

Hill Avenue Academy Pupil Premium strategy 2019-2022

1. Summary information					
School	Hill Avenue Academy School				
Academic Year	2020/21	Total PP budget	£185,610	Date of most recent PP Review	July 2020
Total number of pupils	281	Number of pupils eligible for PP	138	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2019 KS 2	75%	90% (70% National 2018)
% achieving in reading 2019 KS 2	79%	90% (80% National 2018)
% achieving in writing 2019 KS 2	75%	90% (83% National 2018)
% achieving maths 2019 KS 2	83%	90% (81% National 2018)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Relative starting points for PP children in Nursery and Reception are below national statistics particularly in Communication and Language.
B.	Higher ability pupils who are eligible for PP make less progress than other higher ability pupils by the end of Key Stage 2.
C.	PP children sometimes lack confidence and self-belief which impacts on their wellbeing and ability to engage with the wider curriculum.
D.	PP children's attainment is sometimes below non-disadvantaged children therefore targeted interventions are required for PP children to make rapid and sustained rates of progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP in 2019/20 was 93.6% (below the target for all children nationally of 96% and our school at 96.1%) resulting in loss of school hours and not making rapid and sustained progress required to reach age related expectations

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills/ Language First principles for pupils eligible for PP in Nursery & Reception class.	<ul style="list-style-type: none"> - Pupils eligible for PP in Nursery & Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	<ul style="list-style-type: none"> - Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. - Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) so that greater numbers of PP children achieve GD by the end of year 6.
C.	Improve confidence and self-esteem of PP children.	<ul style="list-style-type: none"> - PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress. - Increase the number of pupils taking part in extended provision and offer a greater variety of experiences to cater for the needs and wishes of our children.
D.	Increased rates of progress for PP children whose attainment is below that of peers nationally.	<ul style="list-style-type: none"> - Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6.
E.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> - Overall PP attendance improves from 93.6% to 96% at least in line with all pupils nationally. - Reduce the number of persistent absentees among pupils eligible for PP. - Improve rates of attendance for children eligible for PP funding attendance so that they are in line with National average and in line with 'other' pupils.

5. Planned expenditure

Academic year

2020/21

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A.Improve oral language skills for pupils eligible for PP across EYFS and KS1 through Reading and learning conversations</p>	<p>Staff CPD on high quality Language First principles.</p> <p>All staff in EYFS and KS1 phases to understand the key principles of the Language First Project and to have clarity as to the intent, implementation and expected impact</p> <p>All staff use the Language First principles (radiator, magnet and communicator) to draw out quality conversations and develop a strong base for language in their classes.</p> <p>To undertake on entry Communication and Language observations, WELCOMM, TROLL and HANEN assessment tools to identify the relative starting points of children and identify reluctant/passive communicators.</p> <p>Planning through a language lens so that vocabulary is taught</p>	<p>Intervention and WELCOMM assessments for speech on entry so children can access high quality learning (HLTA one day a week).</p> <p>All staff in EYFS and KS1 understand intent, implementation and impact of the Language First Principles and expected outcomes from the children by the end of the school year.</p> <p>On Entry C&L EYFS staff using TROLL and HANEN assessment tools in EYFS/KS1 to identify reluctant/passive communicators by L2 TAs.</p> <p>Rates of progress for PP with C&L skills below national expectations are increased and planned targeted interventions carried out for groups of learners to enable them to make rapid and sustained rates of progress in C&L.</p> <p>Children have a secure and confident use of language to express and debate their opinions and views which enables the quality of spoken language transferring into Writing.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly be AHT/Phase Leaders.</p> <p>Fortnightly learning walks, lesson studies carried out by Deputy/AHT reflect that teaching is enabling children to effectively transfer key knowledge to long-term memory.</p> <p>Weekly book trawls/discussions carried out by children/ class teachers/Phase Leaders/Deputy/AHT reflect above and children making at least good progress over time.</p> <p>Regular monitoring of learning journeys will reflect target PP children developing their vocabulary and language skills</p> <p>Planning for vocabulary will be reflected in both indoor and outdoor provision and learning opportunities for all pupils Provision maps for EYFS will indicate PP children receiving specific interventions for C and L areas</p> <p>Termly data analysis of C and L areas to ensure accelerated progress of PP</p>	<p>Head of School Deputy AHT Head CPD budget</p> <p>Staff time 1-1 for on entry assessments</p> <p>Phase meeting time to complete Hanen and Troll assessment</p> <p>HLTA 1-1 Wellcomm screening and interventions</p>	<p>Weekly: Subject Leaders</p> <p>Half termly: Deputy/AHT</p> <p>Termly: ExecHead/Head of School</p>

	<p>explicitly each week</p> <p>To complete, monitor and review phonics trackers across EYFS and KS1 to assess children's progress across the year.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and Reception Y1 from SLES</p>		pupils		
B. Improved progress for higher attaining pupils	<p>All staff to engage in high quality CPD with a focus on Greater Depth and Mastery Learning</p> <p>Improve staff subject knowledge of how to achieve depth of learning for all children</p> <p>Quality of feedback and marking is used to assess knowledge and understanding and addresses misconceptions and enables children to practice, consolidate and secure understanding of key concepts</p> <p>Deputy to teach targeted groups of children requiring a smaller group or revisiting of concepts.</p>	<p>Higher ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly by AHT/Phase Leaders in each phase</p> <p>Head and Deputy and AHT through learning walks to establish are all staff compliant with expectations.</p> <p>Pupil Premium children are tracked across school and effective interventions adapted to ensure the children make expected progress</p>	<p>Deputy/ AHT/ KS 2 Phase Leader CPD budget</p>	<p>Termly: Parents evenings</p> <p>Termly: data coaching meeting with year groups and tracking of pupils</p> <p>Deputy Half termly: review PP intervention groups and set targets</p>
C: Improve confidence and self-esteem of PP children	<p>Teachers to develop one page profiles to identify learning strategies to support rapid and sustained rates of progress</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p>	<p>Educational Psychologist and Art Therapist provide 1:1 support for targeted individuals and equip them with strategies to develop their confidence and self-esteem.</p>	<p>CPD for all staff</p>	<p>Report termly Pupil Premium outcomes to Governors and next steps.</p> <p>Weekly: Pupil</p>

	<p>CPD to support development of quality of T&L ensuring meeting relative starting points of all pupil groups.</p> <p>Techer to provide 1-1 time across the week to target strengths and areas for development and provide targeted teaching to support rapid progress</p> <p>Educational Psychologist and Art Therapist provide 1:1 support with targeted individuals.</p>		<p>Skills Builder Project rolled out across school and trips arranged with working sectors to broaden the childrens' perspectives on future careers.</p> <p>Continued links with Secondary Schools for PP children to prepare them for transition.</p> <p>Fruit offered for break time each day to ensure pupils are nourished and 'ready to learn'.</p> <p>Bespoke program for vulnerable children that need to develop their resilience, confidence and self esteem outdoors.</p>	<p>Art Therapist</p> <p>Art Specialist teacher</p>	<p>Leadership team, Language Ambassadors work across school to mentor/coach PP children with PSHE/EAL Lead teacher.</p> <p>Deputy Head 1-1 discussions with PP children half termly</p>
<p>D: increase rates of attainment for PP children who attainment is below that of their peers nationally</p>	<p>All teachers and teaching Assistants take part in high quality professional development in relation to Cognitive Load Theory and Cognitive Development in Practice</p> <p>Support PP pupils not completing home learning and specific targets based on 'gaps' in knowledge</p> <p>Provision of resources provided/available to use at home - Subscription to online learning platforms such as Timetable rock stars and Education City</p>	<p>Rates of progress for PP children whose attainment is below that of peers nationally so they at least meet ARE in RWM by the time they leave in year 6</p>	<p>Half termly lesson observations by CEO/ Deputy & Head in each subject reflect teaching is of high quality, rates for improvement are supported swiftly be AHTs in each phase</p> <p>Head and deputy and AHTs through learning walks to establish are all staff compliant with expectations</p>	<p>HLTA in each Phase</p>	<p>Termly: Parents evenings</p> <p>Termly: data coaching meeting with year groups and tracking of pupils</p> <p>Deputy Half termly: review PP intervention groups and set targets</p>

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Total budgeted cost £22,555

ii. Targeted support

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?
<p>A. Improved oral language skills in reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>EYFS member of staff to deliver CLL intervention programmes one day a week to improve speaking of PP on entry to enable them to learn more effectively (HLTA)</p> <p>Deputy/ AHT to Monitor weekly planning to see how new language is being embedded into the curriculum.</p> <p>Fortnightly monitoring of Learning environments to monitor how Language is being used to enhance learning opportunities for children,</p>	<p>EYFS and KS1 staff complete TROLL and HANEN to observe children and identify reluctant and passive communicators.</p> <p>Planning matches learning to relative starting points of children</p> <p>Learning environments promoting high quality language development</p> <p>Team teaching improves quality of T&L and provision for higher ability PP children</p>	<p>Staff have assessment evidence to indicate different groups of children in their class.</p> <p>Half termly Lesson observations in each subject and fortnightly learning walks carried out by head/ deputy CEO and AHTs ensuring each subject reviewed effectively</p> <p>Monthly Pupils books trawls and scrutiny of portfolios carried out by head/ deputy CEO and AHTs</p> <p>Monthly Learning environment trawls carried out by head/ deputy CEO and AHTs</p> <p>Termly reviews of Pupil outcomes carried out by Head/ Deputy CEO and AHTs</p>	<p>AHT EYFS</p> <p>Head of School Deputy</p>	<p>Weekly: Subject Leaders</p> <p>Half termly: Deputy/AHT</p> <p>Termly: ExecHead/Head of School</p> <p>Termly: Parents evenings</p> <p>Termly: data coaching meeting with year groups and tracking of pupils</p> <p>Deputy Half termly:</p>

<p>C: increase rates of attainment for PP children who attainment is below that of their peers nationally</p>	<p>Level 3 TAs in each phase of the school target them in class and deliver intervention weekly (total half of their time) to accelerate rates of progress.</p> <p>Level 2 TA full time in each phase of the school to target in class support for PP children</p> <p>Deputy/ AHT to develop intervention planning to address PP needs with teacher in each phase of the school.</p> <p>TAs to deliver in class intervention/ out of class intervention across the week.</p>	<p>TAs effectively support PP children 1-1/ groups in class and in intervention groups accelerating rates of progress as a result they make rapid and sustained rates of progress overtime and at least achieve ARE by the time they leave our school</p>	<p>AHTs and Deputy to observe quality of T&L half termly</p> <p>Fortnightly books trawls by Head and Deputy</p>	<p>2 Level 2 TA's in two phases of school</p> <p>2 Level 3 TAs for 2.5 days a week each</p> <p>2 HLTA's in two Phases</p> <p>Unqualified teacher</p> <p>Head of School Deputy/ Assistant Head/Phase Leaders</p>	
Total budgeted cost					£149,100

iii. Other approaches					
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?
E. Increased attendance rates	<p>Part time Office Admin worker employed to monitor pupils and follow up quickly on absences. First day response provision.</p> <p>Deputy to overview attendance of pupil groups and work in partnership with EWO to tackle attendance issues and persistent absence</p> <p>Provide attendance reward system</p>	Attendance of PP group improves overtime and is at least in line with national figures	<p>Thorough briefing of support worker about existing absence issues. PP leader (Deputy), support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Weekly/ Monthly tracking and EWO visits where required.</p> <p>Attendance rewards - Weekly</p> <p>Attendance information shared via the newsletters.</p> <p>Communication with parents regarding holidays and lessons/minutes lost).</p> <p>Families assisted where required through Pastoral Support in school.</p>	Deputy Head of School Admin support	Jan 2021
C: Improve confidence and self-esteem of PP children	<p>To ensure all PP children access all visits and a range of extracurricular clubs to develop their confidence as a learner</p> <p>Purchase resources for PP children to support home learning</p>	<p>PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Purchase for looked after children/post looked after children/ laptops/resources to support home learning</p>	Half termly pupil discussions with PP children	<p>Deputy to support visits and clubs</p> <p>Deputy</p>	Jan 2021
Total budgeted cost					£13,955

Total Grant: **£185,610**

Total Expenditure **£185,610**

