

Holyhead Primary Academy Pupil premium report 2019-2020

Review of Pupil premium spending 2018 - 2019

The Pupil Premium grant is additional Government funding for publicly funded schools in England to raise the attainment of disadvantaged pupils.

Over the past two years since becoming an Academy, the school has implemented processes and procedures to improve the outcomes of PP children, which were not in place previously. School is located in an area that has a high proportion of disadvantaged children and families. On average disadvantaged families equates to just below half the school population. The school is also within the lowest 20% of schools, with regards to deprivation.

The Academy has developed and implemented a curriculum (E3L) which ensures all children have the ability to be **excited**, have the chance to **explore** and **excel**. This curriculum is developed to support the development of the 'whole child' and allows children to develop personally, socially and academically. Also within this the provision it includes the development of cultural capital to broaden experiences, especially for children who may not have access outside of school.

The strengths of our provision for disadvantaged children were:

- Use of specialised staff/support work to support social and emotional development
- Implement a tailored curriculum, which provides all children with opportunities to experience new challenges and ideas as well as having the support and a high expectation to excel
- Family support and safeguarding
- Before and after school care
- Improved behaviour /learning behaviour
- Whole child development, including cultural, personal and academic

The overall aims of our pupil premium strategy, was:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally within school
- To continue to develop support for specific cohorts to improve provision further to maintain positive outcomes of disadvantaged children
- To raise the in-school attainment of both disadvantaged pupils and their peers

Attainment information 2018 - 2019

EYFS						
	Pupils eligible for pupil premium (PP)			Pupils not eligible for PP		
	School Average	LA Average	National average	School Average	LA Average	National average
Good level of development (GLD)	80%	58%	56%	69%	70%	75%
Achieving prime areas (GLD)	80%	69%	-	77%	78%	-
Specific areas of learning (GLD)	80%	57%	56%	69%	68%	74%

YEAR 1 PHONICS SCREENING CHECK		
School pupils eligible for PP	School pupils not eligible for PP	National average not eligible for PP
75%	91%	82%

END OF KS1						
	Pupils eligible for PP			Pupils not eligible for PP		
	School average	LA Average	National average	School average	LA Average	National average
% achieving expected standard or above in reading, writing and maths	68%	52%	50%	73%	66%	69%
% achieving expected standard or above in reading	68%	62%	62%	82%	75%	78%

END OF KS1						
% achieving expected standard or above in writing	74%	55%	55%	73%	70%	73%
% achieving expected standard or above in maths	74%	65%	62%	82%	77%	79%
% achieving above expected in reading	21%	16%	14%	36%	24%	28%
% achieving above expected in writing	11%	8%	7%	27%	14%	17%
% achieving above expected in maths	11%	13%	12%	36%	22%	24%

END OF KS2						
	Pupils eligible for PP			Pupils not eligible for PP		
	School average	LA average	National average	School average	LA average	National average
% achieving expected standard or above in reading, writing and maths	82%	51%	51%	85%	69%	69%
% achieving expected standard or above in reading	82%	62%	62%	85%	73%	76%
% achieving expected standard or above in writing	82%	69%	69%	85%	81%	83%
% achieving expected standard or above in maths	82%	68%	67%	85%	84%	84%
% achieving above expected in reading	35%	17%	17%	31%	26%	31%
% achieving above expected in writing	18%	12%	12%	23%	22%	25%
% achieving above expected in maths	24%	14%	16%	31%	30%	31%

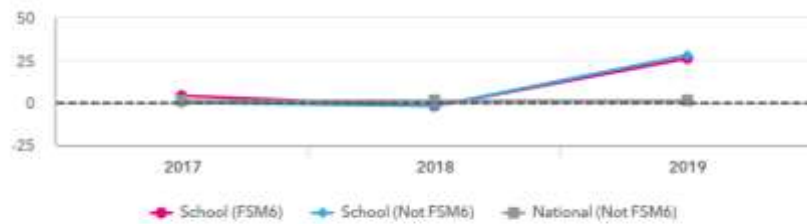
Progress information 2018 - 2019

PROGRES (KS1 – KS2)

	Pupils eligible for PP
Reading	+5.98
Writing	+1.53
Maths	+2.58

KS2 progress for disadvantaged pupils 2019

% Expected standard+ (Re, Wr, Ma)



KS2 progress for disadvantaged pupils 2019

% Higher standard (Re, Wr, Ma)



KS2 progress for disadvantaged pupils 2019

Scaled Score Reading



KS2 progress for disadvantaged pupils 2019

Scaled Score Writing



KS2 progress for disadvantaged pupils 2019

Scaled Score Maths



Barriers to learning 2019 - 2020

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Lack of opportunities at home to read and develop early reading, including phonics and knowledge of vocabulary
B	Further improve rates of progress of writing across key stage 2

ADDITIONAL BARRIERS

External barriers

C	Lack of opportunities to access learning support outside of school
D	Lack of opportunities to access experiences at home due to poverty
E	Significant number of families requiring Early help support, as well as a significant proportion of Safeguarding cases (57%) / SEN (31%)
F	Low attendance (94.8%)

Planned expenditure for academic year 2019-2020

Estimated Pupil Premium funding: £118,311

ACADEMIC YEAR						
Action/Mechanism	Link towards school barrier	Cost	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review
Additional staffing and interventions	A,B,C,D ,E,F	£51,483	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months), parental engagement (+3months)</p> <p>Staff deployed to support Early help of families and reduce the amount of safeguarding active cases. Support development of speech and language/communication and language. Nurture and other social/emotional interventions used to support children.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL	Matthew Wynne	Nov 2021
SLT support to focus on achievement & enrichment	A,B,C,D ,E,F	£5,500	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p> <p>Improve provision for the 'most' disadvantaged children for example integrating the use of the Birmingham Hippodrome into the curriculum. Reduce barriers for attending extra-curricular activities / residential trips to improve academic progress and also promote cultural capital.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations	Matthew Wynne	Nov 2021

Improving access to ICT/technology	A,B	£30,000	<p>Studies by EEF: Use of technology (+4months), Collaborative working (+5months).</p> <p>Provide devices for years 1- 4 to share one: two. Promote independence, collaboration and curiosity.</p>	Support from/with Trust, learning walks, lesson observations, staff and pupil voice	Matthew Wynne	Nov 2021
Inclusion support	E	£2,298	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months), behaviour interventions (+3months).</p> <p>Provide additional support for children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes of particular children.</p>	Weekly meetings with SENco, SLT meetings, learning walks, lesson observations, staff and pupil voice	Matthew Wynne / Ruth McMenamin	Nov 2021
Additional speech and language	A,B,C,D	£1,848.50	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Oral language interventions (+5months), Small group tuition (+4months).</p> <p>Provide additional support for children who have been identified. External speech and language teacher to also train and support staff.</p>	Welcomm data, pupil progress meetings, liaison between external expert	Matthew Wynne / Ruth McMenamin	Nov 2021
Rewards and incentives	D,F	£2,000	<p>NFER report: Focus on outcomes for individual pupils rather than on providing strategies. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Raising aspirations of children and expectations.</p>	Half-termly behaviour reviews, termly pupil progress meetings	Matthew Wynne	Nov 2021

Subsidised educational visits and residential	C,D,E	£4,000	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>School to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged.</p>	Analysis of attendance and vulnerable families, Pupil and staff voice, learning walks, work scrutiny/outcomes.	Matthew Wynne	Nov 2021
Management responsibility to support behaviour	B,F	£4,441.98	<p>NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: behaviour interventions (+3months)</p> <p>School to focus on 'change of mindset' behaviour strategy and support specific children where necessary.</p>	Weekly SLT meetings, phase meetings, learning walks, lesson observations	Matthew Wynne / Daniel Steventon / Kiran Satti	Nov 2021
Enhancing classroom resources / training	A,B,C, D,F	£10,719.25	<p>NFER report: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</p> <p>Provide training/resources for staff to support children, including children who may not have achieved/made the desired progress through wave one teaching.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations	Matthew Wynne	Nov 2021
Provision of breakfast and after school care	D,E,F	£5,262	<p>NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</p> <p>Studies by EEF: Social and emotional support (+4months).</p> <p>School to support children/families who need additional support to ensure children and fed and comfortable to learn.</p>	Termly review and during progress meetings with teachers, learning walks, lesson observations, weekly meetings with DDSL	Matthew Wynne	Nov 2021
Total budgeted cost:						£118,311