



## HAWES SIDE ACADEMY PUPIL PREMIUM REPORT 2018-19

### Everyone Matters, Everyone Succeeds

Hawes Side Academy is a three-form entry primary school in Blackpool. We provide extended provision from 7.45am to 6.00pm each day, by way of a breakfast and afterschool club. We have links many local nurseries that feed into us and have a private provider on site.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We ensure that our children are given every chance to succeed. We believe there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress. Through targeted interventions we are working to eliminate barriers to learning and progress that effect some groups of pupils. Many of our children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related and above expectations as they move through the school.

We have used evidence and research bases to make more informed choices about which interventions will be most effective. We provide interventions that predominantly focus on improving feedback, developing metacognition and self-regulation and increasing parental engagement. We share best practice and provide targeted support and intervention for pupils. We focus on early intervention, and focused support programmes on offer as we aim to increase the number of Pupil Premium children who thrive in life.

Pupils on Roll	609
Eligible pupils	228
Funding received	£294,120

<b>Use of Pupil Premium funding</b>	<b>Cost</b>
Focused Teaching Assistants	£164257
Focused Teaching Staff	£18726
Speech and language intervention	£14141
Coaching (inc Middle Leaders Courses)	£16650
Transport and Trip Subsidy (inc minibuses)	£4321
Lunchtime guardian angels	£15787
Uniform Subsidy	£600
Booster Groups, learning clubs	£8820
Accelerated Reader	£2500
Library investment	£1080
Impact and Evaluation	£17684
(inc leader release time and progress meetings and transition)	
Success for all programme	£24074
Family support (inc attendance)	£19348
<b>Total expenditure</b>	<b>£307998</b>

## Outcomes

### Attendance

Successful spend in the area of attendance has meant that the percentage of PP children that are persistently absent is at its lowest levels recorded. Overall attendance for the group is also better than the previous academic year (+0.1%).

### Foundation stage (29% eligible)

Overall Progress of the children eligible for the funding was strong from a very low baseline figure, none of the group of the group were assessed to have entered school at age related levels, 50% of the group left with a good level of development (GLD 50% improvement). The GLD percentage was 15% better than the previous year and the GLD achievement gap between disadvantaged children had decreased, by a half, from the previous year evidencing the effective support of the children. Early trials of our FS programme for SfA (Summer term 2019) will ensure that more PP pupils enter Year 1 with:

- Age related language, reading, writing and mathematical concepts and skills
- A basic knowledge of science and the world around them
- The social skills, self-reliance and confidence necessary to succeed in primary school.

### Key Stage 1

#### Year 1 (31% eligible)

Proportions of children meeting the phonics screening check is in line with National levels despite low starting points. The achievement of children eligible for pupil premium funding was 3% better than when these children were in EYFS reaching the expected level for reading. This is an area of focus for 2019-20. Successful embedding and implementation of SfA will impact positively on these outcomes. Early implementation of SfA has impacted positively on the group with an 11% increase with the number of children being at the SfA expected level of attainment. Successful support has ensured the transition to the National Curriculum in Y1 has allowed standards of attainment in writing and mathematics for the PP group to be maintained. This will be further built upon in 2019-20.

#### Year 2 (38% eligible)

Standards at the end of KS1 are above national standards. Intervention were delivered predominantly through improved quality first teaching and use of focused TAs in Year 2 lead to the children eligible for pupil premium funding achieving standards above the group nationally in Reading and Writing. internal gaps have reduced significantly (40% in Reading and 50% in Writing). Language and communication are key drivers for the academy and its curriculum. As an academy we are pleased with the impact our interventions are having. A 10 month reading age improvement for the PP group has occurred since the introduction of SfA (6 month time scale). More PP children are working at age related expectations in writing at the end of the year compared to when they started. Attainment in mathematics for the PP group is a focus in KS1 in 2019-20

## **Key Stage 2**

### **Year 3 (42%)**

11 month reading age improvement and 31% increase in the group meeting SfA expected reading level shows the positive impact of the SfA program on the PP group. This is 5% better the cohort as a whole. The increased vocabulary and reading ability is unlocking the other curriculum areas for the PP group enabling their cultural capital and understanding of the wider world to be increased. Successful interventions and use of the CPA mastery model of mathematics teaching meant that more PP children completed Y3 at the age related standard than when they commenced the year. PP attainment in writing is a key focus for 2019-20. The early success of SfA and vocabulary development will contribute to success in this area.

### **Year 4 (43%)**

A 26% increase in the attainment of PP groups at SfA expected levels along with a 14 month reading age improvement since the 6 months SfA has been running. Many non-academic barriers have been addressed over the year and successful integration of PP children from 'in school alternative provision' has occurred. This outperforms the cohort as whole showing the positive impact of the spend in this area. Successful spend meant that more PP children are working at the age related expectation in writing and mathematics when compared to their starting points.

### **Year 5 (38%)**

Focused intervention allowed many barriers to continue to be addressed. There has been 25% increase in the attainment of PP groups at SfA expected levels along with a 13 month reading age improvement since the 6 months SfA has been running in the academy. As in Year 4 many non-academic barriers have been addressed over the year and successful integration of PP children from 'in school alternative provision' has occurred. This matches the cohort as whole showing the positive impact of the spend in this area for our PP children. Successful spend meant that more PP children are working at the age related expectation in writing and mathematics when compared to their starting points.

### **Year 6 (35%)**

The attainment and progress of the disadvantaged group is shown in the table below. Attainment has improved in all areas except writing and is above the national attainment on the disadvantaged group in reading (a key area from the previous year). The focussed interventions in Reading and Maths led to the children making much better progress than the previous year. Achievement in writing is a key area for PP group in 2019-20

<b>Attainment and Progress of Pupil Premium Group at end of KS2</b>		
	2019 School Performance	2019 National performance of PP children
% PP children achieving the expected standard in Reading	68% (+10% on last year)	62%
Progress of Pupil Premium Children in Reading	-1.08 (1.7 pts improvement on last year)	-0.62
% PP children achieving the expected standard in Writing	62% (-10%)	67%
Progress of Pupil Premium Children in Writing	-0.8	0.26
% PP children achieving the expected standard in Maths	69% (+26% on last year)	63%
Progress of Pupil Premium Children in Maths	-0.18 (2.07 Improvement on last year)	-0.71
% of Pupil Premium Children achieving expected standard in Reading, Writing and Maths	51% (+18% on last year)	51%



## HAWES SIDE ACADEMY PUPIL PREMIUM PLAN 2019-20

The expected allocation of pupil premium funds is £253760) for 199 pupils.

An audit of provision provided patterns and allowed issues to be identified. These included:

- A significant number of PP children have low self-esteem.
- A significant number of PP children have low levels of Parental Engagement. Where Parental Engagement was high, attainment was generally on-track or higher (excluding those with SEN).
- There was a lack of consistency in teaching and learning provision with some classes reporting that there was no additional provision for P.P.G. children beyond the daily provision of teaching and learning, even when the teacher identified the child as being low attaining. Embedding the SfA program will address this issue. Where additional provision was evident, the interventions in place were predominately academic in nature. A focus on giving the children what they need to succeed both socially and academically drives our approach in 2019-20.

Over 2019-20 in order to close the gap, we are 'shining a brighter spotlight' on our disadvantaged group and address children's individual barriers and needs so that progress is accelerated and the gap narrowed or better, eliminated. We will achieve this by:

- promoting an ethos of success for **all** pupils,
- having an **individualised** approach to addressing barriers to learning,
- focusing on **high quality** teaching and a consistent approach
- focusing on **outcomes for individual pupils,**
- focusing on language and vocabulary acquisition
- developing the skills and roles of teachers and TAs,
- making decisions based on data and **respond to evidence**, using informative assessments,
- setting **high aspirations and devolve responsibility for raising attainment to all staff,**
- understanding every pupil as an **individual and tailor the curriculum accordingly** and link teaching and learning interventions to classroom work, **monitor achievement and intervene quickly**

There are three main threads - attainment, parental engagement and attendance.

Areas for improvement identified from our evaluations will form part of the school development plan for the academic year 2019-20.

### **EYFS**

Area of focus 2019-20 will be to narrow the achievement gap by having more children from the disadvantaged group achieve a GLD (Good Level of Development) by successful implementation of Success for All

### **Year 1**

Area of focus in 2019-20 will be to build on previous successes in our phonics teaching to the disadvantaged group to increase their overall attainment in phonics.

### **Year 2**

Increase outcomes of the disadvantaged group as they complete KS1.

### **KS2**

Area of focus 2019-20 is to increase the attainment of disadvantaged group in writing to ensure more children are ready for secondary education.

### **Whole school**

Area of focus 2019-20 - improve attendance of disadvantaged children by targeting those likely to be persistently absent.

### **Key Principles**

We have also identified some key principles; that will be focused upon. We believe these will further maximise the impact of our pupil premium spending going forward.

### ***Culture***

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop a “growth mindset” towards learning

### ***Analysing Data***

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Fully analyse the impact of spending
- Use evidence and research (such as the EEF) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- All teaching staff and support staff are involved in analysis of data and identification of pupils
- Continue to identify barriers to allow better intervention strategies
- Interventions will cover all barriers to learning not just academic ones
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

### ***Improving Day to Day Teaching and Learning***

We will continue to ensure that **all** children across the school receive good and outstanding teaching over time.

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of practices
- Share good practice within the school and draw on external expertise
- Provide high quality CPD and coaching
- Ensure assessment lets us know, remember and use more effectively to identify interventions
- Support children in taking more responsibility for their own learning and helping them to plan, monitor and evaluate their learning so that they have a better understanding of their next steps.

### ***Increasing learning time***

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)



- Providing extended learning opportunities out of school hours (e.g. after school)

### ***Meeting needs***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using Phase Leaders in partnership with SENCo to set and monitor high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise (eg Shine Therapy for speech and language)
- Providing support for parents to develop their own skills
- Tailoring interventions to the needs of the child
- Frequently shining a light on the needs of the disadvantaged group