

Pupil premium strategy statement

1. Summary information						
School	Hadrian Academy Primary School					
Academic Year	19-20	Total PP budget	£67,960			
Total number of pupils	398	Number of pupils eligible for PP	38			
2. Attainment of Year 6						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (national average)</i>		
	2017	2018	2019	2017	2018	2019
% achieving ARE in reading, writing and maths	43	40	36	70	76	67
% achieving ARE in reading	57	70	45	74	81	79
% achieving ARE in writing	43	70	64	97	90	90
% achieving ARE in maths	43	40	36	81	83	79
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.	Historically, pupils eligible for PP have struggled with inference in relation to reading. This is due to a lack of cultural experiences (see C) and limited access to quality reading materials outside of school. This also means they have a more limited vocabulary when compared to other children in our school.					
B.	Some of our PP children appear to present with attachment issues which means that they are more likely to display challenging behaviour and have emotional issues which impacts negatively on achievement and attendance.					
C.	See external barrier					
D.	A number of our PP children also have SEND needs.					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
C.	Some of our PP children have a limited experience of learning outside of normal lessons which means that our PP children can find it harder to relate to the wider curriculum. Parents of PP children in our school are less likely to attend workshops, parents evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, child care and a lack of confidence in engaging with the school.					
4. Desired outcomes						
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>		
A.	Children will experience a wide range of quality texts. They will be supported in lessons to develop their reading skills. Adults will specifically teach vocabulary. This will be monitored by observations, book reviews and pupil voice.			Targeted average scaled score(averaged across all DA children in Year group Year 1- 100 (+20 points needed)		

		<p>Year 2 – 100 (+18 points needed)</p> <p>Year 3 – 101 (+ 15 points needed)</p> <p>Year 4 – 105 (+11 points needed)</p> <p>Year 5 – 104 (+12 points needed)</p> <p>Year 6 – 105 (+8 points needed)</p>
B.	<p>The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Children will have a wider range of strategies to help manage their emotional needs and prevent them missing lessons or misbehaving. The children will be more able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities (see C). Attendance and behaviour will be monitored on a daily basis.</p>	<p>Attendance target for PP children: 96% or above.</p> <p>Behaviour will be tracked through termly star graphs and CPOMs to show ongoing positive movement.</p> <p>Level 5s for PP children to be reduced to 25% (from 50%)</p>
C.	<p>At any school event for parents, there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops and other learning opportunities.</p> <p>Monitored by scrutiny of attendance at events and parent voice survey.</p> <p>DA children to have access to a rich range of wider curriculum activities to enable them to relate to the wider curriculum.</p>	<p>For all DA parents to have contact with their child's class teacher at least once a term- in school, by phone, at school event or trip invite.</p> <p>Two families per year group to be targeted for support to attend workshops.</p> <p>Percentage of children who access clubs to raise from 76% to 90%.</p>
D.	<p>Teachers to work closely with their key stage SENCo to enable appropriate support and interventions are in place.</p>	<p>All pupil DA children with SEND needs to be diagnosed + advice from external specialists to be implemented in school</p> <p>For DA children who have not received external support to be taken off the SEND register (in discussion with SENcos.</p> <p>All DA children with low literacy levels to be screened for dyslexia.</p>

5. Planned expenditure					
	Academic year 2019-20				
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & C	<p>For story time and performance poetry to be monitored so that it happens with high quality texts in every classroom.</p> <p>For EY children to have 40 quality texts that they read throughout the Year</p> <p>Teachers will specifically teach new and unfamiliar vocabulary and ensure that PP children access new vocabulary as part of Reading fluency whole class teaching</p>	<p>EEF - For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p>	<p>Learning walks and record of books + poetry read</p> <p>Record the books used in EY</p> <p>Classes to have child made dictionaries that are readily available on tables.</p> <p>No nonsense spelling to be taught across the school.</p> <p>Create knowledge organisers so we can list and check the words that will be taught in topic across the school</p>	<p>EY lead</p> <p>PP lead</p>	<p>Learning walks. Book looks.</p>
B	<p>Teachers have received attachment training. This will ensure they adopt this approach in the classroom. Strategies to be shared regularly and discussed amongst staff.</p> <p>In EY nurture groups and sunshine circles targeting children who have a chaotic start to the school day. To introduce a behaviour system to promote positive learning behaviours.</p>	<p>EEF - Children without secure parental bonds are more likely to have behaviour and literacy problems.</p>	<p>discuss attachment training during briefings throughout the year</p> <p>evaluate effectiveness in meeting with whole EY team</p>	<p>PP lead + SENDco</p> <p>EY lead</p>	<p>Following the training and on a half termly basis after that.</p>

Total budgeted cost					£12500
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?
A & D	Daily reading for PP children by class teacher or TA. Staff trained and Accelerated Reader (AR) used to ensure children are accessing the right level of text. For DA children to be targeted during questioning and guided to answer in full sentences. DA children targeted in reading fluency interventions. All DA children who are not at EX or above to be screened for dyslexia. To use Reading Fluency as an intervention in Year 6 and then to introduce reading fluency across the school.	EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills	Monitoring of reading journals. Monitoring of AR quiz frequency etc. Observations of sessions and checking of half termly data DA pupils encouraged to take speaking roles in productions.	Literacy lead	Half termly pupil progress meetings.
B & C	Forest school will be offered on two afternoons a week for targeted children.	EEF - Overall studies of adventure learning interventions consistently show positive benefits on academic learning. Interventions make approximately four additional months' progress over the course of a year.	PP and SENCo to monitor quality of sessions.	SENco	Termly.
C & D	Targeted families will receive an assigned (in school) support worker, who will support them to improve their attendance using a range of strategies alongside the attendance officer.	EEF- Messages are likely to be more effective if they are personalised. School communications may be particularly important for engaging some parents/carers who could play an important role. In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stages 2 and 4. The findings for both	Letters sent out to be checked by MA. Monitoring logs of meetings to be checked by MA	Deputy Head	Attendance monitored after each session.

	Targeted groups to access booster sessions, small group support and receive conferencing.	Key Stages show that in general, the higher the absence rate, the lower the likely level of attainment.	Children's data and meetings with SENCOs will show that they have been targeted accurately.		Half termly
B & D	To appoint a behaviour mentor will offer a range of interventions to help address high level emotional and behavioural issues. Behaviour will be tracked through termly star graphs and CPOMs introduced so that behaviour can be monitored more effectively.	EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues.	Level 5s for PP children to be reduced to 25% (from 50%). Introduced and monitored by PP coordinator and HB	<i>PP lead + Head</i>	As appropriate depending on intervention duration.
Total budgeted cost					£48960
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?
B & C	DA children in Year 3 + 4 will have a portfolio so they are supported to recognise their achievements and talk about them. All DA children to attend their year groups trip and receive subsidised fees, all children entitled to Pupil premium will have equal access to uniform, trips, visits and other enrichment experiences to enhance learning. DA children in years 2-4 to visit Ridgeway Lodge fortnightly. UKS2 children to take part in charitable work e.g harvest deliveries.	EEF – all children deserve a well-rounded culturally rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.	Children to be interviewed with their portfolios by the Principal- children to be able to discuss and recognise their achievements. PP lead to monitor trip attendance as well as PP % in student voice groups/activities. Percentage of children who access clubs to raise from 76% to 90%.	PP lead + Head PP lead	Half termly pupil progress meetings.

	<p>DA children to go on inspirational visits/trips- rapper/classical music. DA children to have access to small group/ private music lessons. For DA children to have access to before/after school clubs at a reduced rate.</p> <p>DA children to have proportional representation in student leadership teams. DA children to be a focus for student led observations.</p>				
A, B, C & D	Raising the attainment of disadvantaged youngsters (RADY).	The RADY approach is embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools.	Governors will maintain an overview of the RADY approach.	PP lead and SLT	Termly.
Total budgeted cost					£6500