

Hob Moor Community Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hob Moor Community Primary Academy
Number of pupils in school	307 (including Nursery)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 (December 2023 and December 2024)
Statement authorised by	Debbie Cousins
Pupil premium lead	Scott Donkin
Governor / Trustee lead	Stephanie Windsor, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,804
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,594

Part A: Pupil premium strategy plan

Statement of intent

Context

Hob Moor Community Primary Academy serves a local community with increasing social deprivation, including a high proportion of families accessing multi-agency support including children's services. Hob Moor currently stands within the top 10% most deprived area in the country.

Common barriers to learning for our disadvantaged children include: less support at home, poor language and communication skills, social emotional and mental health problems, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

What are your ultimate objectives for your disadvantaged pupils?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make progress that is in line with, or exceeds that of their peers, in order to reach or exceed Age Related Expectations.
- To support the social, emotional needs of our children to remove barriers to making good progress.

How does your current pupil premium strategy plan work towards achieving those objectives?

To ensure our disadvantaged children learn effectively, we will:

- ensure children are challenged on a daily basis, through high quality wave 1 teaching to ensure they have full access to a broad and balanced curriculum.
- put early intervention in place when barriers to learning are identified.
- adopt a whole school approach in which all staff take responsibility for the progress and attainment of disadvantaged children.
- ensure that all staff have high expectations of what our children are able to achieve

What are the key principles of your strategy plan?

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We work in close partnership with other professionals to provide appropriate support to help remove any barriers to learning.

We reserved the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially advantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Language Development - high numbers of pupils with Speech, Language and Communication Needs and delayed language development on entry to EYFS.
2	Attendance and Parental Engagement - low attendance and punctuality (leading to missed learning opportunities in school). Social community contextual issues result in low levels of parental engagement to support learning.
3	Pupil Wellbeing - low self-esteem, resilience and aspirations for some pupils has led to lower engagement when in class and the possibility of falling behind.
4	Phonics and Reading - observations of teaching and learning and discussions between colleagues indicate disadvantaged children are more prone to difficulties with Phonics than their non-disadvantaged peers.
5	Early Development - low attainment on entry to the Early Years Foundation Stage, in particular in the prime areas of learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance and punctuality: Attendance improves to at least in-line with national %'s. % of persistent absence is reduced.	<ol style="list-style-type: none"> 1.Levels of persistent absence is reduced. 2.Overall attendance improves. 3.Instances of lateness will decrease.
Progress in reading and writing: PPG pupils will have closed the gap with reading, make better progress and achieve expected outcomes, especially for Early Readers. PPG pupils will have closed the gap with writing, making better progress and achieve expected outcomes. PPG pupils will be confident to transfer skills and knowledge when writing across the curriculum.	<ol style="list-style-type: none"> 1. Outcomes for PPG pupils will consistently be in line with non PPG pupils. 2. PPG pupils will have a good understanding of texts and will have developed secure comprehension skills 3. PPG pupils will have developed a lifelong love for reading. 4. PPG pupils will have knowledge and skills in writing and be able to apply these confidently across the curriculum.
Phonics: PPG pupils will be in line with non PPG for phonic outcomes.	<ol style="list-style-type: none"> 1. PPG pupils will achieve the national average expectation for Year 1 phonics.
Progress in Mathematics: PPG pupils will close the gap in maths and make better progress in order to achieve expected outcomes.	<ol style="list-style-type: none"> 1. Outcomes for PPG pupils will consistently be in line with non PPG pupils. 2. An increased number of PPG pupils will achieve ARE in end of Key Stage assessments.

<p>Improve Pupil Wellbeing and increase cultural capital.</p>	<ol style="list-style-type: none"> 1. Greater levels of independence and ownership of learning by all pupils, especially by PPG pupils. 2. Greater levels of self-regulation and resilience shown by pupils, achieved through PSHCE teaching and the embedding of Restorative Practices. 3. Increased number of enrichment opportunities across a variety of curriculum areas.
<p>Home – School Engagement: Families with difficulties will be supported and engagement with school will increase.</p>	<ol style="list-style-type: none"> 1. The wellbeing team will work with families who need support, signposting and working with other agencies where necessary. 2. Targeted support from other agencies will be accessed to support children and families will specific issues eg: domestic violence, drug and alcohol misuse.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher staff to child ratio in Early Years and in UKS2.	Smaller class sizes / additional support to support a high level of need in these areas of the school.	2,3,4
All staff will be fully trained in the delivery of a DFE approved SSP in the teaching of phonics using 'The Little Wandle Letters and Sound Revised'.	Systematic program validated by the DFE taught will full fidelity in EYFS, KS1 and in small group intervention in KS2.	2,3
Teaching and CPD across the school to ensure all children access a high quality curriculum.	High quality staff CPD at all levels ensures good or outstanding wave 1 teaching in all classrooms and appropriate intervention work.	1,2,3,4,5
Children access high quality personal, social, health education.	Children are taught how to be the best that they can be so they can thrive and benefit from the high quality education on offer.	5,6
The wellbeing and inclusion team (EYFS SENCO, Y1-Y6 SENCO, DSL, DDSL and wellbeing support worker) are fully trained and up to date with safeguarding, specific wellbeing intervention delivery and mental health needs.	A large majority of our PPG children have significant SEND/learning needs. Trained staff are able to support children with bespoke pedagogy to meet the needs of individual children.	5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of 'Little Wandle' phonics scheme with targeted interventions	Systematic program validated by the DFE, which focuses on all children being able to achieve through same day	2

	catch up interventions. Interventions can be swift and targeted, ensuring children do not fall behind in their phonics.	
1:1 reading and small reading groups for lowest readers.	'Lightning Squad' recourses used to support reading in KS2.	2
Maths intervention groups to support lower attaining pupils in year 5 and 6, and times tables in Y3 and 4.	1:1 teacher led booster sessions will address significant gaps in learning.	4
Children with EHCP or significant SEMH needs access the alternative provision they require to access high quality education.	Children access education in school successfully, alongside alternative provision beyond the school.	1,5,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Big Future Foundations used to support improvements in SEMH of pupils and their families. 1- Therapeutic counselling 2- Life skills Development program.	Counselling / family intervention ensures children are ready to learn and access support for SEMH needs.	1,5,6
Attendance Team to monitor attendance closely and offer incentives for good attendance, using attendance plan for persistent absentees. The team to also provide breakfast for pupils as required. The wellbeing and inclusion team builds good relationships with families of poor attenders to promote the importance of school.	Good attendance promotes good attitudes to learning and ensures children receive their full curriculum offer.	1
The Wellbeing and Inclusion	School Involvement will provide a joined up approach so agencies can work together to	1,5,6

<p>Team will attend meetings and provide input and support for families where there is other agency involvement. The Wellbeing and Inclusion team lead on Level 2 (and some Level 3 if necessary) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.</p>	<p>plan and provide bespoke support for families in need.</p>	
<p>The Wellbeing and Inclusion Team will work with small groups and 1-1 check to provide emotional support.</p>	<p>Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who can support them in a safe and secure environment.</p>	<p>5.6</p>
<p>Enrichment activities to provide opportunities for children to access external providers that enhance the curriculum eg: visits and theatre workshops</p>	<p>All children receive high quality learning experiences that they would otherwise not get. This enhances their learning in the classroom and provides life-long memories.</p>	<p>5,6</p>

Total budgeted cost: £ 165,594

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- **Quality of Education / Learning Outcomes**

Our staff team are committed to providing high quality wave 1 teaching and additional support where needed to ensure all children access a broad and balanced curriculum. Staffing has been deployed to ensure our phase teams have a range of expertise / experience, lead by highly effective phase leaders. This year a key focus on core subjects has supported our school improvement priority of closing the disadvantage gap for our most vulnerable learners. Speech, language and communication has been a real driver for improvement in our EYFS and commitment to the 'Early Talk for York' project has led to children with delayed speech and language skills receiving early intervention. Phonics delivery has been through full fidelity to our SSP 'Little Wandle' and staff have benefitted from staff training, supported by The English Hub. Maths teaching throughout the school has been supported by the NCETM and all children in KS2 have accessed 'Mastering Number' sessions in addition to the maths lesson.

Interventions, lead mainly by highly skilled teachers are implemented rapidly if catch up work is required for children to keep up.

Attendance/Exclusions

All members of our school community are aware of our attendance procedures and parents are encouraged to communicate with school staff to ensure their children are In School Every Day On Time (ISEDOT). Positive pupil incentives are planned at individual, class and whole school level and attendance outcomes are shared through weekly assemblies. Our school attendance policy now has a four stage response to absence, families now receive communication from school to plan in any support required, this could include links to our NHS colleagues, signposting to agencies or a friendly and supportive chat over the phone with a member of our well-being team. Where absence is a concern, our 4 stage protocol escalates this support into a PA plan, including a meeting with SLT. Our wellbeing team support families on a weekly basis at Early Help, Child in Need and Child Protection level. Families are invited to join parent workshops to support and improve difficulties they may experience on a daily basis. For children who have not been in school due to exclusion, we will explore alternative provision options if school and parents feel this would be beneficial. The school's intention is to build upon their partnership work with alternative providers for education to reduce, and ultimately eradicate, the number of fixed term exclusions.

Wellbeing / PSHE

Pupils are well supported through our high quality educational offer in regards to our PSHE / safeguarding curriculum, our experienced well-being team and our strong links with other professional partners. This year we have offered counselling opportunities through BFF (Big Future Foundations), specific work with the Police (linked with community contextual issues), mental health support through our LA well-being mentors, bereavement support, support from IDAS.

We have also worked in partnership with Professor Steve Peters and CHIMP Management on a pilot project to develop self-management skills of resilience, self-respect and positive relationships across school.

Drama work linked to Anti-Bullying was also provided to reinforce PSHE learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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