

Pupil Premium Strategy Statement

Summary Information					
School	Hatchell Wood Primary Academy				
Academic Year	2019-2020	Total PP Budget	£116,000	Date of most recent PP review	March 2019
Total number of pupils	415	Number of eligible PP pupils	90 pupils 22%	Date for next external review of this strategy	March 2020

Attainment (Based on Outcomes at Y6 academic year 2018/19)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	27%	% achieving expectation in reading	78%
% achieving expectation in writing	53%	% achieving expectation in writing	83%
% achieving expectation in maths	40%	% achieving expectation in maths	83%
Progress measure in reading	-2.2	Progress measure in reading	
Progress measure in writing	-0.5	Progress measure in writing	
Progress measure in maths	-3.6	Progress measure in maths	
Attainment (Based on Outcomes at Y2)			
<i>figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectation in reading	55%	% achieving expectation in reading	78%
% achieving expectation in writing	64%	% achieving expectation in writing	73%
% achieving expectation in maths	55%	% achieving expectation in maths	79%

Barriers to future attainment for pupils eligible for PP (including more confident learners)	
In-school barriers	
A.	Some pupils may not working at an age related level and have conceptual gaps or misconceptions.
B.	Limited speech and language and/or vocabulary skills
C.	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
External Barriers	
D.	In some cases, consistent attendance and punctuality.
E.	In some cases, access to resources, such as books, libraries and life experiences./ In some cases parental reticence to engage
F.	In some cases, a lack of regular routines including home reading, homework, spellings and having correct equipment in school.

Planned Expenditure

i- Quality Teaching for All

Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
A	For PP children to attain ARE/ GD at the end of the academic year or ensure that when children are working below ARE they are catching up quickly.	Teacher to pupil ratio to be decreased in key year groups.	<p>Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers</p> <p>Smaller class sizes mean disadvantaged pupils can access more of teachers’ time with tightly focused direct teaching.</p> <p>An Institute of Education research report, 2002 ‘Pupil Adult Ratio Differences’ concluded that teachers’ perception of stress is related to the number of pupils they teach. Smaller class sizes in year 3 therefore limit perceived stress and ensure our teachers are effective.</p>	Headteacher	<p>Overall attainment and progress gap diminishes between PP and non PP children and lead to improved outcomes at the end of the year.</p> <p>FFT targets (which are aspirational for individual children) are achieved.</p> <p>Monitoring is completed on a termly basis via data analysis</p>
Impact measures					
Autumn Term			Spring Term		Summer Term

A	Pupils keep up not catch up.	Provision maps based on analysis of data show individual targeted support and are analysed for impact Same day intervention used across school. QLA used to ensure and inform precision teaching.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these- Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Assessment lead HT Phase leaders All staff Subject leads	Individual pupil progress tracking shows improvements. Group data analysis shows gaps are closing/ have closed
Impact measures					
Autumn Term		Spring Term		Summer term	

Budgeted cost ii	£60,000
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ii Targeted support

Barrier (A,B,C, D,E,F)	Desired outcome	Chosen approach/approaches	Evidence & Rationale	Staff lead	Milestone indicators
B, C, D, E, F	Pupils emotionally stable and ready to learn	Thrive Learning Mentors and 1 to 1 support work on children's individual action plans	Pupils are supported with their individual emotional needs as identified by their Thrive assessment. Scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary care-givers. A key development during this period is the establishment of the body's stress-response system. It remains possible to intervene at a later stage to fill the gaps if this is under developed	Sarah Morgan Inclusion Team	Individual pupil progress tracking in Thrive and subjects shows improvements.

B, C, D, E, F	Pupils emotionally stable and ready to learn	Inclusion Team – Play Therapist to work with vulnerable children identified through inclusion team	Remove barriers to learning and getting vulnerable children ready to learn in school by allowing children a safe environment where they can talk about their feelings and worries so that they are learning ready.	Gemma Snow Donna Purkis (Play Therapist)	Individual pupil progress tracking shows improvements.
Impact measures					
Autumn Term		Spring Term		Summer Term	

Budgeted cost ii	£56,000
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Total budgeted cost	£116,000
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