

Hatfield Academy

Pupil Premium Impact Statement 2016-17

Funding Allocation 2016-17: £285,120

Aim

To raise the attainment of all pupils who are eligible for Pupil Premium by accelerating progress so that it is in line with or better than national expectations.

Information

- % of Pupils in receipt of PP Funding 2016/17: (44.7% July 2017)
- National % 2016: 25.2% Primary

	School 15/16	School 16/17
Attendance ALL	94.6%	95.5%
Attendance PP	94.6%	95.4%
Attendance Non PP	94.6%	95.5%
Persistent Absence ALL	16.9%	14.8%
Persistent Absence PP	15.9%	12%
Persistent Absence Non PP	17.9%	17%

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Impact Analysis of Pupil Premium Interventions

Initiative	Cost	Objective	Impact
Attendance database and additional provision	£23,000	<ul style="list-style-type: none"> ● Respond to attendance data which indicates that Pupil Premium attendance is currently lower than any other vulnerable group within school. 	Average attendance for eligible pupils in 2016-2017 was 95.5% (up from 94.6% in the previous year)
Breakfast Club Provision	£3000	<ul style="list-style-type: none"> ● Provide a nourishing breakfast and activities prior to the school day. ● Respond to attendance data which indicates that Pupil Premium attendance is currently lower than any other vulnerable group within school. ● Support and promote regular school attendance and punctuality for all eligible pupils. ● Improve academic outcomes for eligible pupils. 	25% of eligible pupils accessed Breakfast Club provision resulting in improved punctuality for eligible pupils attending.
Personalised Learning- LAC Support	£3,000	<ul style="list-style-type: none"> ● Improve academic outcomes for eligible pupils. ● Support LAC pupils to achieve SMART targets identified within PEPs. 	LAC pupils received 1:1 targeted support to work on PEP/SEN targets within school.

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Small Group Tuition using Fellows to provide English and Maths support	£61,000	<ul style="list-style-type: none"> ● Improve academic outcomes for eligible pupils ● Fellows were employed to complete small group interventions with PP pupils 	At See KS1 and KS2 outcomes. At KS1, the attainment in Reading, Writing and Mathematics was above that of national similar pupils. At KS2, progress improved in writing and mathematics. At KS2, the progress measure in reading decreased so reading is now an area of focus.
Early Phonics Intervention	£3,000	<ul style="list-style-type: none"> ● Improve academic outcomes for eligible pupils ● Increase the percentage of eligible pupils achieving the threshold for the Year 1 Phonics Screening Check. 	See Year 1 Phonics Screening Check Outcomes. Despite a slight decrease in the number of disadvantaged pupils passing the check, there is still a higher proportion of disadvantaged pupils at the school passing the check compared to similar pupils nationally.
Educational Visits	£9,936.30	<ul style="list-style-type: none"> ● Raise eligible pupil engagement and aspirations ● Raise self-confidence and self-esteem of eligible pupils. ● Improve academic outcomes for eligible pupils. 	All eligible pupils were able to access the enhanced curriculum.
Music Lesson through Harmony and dance through Noodle	£24,749.99	<ul style="list-style-type: none"> ● Allow vulnerable, eligible pupils to access the wider curriculum through weekly Music lessons. 	All eligible pupils were able to access the enhanced curriculum.
Additional Pupil premium booster teachers and support	£28,000	<ul style="list-style-type: none"> ● Increase support available to all eligible pupils. ● Increase opportunities for targeted interventions- e.g. effective feedback, small group tuition, collaborative work. ● Raise attainments and increase progress across the curriculum. 	See KS1 and KS2 outcomes. Question level analysis was performed throughout the year. These were used to inform Pupil Progress Meetings and future intervention planning.
Half termly Phase Leader with VL/CAB to look over the current	£4380	<ul style="list-style-type: none"> ● Phase leader to identify the progress of PP students and actively arrange for intervention strategies that will improve outcomes in RWM 	See KS1 and KS2 outcomes. Improved progress outcomes in Writing and Mathematics.

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achievement of PP pupils			
Engage SLE time to support teaching of reading and writing in KS1 and KS2	£300 per day Total - £3000	<ul style="list-style-type: none"> SLE support looking at individual students that have not achieved the required target grade 	At See KS1 and KS2 outcomes. At KS1, the attainment in Reading, Writing and Mathematics was above that of national similar pupils. At KS2, progress improved in writing and mathematics. At KS2, the progress measure in reading decreased so reading is now an area of focus.
Equipment and revision books	£5000	<ul style="list-style-type: none"> Provided to pupils to encourage reading and revision. 	These had impact as pupil voice showed an increase in reading for pleasure. However, results were 41% in year 6.
Educational Psychologist	£7883.33	<ul style="list-style-type: none"> Working with the vulnerable students who were struggling to access the curriculum. 	This was essential to provide students across the school to access everyday lessons.
CPD staff	£15385	<ul style="list-style-type: none"> This was to improve the quality of teaching across the school 	This had successes in Maths in particular. At KS1, the attainment in Mathematics for disadvantaged pupils was above that of national similar pupils. At KS2, progress improved in mathematics. Reading is now a focus subject.
Educational tools/activities	2355.56	<ul style="list-style-type: none"> These activities were linked to the STEM provision the school 	This allowed students to understand how they could relate school subjects to real life job situations.
Interchange counselling	£9000	<ul style="list-style-type: none"> Counselling service that provided support for Vulnerable pupils identified 	See KS1 and KS2 outcomes. At See KS1 and KS2 outcomes. At KS1, the attainment in Reading, Writing and Mathematics was above that of national similar pupils. At KS2, progress improved in writing and mathematics. At KS2, the progress measure

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			in reading decreased so reading is now an area of focus.
SIP Fiona McNally to evaluate PP provision and Outcomes, and offer advice around Ofsted framework	£650 per visit £1950 total	<ul style="list-style-type: none"> Fiona McNally to do reviews on PP provision and advice how to improve structures and systems to improve outcomes 	<p>See KS1 and KS2 outcomes. Difficult to proportion the impact of work provided.</p> <p>At See KS1 and KS2 outcomes. At KS1, the attainment in Reading, Writing and Mathematics was above that of national similar pupils. At KS2, progress improved in writing and mathematics. At KS2, the progress measure in reading decreased so reading is now an area of focus.</p>
Pupil support officer	£15000	<ul style="list-style-type: none"> This was to provide PP pupils with a support officer who would be able to network between pupils, parents and the community. Supporting academic and social/emotional issues. 	Very effective – working with the most vulnerable students and parents. This form of nurture supported the pupils development.
Reading Mentors from Reading Matters (2x per year group Y1-6)	£7,740	<ul style="list-style-type: none"> This was to make sure that students made appropriate progress in Reading. External providers. 	The reading attainment and progress outcomes decreased from the previous year and reading remains a focus area.
Provide uniform for parents in financial crisis; including shoes, coats, school jumpers, tops and trousers/skirts	£1000	<ul style="list-style-type: none"> Social and ethical decision to provide students with the appropriate clothes so they would be able to access provision. 	Difficult to establish impact. Students that received clothes had a 2 % improvement in attendance.
Parent forums encourage parental engagement in school	£2,000	<ul style="list-style-type: none"> To increase the links with parents and the community to improve attendance and support attainment 	Increased attendance and better parental voice. Average attendance for eligible pupils in 2016-2017 was 95.5% (up from 94.6% in the previous year)
GAP programme develops parental	£500	<ul style="list-style-type: none"> This has a direct link with pupil well-being. 	Increased parental/staff relationships.

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understanding of how to support child in school			
Other agencies	£19,119.82	<ul style="list-style-type: none"> To support the welfare of pupils and parents/carers. 	Nurture to support pupils in school.
Pupil premium booster teachers	35,120	<ul style="list-style-type: none"> Pupils have been boasted in phonics, RWM 	See KS1 and KS2 outcomes

Outcomes

This is the detailed data for all disadvantaged students versus non disadvantaged students.

	School 2016	National 2016	School 2017 (ASP Feb 18)	National 2017 (Emerging)
EYFS GLD All	68%	69%	74%	71%
Year 1 Phonics All	82%	81%	83%	81%
Year 1 Phonics Disadvantaged	83%	70%	76%	70%
Year 1 Phonics Non Disadvantaged	81%	83%	92%	84%
KS1 Reading				
KS1 Reading EXS+ Disadvantaged	88%	61.9%	75%	63%
KS1 Reading EXS+ Non Disadvantaged	78%	78%	79%	79%
KS1 Reading Dis Difference to National Other	+10%		-4%	
KS1 Writing				
KS1 Writing EXS+ Disadvantaged	76%	52.3%	71%	54%
KS1 Writing EXS+ Non Disadvantaged	74%	70%	76%	72%
KS1 Writing Dis Difference to National Other	+6%		-1%	
KS1 Maths				
KS1 Maths EXS+ Disadvantaged	91%	59.9%	83%	62%
KS1 Maths EXS+ Non Disadvantaged	83%	77%	85%	79%
KS1 Maths Dis Difference to National Other	+14%		+4%	
KS2 Reading				
KS2 Reading EXS+ Disadvantaged	34%	65.7%	26%	60%
KS2 Reading EXS+ Non Disadvantaged	63%	71%	65%	77%
KS2 Reading Dis Difference to National Other	-37%		-51%	
KS2 Reading Progress Disadvantaged	-2.1	-0.7	-3.64	-0.7
KS2 Reading Progress Non Disadvantaged	-2.4	0.3	-2.69	0.3
KS2 Writing				
KS2 Writing EXS+ Disadvantaged	76%	63.5%	67%	66%
KS2 Writing EXS+ Non Disadvantaged	88%	79%	82%	81%

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KS2 Writing Dis Difference to National Other	-3%		-14%	
KS2 Writing Progress Disadvantaged	3.4	-0.3	1.45	-0.4
KS2 Writing Progress Non Disadvantaged	4.8	0.1	1.83	0.2
KS2 Maths				
KS2 Maths EXS+ Disadvantaged	41%	57.0%	52%	63%
KS2 Maths EXS+ Non Disadvantaged	75%	75%	76%	80%
KS2 Maths Dis Difference to National Other	-34%		-28%	
KS2 Maths Progress Disadvantaged	-2.5	-0.5	-0.86	-0.6
KS2 Maths Progress Non Disadvantaged	-0.8	0.2	0.44	0.3

Pupil Premium Review

A Pupil Premium Review was conducted on the 1st of Sept 2017 by Astrea Academy Trust.

The Executive summary outlines:

- The Academy has utilised the Pupil Premium funding in a variety of ways to enhance academic and wider outcomes for its disadvantaged children. As a result, levels of development have improved in the Early Years over time and attendance overall has been maintained so that it continues to be above the national average.
- To enhance outcomes further, the Academy now needs to focus on securing improvements in achievement and attainment at KS1 and KS2 and in reducing the level of persistent absenteeism for all children, but particularly for those who are disadvantaged

Termly Pupil Premium monitoring visits have been held by the Astrea Academy to continue to monitor the impact of Pupil Premium Funding.