



**Pupil Premium Grant Strategic Plan: 2020 – 2021**

1. Summary information					
<b>School:</b>	Hawes Side Academy				
<b>Academic Year:</b>	2020-21	<b>Total Pupil Premium Grant:</b>	£275 445 (tbc)	<b>Date of PPG Review:</b>	July 2021
<b>Total number of pupils:</b>	561	<b>Number of pupils eligible for PPG:</b>	212 (tbc)	<b>Date for next internal review of this strategy:</b>	Apr 2021

**Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available. The plan assumes that normal school operations will resume this academic year and as such are subject to change due to the coronavirus pandemic.**

2. Current attainment		
Y6 2018-2019	<i>Disadvantaged Pupils (Hawes Side Academy)</i>	<i>Disadvantaged Pupils (National average)</i>
<b>% reaching age related expectations in Reading, Writing and Maths</b>	51% (+26% on 2018)	51%
<b>% meeting standard or above in reading</b>	68% (+10% on 2018)	62%
<b>% meeting standard or above in writing</b>	62%(-10% on 2018)	67%
<b>% meeting standard or above in maths</b>	69%(+26% on 2018)	63%

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>3. Barriers to future attainment (for Disadvantaged Pupils)</b>	
<b>In-school barriers</b>	
<b>A.</b>	Under developed language skills impede disadvantaged children’s access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. SaLT, phonics and SfA deliver such approaches. Communication and language needs are identified early in the school.
<b>B.</b>	Attainment and progress for disadvantaged pupils is an uneven picture across the school.
<b>External barriers</b>	
<b>C.</b>	Certain disadvantaged cultural groups demonstrate disengagement with learning e.g. White British boys. Parental engagement historically lower with such groups
<b>D.</b>	Limited access to wider enrichment activities
<b>E.</b>	Historically, attendance of the group disadvantaged is below non-disadvantaged
<b>F.</b>	Mobility – inward and outward

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

4. Desired Outcomes		Success criteria
<b>A.</b>	<ul style="list-style-type: none"> <li>• To secure high quality teaching for disadvantaged pupils with identified communication and language needs.</li> <li>• Disadvantaged pupils are identified in each year group within 'class profiles'. Baselines established</li> <li>• Teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</li> <li>• Disadvantaged children with under developed language receive targeted intervention to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Combined reading writing and mathematics outcomes of disadvantaged pupils for 2020 are above the floor standard and in line with identified year group targets.</li> <li>• Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>• Target setting reflects children's Early Years attainment in Mathematics and English as well as GLD and KS1 results.</li> <li>• Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. Pupil plans contribute to these</li> <li>• Targeted support from leaders and school based interventions for key year groups including early support for new starters is effective.</li> <li>• Kinder roots programme in place in EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between disadvantaged and non-disadvantaged pupils attainment is reduced when compared to last data set (2018-19)</li> <li>• Disadvantaged pupils' attainment closer to the national 'other'.</li> <li>• All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth along with a proportion of EXS children making accelerated progress to reach GDS</li> <li>• Accelerated progress for children in receipt of interventions and other targeted support.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>• Children in these groups are known to class teachers.</li> <li>• Identified groups receive targeted support across school in lessons and through pastoral interventions.</li> <li>• Increased engagement with home learning e.g. homework.</li> <li>• Parents from identified groups access the parental engagement on offer.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified groups, which have a larger than school average proportion of disadvantaged children, attain in line with other groups and national.</li> <li>• Return of homework and completion of reading records for this group is consistent.</li> <li>• Book looks show increased engagement and productivity.</li> </ul>



**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>D.</b>	<ul style="list-style-type: none"> <li>• Continue to provide enrichment experiences (once available due to C-19) for learning they would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents.</li> <li>• Classroom coverage of the curriculum reflects the intent to increase cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained and increased access and participation in wider curriculum opportunities.</li> <li>• Book looks show that children are using language and vocabulary across the curriculum.</li> <li>• Vocabulary rich classrooms</li> </ul>
<b>E.</b>	<ul style="list-style-type: none"> <li>• Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance approaching the national average.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils, including EYFS, is approaching 96%</li> </ul>
<b>F.</b>	<ul style="list-style-type: none"> <li>• Reduce the impact of mobility on PP outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.</li> </ul>

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

5. Planned expenditure					
<b>Academic year</b>		<b>2020-2021</b>			
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. High quality 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
<b>A, B, C</b>	<p>Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies.</p> <p>Collaborative learning structures and other elements of SfA approach employed across the curriculum</p> <p>Timely assessment strategies identifying disadvantaged pupils, including cultural groups, more able and potentially more able provide basis for effective planning.</p>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we aim to train and support highly qualified teachers to deliver targeted in class support.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Recent survey and baseline information indicates disengagement with learning from children in specific groups.</p>	<p>Termly pupil progress meetings that use a range of language audits to track and identify individuals and groups to set key actions.</p> <p>Maintaining standards for interventions including SaLT through monitoring by the Senco and SLT.</p> <p>Pupil plans allow teachers to deliver the provision that is needed to allow progress.</p> <p>Baseline in EYFS to direct additional targeted teaching to enable readiness for national curriculum.</p> <p>Early interventions and assessments for new arrivals to the school</p>	<p>P, VP, AVP, PLs, Sendco</p>	<p>Dec 2020 April 2021</p>

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>B, C</b>	End of KS Targets are set at the beginning of the academic year for end of year outcomes.	<p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>To ensure that the gap between disadvantaged and non-disadvantaged pupils is reduced.</p>	<p>PLs supported by VP set robust, individual and cohort targets.</p> <p>Progress reviews on a termly basis. PLs support in targeting pupils early</p> <p>SLs providing opportunities in class and through wider experiences.</p>	VP, PLs SLs	Dec 2020 April 2021
<b>A, B, C, D</b>	Maintaining enrichment opportunities across the school, making use of external areas (restricted due to C-19)	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Feedback suggested more trips/experiences provide experiences to draw from and recount.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>Educational visits planned in advance. Termly monitoring of wider curriculum provision across year groups.</p> <p>Lesson observations and learning walks show learning is linked back to the classroom e.g. vocabulary.</p> <p>Evidence in book scrutiny of children drawing on broader experiences and related language.</p>	P, VP, AVP, PLs,	April 2021

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<p><b>A,B,C,D</b></p>	<p>Professional development meetings, partnership working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders.</p> <p>For example ensuring whole class guided reading provides challenging texts and vocabulary to apply in their writing across subjects. Additionally, supporting teachers to use robust teacher assessment and gap analysis in all subjects so knowledge is being developed and secured by all learners.</p>	<p>Reading at the heart of the curriculum has been observed at Hawes Side and in other local schools to be highly effective in improving vocabulary and challenging the most able regularly.</p> <p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life'</p>	<p>Ongoing training for staff in whole class reading (SfA model).</p> <p>Drawing on the strengths within our school through observations and year group meetings.</p> <p>Book scrutiny, learning walks and observations termly will maintain standards and consistency. Enabling prompt and timely intervention for teachers and children.</p>	<p>P, VP, AVP, PLs,</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<b>£64460</b>

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>2. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
<b>A, B</b>	Reading interventions (AR, TWA) to support targeted PP pupils in all year groups from Y1 to Y6.	Adopted reading interventions have had a proven impact on narrowing the gap Secure expected standards for those PP pupils who were only just at expected standards or emerging.  Challenging activities provided for Most Able Disadvantaged previously expected and exceeding.	Monitoring on a termly basis through data collection.	VP, PLs	April 2021 July 2021
<b>B, C</b>	Additional support for disadvantaged pupils in key year groups, particularly transition years, to ensure they are closing the gap to their peers through boosters and clubs (once in position to do so with C-19)  Targeting of specific cultural groups with historic lower attainment and progress through group work and gap analysis.	Summative and ongoing assessment data demonstrates that disadvantaged pupils in these year groups are working below their peers. This is linked to proficiency in English and language development, which impedes their access to the curriculum as well as disengagement of certain groups.	Monitoring on a termly basis through data collection and progress reviews  Booster provision. Targeted teacher support and subject leader support.	VP, PLs	December 2020 April 2021 July 2021





**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<p><b>A, B, C</b></p>	<p>Dedicated TA support delivering interventions.</p>	<p>Early and continuous assessment, such as SALFORD reading baseline, which target children for established and proven interventions.                  Including:</p> <ul style="list-style-type: none"> <li>➤ 5minute box</li> <li>➤ AR</li> <li>➤ TWA</li> <li>➤ Homework club lunch/after school</li> <li>➤ Curriculum Maestro</li> <li>➤ Updated spelling test</li> </ul>	<p>Analysis of data collection.</p> <p>Pre and post assessments of interventions accompanied by maintaining the gains checks after completion of interventions.</p> <p>Training for TA's in Autumn 1 (e.g. supporting reading/phonics and using TWA)</p> <p>monitoring of provision across the year.</p> <p>Training for any volunteers to ensure quality 1:1 support.</p>	<p>VP, AVP, PLS , Sendco TAs</p>	<p>December 2020</p> <p>April 2021</p>
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**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>B,C,D</b>	Parental engagement embedded across the whole school to target parents in key disadvantaged groups.	<p>Internal data shows that certain year groups are not making expected or accelerated progress –</p> <p>Parental survey (Summer 20) showed a need for support in the curriculum.</p> <p>Feedback from teachers is that children in these groups are less likely to complete homework or reading at home.</p>	<p>FSW overseeing the parental engagement</p> <p>Termly review against targets (appraisal).</p> <p>Parental surveys and feedback from teachers.</p> <p>Progress reviews show how children are making progress.</p>	FSW, PLs	December 2020 April 2021
<b>Total budgeted cost</b>					<b>£160 235</b>

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>3. Welfare</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
<b>A, B, C, E</b>	Attendance team – target to disadvantaged families to improve attendance and punctuality to approach the national average of 96%	Attendance team targeted to maintain and improve levels of attendance to impact upon their academic achievement.	This will be monitored termly through attendance and punctuality reviews.	P, VP, AHT, FSW	December 2020 April 2021 July 2021
<b>A, B, C, D</b>	Heavily subsidised trips and visits (including year 6 residential), workshops and performances. Proactive seeking of funding and free / low cost opportunities.	Our pupils need a context for learning and a stimulus to trigger their interest. This historically, has led to huge improvements in writing in particular and we wish to pursue this strategy.	Each trip or visit will be evaluated according to its effectiveness.	P, VP, AHT, FSW	Ongoing April 2021
<b>A, C, E, F</b>	Pupils have access to therapeutic services and a designated family support team in school	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.	Targeted pupils will be tracked through data collection cycles  Increase in the engagement of disadvantaged children's families through outreach support.	AVP, FSW, Sendco	April 2021 July 2021

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>A,B,C, E</b>	Prioritised places and possible subsidises on breakfast and after school clubs	<p>As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum.</p> <p>A place at breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.</p>	Outcomes and attendance for those pupils will be tracked on a termly basis.	AVP, FSW	April 2021 July 2021
<b>B,C,E,F</b>	Supported lunchtimes (guardian angels), nurture and time out provision.	<p>Children struggling to engage with the curriculum and school life are absent or unproductive in their learning.</p> <p>Issues occurring on the playground can prevent learning taking place in the classroom</p> <p>Support with engaging in classroom and school life through these clubs enables children to be more focused in lessons times.</p>	<p>LWM oversees the training and monitoring of providers.</p> <p>Termly observations and reviews. Feedback from teachers.</p>	LWM AVP	April 2021 July 2021

**Pupil Premium Grant Strategic Plan: 2020 – 2021**

<b>A, B, C</b>	Become a 'trauma' informed school	<p>Children who have experienced trauma may lead to a barrier with their learning.</p> <p>Zumos supports identification of pupil well being</p> <p>Parental surveys share such information</p> <p>Appropriately trained staff can achieve successful results in supporting children that have experienced trauma</p>	<p>All staff have received appropriate training.</p> <p>Strategies are used successfully by staff to respond effectively and support children and families who have experienced trauma</p>	P, VP, AVP	
<b>Total budgeted cost*</b>					<b>£51,276</b>
<b>Overall Spend</b>					<b>£275,971</b>

**\*Identified costs are an approximation and are subject to change. Costs will be updated in the PPG Review 2020-2021 which will be published in September 2021. Costings based on**

*Focused Teaching Assistants, Focused Teaching Staff, Speech and language intervention, Coaching (inc Middle Leaders Courses & Speech and Language) Transport and Trip Subsidy (inc minibuses), Lunchtime guardian angels, Uniform Subsidy, Booster Groups, learning clubs, Accelerated Reader, Learning software, Library investment, Impact and Evaluation (inc leader release time and progress meetings and transition), Success for all programme, Family support (inc attendance)*