92%. This will be tracked by the academy attendance officer and meetings arranged with parents in line with the attendance policy.	<ul style="list-style-type: none"> <li>• attendance records</li> <li>• conversations with pupils</li> <li>• pupil progress data</li> <li>• work scrutiny</li> <li>• parental questionnaire</li> <li>• welfare logs</li> <li>• forest school approach</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance rates for 85% of identified PA pupils</li> </ul>	The structures approach to attendance has ensured that pupils at risk of poor attendance are identified early. Positive relationships have been formed with parents through a series of face to face meetings and PA attendance has improved.	<p><b>15000</b></p> <p><b>£5000</b></p>
			<b>Total Cost 2017-18:£181,978</b>	