

HOCKLEY HEATH ACADEMY – PUPIL PREMIUM REPORT 2019-21

SUMMARY INFORMATION				
Date of most recent pupil premium review	Autumn 2020		Date of next pupil premium review:	Autumn 2021
Total number of pupils on roll FS2-y6:	205		Total pupil premium budget:	Disadvantaged: £21,520 Service: £620
Number of pupils eligible for pupil premium:	Disadvantaged: 18	Service: 2	Amount of pupil premium per child:	Disadvantaged: £1345
				Service: £310

This report will provide information for the current academic year about:

- Our school's pupil premium allocation
- A summary of the main barriers to educational achievement faced by eligible pupils
- How the pupil premium allocation will be spent to address those barriers and the reasons for our approach
- How our school will measure the impact and effect of its pupil premium spending
- The date of our school's next pupil premium strategy review

For the previous academic year, this report will provide information about:

- Details of how we spent our pupil premium allocation and the impact this had on eligible and other pupils

SCHOOL AIMS

- To raise the in-school attainment and progress of both disadvantaged pupils and their peers. This is particularly relevant this year following on from whole school closure due to coronavirus.

CORONAVIRUS UPDATE:

Due to coronavirus and school closures, it won't be possible for us to evaluate the impact of our pupil premium for all of the 2019/20 academic year.

Instead, schools are being advised to monitor and report on the grant's impact at the end of the 2020/21 financial year.

This report will cover the whole period between September 2019 and March 2021, and will include any changes or updates due to Coronavirus. The initiatives have mostly stayed the same from 2019 and new initiatives have been added on to adapt for remote learning and curriculum findings on return.

During lockdown, the following support was offered to children and families in receipt of Pupil Premium:

- FSM children had food vouchers available to them from the government.
- Any families who were identified as vulnerable (specific criteria needed to be met) received regular (weekly) contact from school from a DSL lead.
- Worked with individual families to make sure that home learning needs were met.
- Some of the children were invited into school and this was dependant on individual circumstances and whether they met a criteria of being vulnerable.

INTENTION STATEMENT

Pupil Premium is funding received by the academy specifically focused on addressing the inequalities between disadvantaged pupils and their peers. The Pupil Premium was introduced in April 2011 and is allocated to work with disadvantaged pupils who have registered for free school meals at any point in the last 6 years, Looked-After Children (CLA) and children of service personnel. The academy uses this funding to ensure that all disadvantaged students achieve their potential and are supported in diminishing the difference compared to their peers. The following document details specific actions together with costs and impact for each element of our Pupil Premium spend. DfE guidance states that the grant may be spent for the purposes of the school ie for the educational benefit of pupils registered at that school.

END OF KEY STAGE DATA (2019-2020)

Due to enforced school closures (March 2020), end of key stage data is unavailable for the academic year 2019-2020.

End of Key Stage data for the academic year 2018-19 is available on the previous report which is on the school website.

A data review for this academic year will be updated accordingly.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	SEND needs in addition to being Pupil Premium
B	Core English skills (handwriting, phonics, spelling)
C	Arithmetic and number skills

ADDITIONAL BARRIERS

External barriers

D	Low attendance
E	Enforced school closure may have widened gaps in knowledge for some pupils
F	Remote learning – access to and engagement in

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupils' English skills improve.	Pupils show steps of progress in their English achievement.
B	Pupils' number and arithmetic skills improve.	Show steps of progress on the arithmetic tracker. Improved outcomes.
C	Pupils make at least expected progress in core subject areas.	Internal data, monitoring and pupil progress meetings show outcomes and achievement.
D	Disadvantaged pupils have the same opportunities as all other pupils.	Pupils' emotional health and wellbeing is catered for.
E	Gaps in knowledge (where identified from baseline) are closed.	Pupils are able to learn progressively because learning meets need and is built on sequentially.

ACADEMIC YEAR

Quality of teaching for all – ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Staff training and CPD – specifically around remote learning	Pupils are taught well and achieve well because teachers are trained in best practice.	Quality first teaching has a significant impact on pupils' learning	Plan for training opportunities in staff meeting Monitoring	Relevant staff to training need RS – remote learning lead	Within a reasonable amount of time from CPD being delivered
Provide monitoring and feedback to teachers	Quality of teaching improves with feedback given and has a sustained impact on learning.	Quality first teaching has a significant impact on pupils' learning	Monitoring opportunities are planned for	SLT	Termly
Curriculum resources	To close gaps and promote outcomes.	Internal data, gap analysis	Monitoring, data analysis	Core subject leads	Termly
Laptops	To support PP pupils with remote learning in the event that they had to self isolate	PP pupils accessing home learning	Monitor work handed in	Teacher PP lead	As appropriate (£350 per laptop x 3)
Total budgeted cost:					£2500

Targeted support - targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To run targeted intervention groups specific to pupils needs (SENDCo)	To raise attainment and progress levels of PP pupils who are also SEND.	To support steps of progress for this group of pupils.	Monitor the provision and the progress made within the groups.	PP lead SENDCo Class teachers	At the end of each group intervention
Time for you sessions	To reduce anxiety/worries and to help pupils to feel safe and secure.	Pupils need an outlet for their worries where they can be heard by a trained adult and given advice to support them.	Track CPOMs logs for pupils who attend.	PP lead SENDCo Time for You leaders	As appropriate to pupils' needs
Resources to support class interventions (skills for core subjects)	To improve English and number work skills	Baseline evidence and feedback from teachers	Track through pupil progress meetings	PP lead	Termly/half termly
Total budgeted cost:					£4560

Wider strategies - the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Incentive and reward scheme for attendance plus CSAWS	To support pupils and their parents to make sure pupils are in school.	Attendance for some disadvantaged pupils is below the school expectation.	Reviewing the attendance figures, working with welfare officers, weekly achievement assembly	Principal, PP lead and attendance lead	Termly £995
Leadership time is allocated to track pupil progress, monitor interventions and to ensure that pupils are on track to meet or exceed their data target.	Pupils achieve well and in line with their expected outcome.	To continue to support PP pupils to achieve well and in line with non PP pupils.	Monitoring timetable review, data outcomes, feedback and targets given as a result of these sessions.	PP lead Phase leaders	Termly 1 PP Session per half term £270
Enrichment activities/Educational visits	To develop pupils' social and emotional health and wellbeing.	Cost barrier is reduced enabling all pupils to participate in whole school events.	Child's participation. Make sure parents and teachers know that this option is available.	PP lead EVC lead	Termly (no trips since March 2020 due to covid) £1425
Release for pupil progress meetings	Attainment and progress of PP pupils continues to be in line with non-PP pupils.	To ensure that PP pupils continue to achieve in line with non PP pupils.	Targets from the meeting for pupils will be acted on (monitoring).	SLT	Termly £1440

Extended services – sports/arts participation	To develop pupils' social and emotional health and wellbeing.	Cost barrier is reduced enabling all pupils to participate in extended services.	Through numbers attending clubs.	PP lead PE lead	Termly £50 per pupil (club offer is reduced due to covid)
CPOMs	Pupils are safe because safeguarding information is shared effectively and quickly between staff.	Safety and wellbeing of all pupils is key.	Monitor the incidents recorded and the outcome of the incident.	SLT All staff	Regularly £645
Contribution towards after school provision (including meals)	To ensure that pupils have a secure and settled start/end to their day. To support parents with before and after school provision.	Based on parental need (wraparound figures are reduced due to covid restrictions on numbers).	Make parents aware of the offer	PP lead HH manager	Annually – school can put a % towards the fee (numbers are restricted in wraparound bubble at the moment due to Covid)
Specific support for service pupils	To support service pupils to feel safe and secure in school.	Support given dependant on individual needs.	Liaise with class teachers around needs	PP lead Class teachers	£620
To implement a new tracking assessment system	Pupils achieve well because their progress is tracked and monitored.	To ensure that PP pupils continue to achieve in line with non-PP pupils.	Staff training	PP lead Phase leaders Principal	Termly Annual cost: £250

To improve access to technology.	Pupils can access the online interventions being run through purchasing additional technology (laptop). SC: -pupils are completing online tasks independently to improve outcomes	Only one class can access laptops at any one time (30 in school) Some pupils cannot access technology at home.	Monitoring the use Pupil outcomes Pupil use will be shown in tracking	VP SBM	Termly
Total budgeted cost:					£5645

ADDITIONAL INFORMATION

The allocation of funding has been based on the following:

- Analysis of school performance
- Evidence from the Education Endowment Foundation
- Results of staff consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from school advisors