

Pupil premium strategy statement review of 2018-2019

1. Summary information					
School	Hexthorpe Primary				
Academic Year	2018-2019	Total PP budget	£285,120	Date of most recent PP Review	29 th January 2019
Total number of pupils	478	Number of pupils eligible for PP	216	Date for next internal review of this strategy Compliance review	19 th October 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	21%	62%
% achieving expected standard in reading	29%	62%
% achieving expected standard in writing	56%	77%
% achieving expected standard in maths	32%	69%

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.	Some pupils have Social and Emotional Mental Health Needs - Low self-esteem, self-confidence and resilience is an issue for many pupils and can impact on academic progress
B.	Behaviour issues linked to attachment, social and emotional and mental health needs for a small group of pupils
C.	Low ability and poor communication difficulties on entry; pupils with limited language, poor speaking and listening skills as well as pupils with low attainment on entry
D.	EAL, particularly identified groups (Czech, Slovakian, Romanian Roma) make limited progress across KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.
E.	A significant proportion of pupils live in homes where there are low skill, low resources and limited education which is historical and endemic.
F.	Attendance.

4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children to undertake activities to raise their self-esteem and self-confidence.	Access to enrichment activities/ residential visits to increase confidence, self-esteem and communication / interaction. Impact measured through improved outcomes in Thrive.
B.	For children's behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support.	Fewer behaviour incidents recorded for these pupils on the school system.
C.	For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning	Improved outcomes in literacy. To narrow the gaps between PP and NPP, PP and all pupils in each phase.
D.	For engagement in learning to increase	Impact measured through improved attendance and outcomes in Thrive Profiling. Improved results at key phases of the school with a particular focus on progress.

5. Review of expenditure			
Previous Academic Year		2018-2019 £285,120	
i. Quality of teaching for all – Total Cost: £170,621			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning	<p>Additional adults working within the Early Years Foundation Stage (EYFS) in order to model and support language, communication and cognition.</p> <p>SALT programme for EYFS – Chatterbox – an intervention for pupils with language difficulties. To target these pupils prior to KS1. Identified TAs to train with a speech therapist to support pupils with speech sound difficulties in F1 and F2.</p>	<p>Progress measures from baseline assessments for pupils indicate that pupils make good and accelerated progress.</p> <p>Progress from baseline assessment before taken intervention to the end of the intervention indicate good progress</p>	<p>Foundation stage Pupil premium: 15/49 (36%) on entry 18/50 on exit (39%) GLD Whole cohort 24/50 (48%) Pupil premium 7/18 (39%) On entry to FS2 only 2% of pupils were on track to attain a GLD. 48% of pupils achieved a GLD giving an increase of 46% of pupils achieving a GLD as compared to their on entry starting points.</p> <p>39% of pupil premium pupils attained a GLD compared to 53% (+ 14%) of non-pupil premium pupils.</p> <p>There were a slightly higher percentage of non-PP pupils at a typical LoD in CAL/PSED/PD/TW/BI on entry than PP pupils. The PP pupil above a typical level of development on entry left in Spring term. Pupil Premium pupils have made a higher average steps progress through the GLD aspects compared to Non-Pupil Premium pupils.</p> <p>Breakdown factors of gender and summer born are balanced for both PP and non-PP pupils, although EAL PP pupils (56%) are slightly higher than EAL non-PP pupils (44%). 2 (11%) of the EAL PP target pupils for GLD did not attain as their language/literacy acquisition fell slightly below the expected level for GLD. The 1 SEND pupil in the cohort is PP with 2 further PP pupils having an initial SEND cause for concern and a further 1 PP pupil being referred to GDA pathways.</p> <p>Chatterbox: Wellcom assessment data showed positive impact for 7 children who accessed the program 2018/19. 2019/20 Chatterbox is planned for foundation children.</p>

<p>For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning</p>	<p>1:1 reading support for key identified pupils in KS1 and KS2. Through the use of TA, reading volunteers and the Beanstalk project.</p> <p>Read Write Inc intervention in KS2 and additional boosters for some KS1 & EYFS pupils.</p> <p>Lexia reading intervention in y2 led by a TA Language Legends in Y5 as a whole class strategy and in Y6 for targeted pupils Widgit Communicate in Print Resources – range of texts –high interest but appropriate to need. Shared reading in class and modelled reading</p>	<p>SENDCo and Outcomes leader to monitor the impact and effectiveness of the interventions. Learning walks, assessment data and pupil outcomes demonstrate good progress and improved attainment in literacy.</p>	<p>1:1 reading support took place in KS1 and KS2.</p> <p>Year 2 reading intervention showed an average increase of 2.1 years in reading age for 8 children.</p> <p>RWI intervention in KS2 was having a limited impact for older children. This has not continued for year 4-6 and has been replaced by 1:1 reading.</p> <p>Key children in Year 3 continue to access RWI. Additional booster sessions are running for year 2 children who did not pass phonics.</p> <p>Lexia was trialled in year 2 and showed accelerated reading for most children who accessed it. 2019/20 it is being used in year 2 and 6 with 15 children.</p> <p>Language Legends was trialled in year 5 and 6 as a whole class strategy. 2019/20 it is planned as a Year 5 intervention.</p> <p>Widgit communicate in print is embedded in classroom practise.</p>																																																																																																																																																																																									
<p>For engagement in learning to increase</p>	<p>Use of IRIS to develop, and support pedagogy and reflective practice to improve QFT.</p> <p>Coaches within the staff team identified who provide support for others. Release time for teachers to work together to improve pedagogy and increase pupil engagement. Planned and bespoke programmes of support. Includes the use of Ad Astras.</p> <p>Precision teaching for intervention. Focus TA training/CPD to develop subject knowledge and pedagogy to further develop interventions, group work, 1:1, pre teaching and consolidation of learning. TAs deployed more effectively to support QTF and engagement of all pupils</p>	<p>Tracking through monitoring to ensure the improved profile of teaching and learning. The profile of QFT improves.</p> <p>Data analysis to demonstrate improved outcomes and work Scrutiny support this.</p> <p>Data analysis to demonstrate improved outcomes and work scrutiny supports this. Focused learning walks on TAs can evidence the impact of profession development for staff.</p>	<p>Year 6 Exit data 2018/19 Reading: 42% (all) 33% pupil premium Writing: 56% (all) 46% pupil premium Maths: 58% (all) 46% pupil premium Combined: 40% (all) 29% pupil premium</p> <p>Year 6 Exit data 2018/19 Matched since F2 (31 children) Reading: 52% (all) 50% pupil premium Writing: 74% (all) 75% pupil premium Maths: 71% (all) 66% pupil premium</p> <table border="1" data-bbox="1261 1034 2083 1220"> <thead> <tr> <th colspan="13">Hexthorpe Primary School</th> </tr> <tr> <th rowspan="2">Year</th> <th colspan="4">Autumn 1 18</th> <th colspan="4">Summer 2 19</th> <th colspan="4">Change</th> </tr> <tr> <th>Reading % at expected level</th> <th>Writing % at expected level</th> <th>Maths % at expected level</th> <th>RWM % at expected level</th> <th>Reading % at expected level</th> <th>Writing % at expected level</th> <th>Maths % at expected level</th> <th>RWM % at expected level</th> <th>Read</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>389</td> <td>39%</td> <td>389</td> <td>34%</td> <td>389</td> <td>43%</td> <td>389</td> <td>31%</td> <td>349</td> <td>53%</td> <td>349</td> <td>48%</td> <td>349</td> <td>56%</td> <td>349</td> <td>45%</td> <td>14%</td> <td>13%</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>PP</td> <td>177</td> <td>32%</td> <td>177</td> <td>25%</td> <td>177</td> <td>33%</td> <td>177</td> <td>23%</td> <td>156</td> <td>42%</td> <td>156</td> <td>38%</td> <td>156</td> <td>47%</td> <td>156</td> <td>35%</td> <td>10%</td> <td>13%</td> <td>14%</td> <td>11%</td> </tr> <tr> <td>NonPP</td> <td>212</td> <td>45%</td> <td>212</td> <td>42%</td> <td>212</td> <td>51%</td> <td>212</td> <td>37%</td> <td>193</td> <td>62%</td> <td>193</td> <td>55%</td> <td>193</td> <td>65%</td> <td>193</td> <td>53%</td> <td>17%</td> <td>13%</td> <td>12%</td> <td>17%</td> </tr> <tr> <td>SEN</td> <td>83</td> <td>21%</td> <td>83</td> <td>0%</td> <td>83</td> <td>11%</td> <td>83</td> <td>0%</td> <td>80</td> <td>15%</td> <td>80</td> <td>10%</td> <td>80</td> <td>15%</td> <td>80</td> <td>0%</td> <td>4%</td> <td>4%</td> <td>0%</td> <td>2%</td> </tr> <tr> <td>NonSEN</td> <td>326</td> <td>44%</td> <td>326</td> <td>40%</td> <td>326</td> <td>49%</td> <td>326</td> <td>35%</td> <td>289</td> <td>61%</td> <td>289</td> <td>55%</td> <td>289</td> <td>65%</td> <td>289</td> <td>53%</td> <td>17%</td> <td>15%</td> <td>10%</td> <td>17%</td> </tr> <tr> <td>PP/SEN</td> <td>34</td> <td>9%</td> <td>34</td> <td>0%</td> <td>34</td> <td>11%</td> <td>34</td> <td>0%</td> <td>32</td> <td>9%</td> <td>32</td> <td>11%</td> <td>32</td> <td>9%</td> <td>32</td> <td>0%</td> <td>1%</td> <td>3%</td> <td>1%</td> <td>3%</td> </tr> <tr> <td>NonPP/NonSEN</td> <td>285</td> <td>50%</td> <td>285</td> <td>48%</td> <td>285</td> <td>57%</td> <td>285</td> <td>42%</td> <td>285</td> <td>69%</td> <td>285</td> <td>62%</td> <td>285</td> <td>71%</td> <td>285</td> <td>61%</td> <td>19%</td> <td>15%</td> <td>14%</td> <td>20%</td> </tr> </tbody> </table> <p>Whole school pupil premium data from teacher assessments of children reaching the expected standard showed a 10% increase in reading, 13% in writing and 14% in maths.</p> <p>Ad Astra support received 2018/19. Planned to continue use of Ad Astra maths</p>	Hexthorpe Primary School													Year	Autumn 1 18				Summer 2 19				Change				Reading % at expected level	Writing % at expected level	Maths % at expected level	RWM % at expected level	Reading % at expected level	Writing % at expected level	Maths % at expected level	RWM % at expected level	Read	Writing	Maths	RWM	Total	389	39%	389	34%	389	43%	389	31%	349	53%	349	48%	349	56%	349	45%	14%	13%	13%	14%	PP	177	32%	177	25%	177	33%	177	23%	156	42%	156	38%	156	47%	156	35%	10%	13%	14%	11%	NonPP	212	45%	212	42%	212	51%	212	37%	193	62%	193	55%	193	65%	193	53%	17%	13%	12%	17%	SEN	83	21%	83	0%	83	11%	83	0%	80	15%	80	10%	80	15%	80	0%	4%	4%	0%	2%	NonSEN	326	44%	326	40%	326	49%	326	35%	289	61%	289	55%	289	65%	289	53%	17%	15%	10%	17%	PP/SEN	34	9%	34	0%	34	11%	34	0%	32	9%	32	11%	32	9%	32	0%	1%	3%	1%	3%	NonPP/NonSEN	285	50%	285	48%	285	57%	285	42%	285	69%	285	62%	285	71%	285	61%	19%	15%	14%	20%
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	<p>At key transition points EYFS2 into Y1 and Y2 into Y3 the school has reduced class sizes. 3 x year 1 classes 3 x year 3 classes</p> <p>Enhanced provision in music, Spanish (KS2) and computing KS1 provided by externally sourced providers with subject specialisms</p>	<p>Data analysis to demonstrate improved outcomes and work scrutiny supports this.</p>	<p>EYFS data evidenced accelerated progress. Year 1 phonics had a positive impact as a result of the smaller class sizes. 32/52 (62%) passed the phonics test, pupil premium 11/19 (58%) passed. Matched data was 21/24 (88%). Year 2 phonics resit. 12/20 (60%) passed. Pupil premium 7/12 (58%) passed.</p> <p>Year 2 results MATCHED data</p> <table border="1" data-bbox="1263 309 2000 509"> <thead> <tr> <th rowspan="2">COHORT</th> <th colspan="2">READING</th> <th colspan="2">WRITING</th> <th colspan="2">MATHS</th> <th rowspan="2">no</th> </tr> <tr> <th>no</th> <th>%</th> <th>no</th> <th>%</th> <th>no</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>School 2018</td> <td></td> <td>58%</td> <td></td> <td>57%</td> <td></td> <td>67%</td> <td></td> </tr> <tr> <td>Astrea 2018</td> <td></td> <td>65%</td> <td></td> <td>61%</td> <td></td> <td>70%</td> <td></td> </tr> <tr> <td>National 2018</td> <td></td> <td>75%</td> <td></td> <td>70%</td> <td></td> <td>76%</td> <td></td> </tr> <tr> <td>Cohort</td> <td colspan="7">32 Matched</td> </tr> <tr> <td>PP</td> <td>16 pupils</td> <td>10</td> <td>63%</td> <td>10</td> <td>63%</td> <td>11</td> <td>69%</td> </tr> </tbody> </table> <p>Enhanced music a Spanish provision took place in 2018/19. This is continued for 2019/20.</p>	COHORT	READING		WRITING		MATHS		no	no	%	no	%	no	%	School 2018		58%		57%		67%		Astrea 2018		65%		61%		70%		National 2018		75%		70%		76%		Cohort	32 Matched							PP	16 pupils	10	63%	10	63%	11	69%
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Targeted support – Total Cost: £114,499

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>For children to undertake activities to raise their self-esteem and self-confidence and for children's behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support.</p>	<p>Pastoral team to provide support to pupils, families and staff. Use of Thrive as a whole class, small group and 1:1 intervention.</p> <p>ROE in early years led by the Learning Mentor Behaviour Training for all staff to further support good practice in the school- Jason Bangbala</p>	<p>Attendance improves and the academy can evidence impact through attendance monitoring, and initiatives.</p> <p>The delivery of these sessions will be quality assured.</p> <p>Tracking of the outcomes of pupils accessing sessions – this will be analysed through: Thrive analysis Decreased behaviour incidents Positive response form pupil voice</p>	<p>Attendance was a high priority last year. Pupil premium data shows that attendance for PP children is 94.4% compared to 95.4% for non-pupil premium (including leavers, excluding nursery)</p> <p>Whole school attendance ended on 95.1% (including leavers, excluding nursery) which is below national.</p> <p>2019/20 Attendance implementation plan continues to place a high priority on improving attendance for all children and pupil premium children.</p> <p>Thrive intervention tracking showed positive impact across school. This was evidenced on a class level and an individual level for key children. Whole class Thrive was timetabled weekly, with additional 1:1 Thrive for identified children. This is</p>

	<p>Attendance awards and incentives for pupils – half termly. Deployment of key staffing to support attendance initiatives.</p>	<p>Attendance improves and the academy can evidence impact through attendance monitoring, and initiatives.</p>	<p>Behaviour incidents were tracked weekly 2018/19 for all children.</p> <p>Pupil voice Autumn 2018 questionnaire 87% all pupils said they enjoyed coming to school, 84% pupil premium children said they enjoyed coming to school.</p> <p>Spring pupil voice 86% all pupils said they enjoyed coming to school, 84% pupil premium children said they enjoyed coming to school.</p>
<p>For engagement in learning to increase</p>	<p>After School Clubs (Sports provision –gymnastics and Street Dance – ActivePro Creative Dance Academy Dodgeball – Excite Magic Breakfast Astrea Promise activities, subsidised trips/ visits and events. Enhanced provision in Music, Computing and MFL (Teach 24) Peripatetic music TEKK Challenge</p>	<p>Data analysis to ensure the improved attendance data and improved outcomes in learning. System to monitor participation rates developed so SLT can monitor, review and evaluate the impact.</p>	<p>After school club 2018/19 116 / 176 (66%) pupil premium children attended breakfast club at some point during 2018/19. This is continuing in 2019/20.</p> <p>School clubs for Multi sports, street dance, dodgeball, KS1 and KS2 gymnastics, Commando Jo, ICT club KS1 and 2. These were tracked on paper last year so PP data was not available. 2019/20 All sports clubs are being tracked electronically so pupil premium data can be analysed on a termly basis.</p> <p>MFL, computing and music provision took place 2018/19. For 2019/20 MFL and music are taking place. See wider opportunities implementation plan for details.</p>