



## HAWES SIDE ACADEMY PUPIL PREMIUM REPORT 2019-20

### Everyone Matters, Everyone Succeeds

This information contained in this report is from September 2019- March 2020, due to school closure from March 2020 as a result of the COVID19 pandemic. Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

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	603
Eligible pupils	199
Funding received	£262,680

<b>Use of Pupil Premium funding</b>	<b>Cost</b>
Focused Teaching Assistants	£141261
Focused Teaching Staff	£16104
Speech and language intervention	£12726
Coaching (inc Middle Leaders Courses & Speech and Language)	£14985
Transport and Trip Subsidy (inc minibuses)	£3889
Lunchtime guardian angels	£14208
Uniform Subsidy	£540
Booster Groups, learning clubs	£8001
Accelerated Reader	£2250
Library investment	£972
Impact and Evaluation	£14915
(inc leader release time and progress meetings and transition	
Success for all programme	£10200
Family support (inc attendance)	£17413
<b>Total expenditure</b>	<b>£257464</b>

## Outcomes

### Attendance

Absences linked to the Covid-19 pandemic lead to absence rates that were higher than the previous year. This is true for all pupil groups not just the pupils eligible for the pupil premium grant.

### Foundation stage (36% eligible)

Overall Progress of the children eligible for the funding was strong from a very low baseline figure. None of the group were assessed to have entered school at age related levels; the children started Hawes Side using our FS SfA programme (Kinder) until the school closure, at this point data indicated that more PP pupils would 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 (25% eligible)

When comparing data to last year (Feb 19- Feb 20) 5% more children passed the screening check compared to last year's cohort. Positively, it is important to note that this current cohort has 10% fewer children scoring in the 0-10 range (these are the children that can struggle to convert). When considering these data sets we were on track for meeting our target and national expectations (possibly exceeding them and reaching 85%). This data supports effective teaching of phonics in Y1 as the cohort had a lower starting point in terms of GLD than the previous year but evidence shows in March they were out performing the previous cohort. The average points score of the PP group was 2 better than the previous year's cohort and also 2% more PP children passed the phonics check in Spring 1 than the previous year.

#### Year 2 (36% eligible)

Predictions from before lockdown show that the cohort was on track for meeting national expectations and bettering the previous Year's PP cohort in outcomes. Investment in delivering high quality teaching backed by good resources led to the predicted improvement. There was an 8% improvement in the number of children reading at the SfA expected standard over the 1<sup>st</sup> full term.

## **Key Stage 2**

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

There was a 24 % improvement in the number of PP children reading at the expected SFA standard over the 1<sup>st</sup> term. This shows the positive impact of the SfA programme on the PP group. This is 19% better than 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 were predicted to finish Y3 at the age related standard than when they commenced the year. PP attainment in writing is a key focus .The early success of SfA and vocabulary development will contribute to success in this area.

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

A focus on addressing many non- academic barriers have been addressed over the time in school and successful integration of PP children from ‘in school alternative provision’ has occurred. Reading and writing remains a focus area for the PP children as they start Y5. Successful spend meant that more PP children were predicted to be working at the age related expectation in writing and mathematics when compared to their starting points.

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

Focused intervention ensured barriers were addressed. As in Year 4, many non-academic barriers were addressed over the time we had in school. Successful spend meant that more PP children were accessing the curriculum and were predicted to be working at the age related expectations.

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

**All data is from Feb/March 2019 and consists of projections only**

**Reading**

Cohort was matching the performance of last year's cohort when considering performance in mock tests at similar time points, meaning that we are in track for meeting the target above.

**Writing**

Teacher assessment is in line with last year's cohort when considering performance in writing at similar time points, meaning that we are in track for meeting the targets.

**Maths**

Cohort was 5% down on the performance of last year's cohort when considering scores in mock tests at similar time points. Despite this fact, we are on track for meeting the target above and attaining in line with national expectations.

**GPS**

Cohort was 7% down on the performance of last year's cohort when considering scores in mock tests at similar time points. Despite this fact, we are in track for meeting the target above and attaining in line with national expectations.

<b>Attainment and Progress of Pupil Premium Group at end of KS2 (2019 – last full data set)</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%

