



HOCKLEY HEATH ACADEMY – PUPIL PREMIUM REPORT 2016 - 2017

INTENTION STATEMENT

Pupil Premium is funding received by the academy specifically focused on addressing the inequalities between disadvantaged pupils and their peers. The Pupil Premium was introduced in April 2011 and is allocated to work with disadvantaged pupils who have registered for free school meals at any point in the last 6 years, Looked-After Children (CLA) and children of service personnel. The academy uses this funding to ensure that all disadvantaged students achieve their potential and are supported in diminishing the difference compared to their peers. The following document details specific actions together with costs and impact for each element of our Pupil Premium spend.

REVIEW 2015-2016

		All Pupils (27)					Free School Meals - FSM (4)					Free School Meals - Not FSM (23)				
		Sch 2015	Sch 2014	Change	Nat	Diff	Sch 2015	Sch 2014	Change	Nat	Diff	Sch 2015	Sch 2014	Change	Nat	Diff
Percentage of pupils achieving a good level of development		67	72	-5	66	+1	50	0	+50	52	-2	70	78	-8	69	+1
Communication and language	Listening and attention	81	93	-12	86	-5	75	100	-25	77	-2	83	93	-10	87	-4
	Understanding	78	90	-12	85	-7	75	50	+25	77	-2	78	93	-15	87	-9
	Speaking	89	83	+6	84	+5	75	50	+25	75	+0	91	85	+6	86	+5
Literacy	Reading	78	86	-8	76	+2	75	50	+25	62	+13	78	89	-11	79	-1
	Writing	67	72	-5	71	-4	50	0	+50	56	-6	70	78	-8	74	-4
Mathematics	Numbers	74	83	-9	77	-3	75	50	+25	64	+11	74	85	-11	80	-6
	Shape, space and measures	74	86	-12	81	-7	75	50	+25	69	+6	74	89	-15	83	-9

The four Pupil Premium pupils did not achieve a Good Level of Development. 1 out of the 4 only did not achieve EXP in writing and made more than expected progress in reading and maths. The other 3 did not achieve in reading, writing and maths. 1 of the pupils had an EHCP plan and is now educated in a specialist setting. 1 of the pupils is now on the SEND register and she did make typical progress (7 parts) from Nursery baseline. The final pupil experienced an unsettled home life for a time which affected her attainment and progress in school. Out of the 4 pupils, 2 have now left our setting. The remaining 2 are being monitored.

Year 1 – Phonics

3 out of the 4 FSM achieved the phonics screening check. Regular intervention sessions supported those who needed support throughout the year.

The 4 disadvantaged pupils performed well above the previous year (+50%) and above the National Average for pupils who achieved the expected standard (+5%)

	Cohort	Number achieving expected standard	% School 2016	% School 2015	% National	% LA	Average Mark School	Average Mark National
All Pupils	31	26	84	85	81	84	33	34
Free School Meals*								
FSM	4	3	75	25	70	86	33	31
Non FSM	27	23	85	96	83	84	33	35

Year 2 - Phonics

2 out of the 4 FSM pupils achieved the phonic screening check in year 2 – provision is continuing this academic year and is included in the fund allocation. Regular intervention and monitoring is continuing for these pupils this year. It is worth noting that the 2 pupils who failed are also SEND.

The 4 disadvantaged pupils performed well below the National Average for pupils who achieved the expected standard (-36%)

	Cohort	Number achieving expected standard	% School 2016	% National	% LA
All Pupils	28	24	86	91	92
Free School Meals*					
FSM	4	2	50	86	
Non FSM	24	22	92	93	

End of KS 1 – Attainment

The same 2 children (out of 4) did not pass reading, writing or maths. These are also the same children who did not pass their phonics. They are both on the SEND register and receive regular intervention in all areas.

READING

Cohort	National comparator	At least expected standard in reading						Below expected standard in reading					
		Expected standard +			Greater depth			Below pre-KS1		Foundations		Working	
		Sch %	LA %	Nat %	Sch %	LA %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	all	89	79	74	25	29	24	0	2	7	5	4	19
Gender													
male	same	87	75	70	13	26	20	0	3	7	6	7	21
female	same	92	82	78	38	33	27	0	1	8	4	0	16
Disadvantaged													
Disadvantaged	non	50		78	0		27	0	2	25	4	25	16
Other	same	96		78	29		27	0	2	4	4	0	16
Free School Meals*													
Free School Meals	non	50	65	78	0		27	0	2	25	4	25	16

WRITING

Cohort	National comparator	At least expected standard in writing						Below expected standard in writing					
		Expected standard +			Greater depth			Below pre-KS1		Foundations		Working	
		Sch %	LA %	Nat %	Sch %	LA %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	all	86	70	65	18	19	13	0	2	7	5	7	27
Gender													
male	same	87	64	59	13	15	10	0	3	7	7	7	31
female	same	85	77	73	23	23	17	0	1	8	4	8	22
Disadvantaged													
Disadvantaged	non	50		70	0		16	0	2	25	4	25	24
Other	same	92		70	21		16	0	2	4	4	4	24
Free School Meals*													
Free School Meals	non	50	58	70	0		15	0	2	25	4	25	24

MATHS

Cohort	National comparator	At least expected standard in mathematics						Below expected standard in mathematics					
		Expected standard +			Greater depth			Below pre-KS1		Foundations		Working	
		Sch %	LA %	Nat %	Sch %	LA %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
all pupils	all	82	76	73	18	21	18	0	2	7	4	11	21
Gender													
male	same	80	76	72	13	25	19	0	3	7	5	13	20
female	same	85	76	74	23	17	16	0	1	8	4	8	21
Disadvantaged													
Disadvantaged	non	50		77	0		20	0	1	25	3	25	18
Other	same	88		77	21		20	0	1	4	3	8	18
Free School Meals*													
Free School Meals	non	50	62	77	0		20	0	2	25	3	25	18

End of KS 2 – ATTAINMENT

There were 5 pupil premium pupils in the year 6 cohort. 2 of the pupils who did not reach the standard in R/W/M (the same pupils) were SEND and received additional interventions, 1 of these pupils only joined the school in Year 5. The other pupil who did not reach the standard in R & M received additional class-based interventions in both areas and only missed the threshold by 1 mark in reading – the marking of two of her questions was appealed unsuccessfully.

	Cohort	National comparator	Expected Standard+			High Standard		
			Sch %	LA %	Nat %	Sch %	LA %	Nat %
all pupils	30	all	70	58	53	7	7	5
Gender								
male	16	same	81	54	49	13	5	5
female	14	same	57	63	57	0	9	6
Disadvantaged								
Disadvantaged	5	non	40		60	0		7
Other	25	same	76		60	8		7
Free School Meals*								
Free School Meals	5	non	40		59	0		7

Reading – 40% achieved the standard

	Reading progress		Cohort	National comparator type	Reading attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	29	-0.35	30	all	80	66	13	19	104.4	102.6
male	15	-1.42	16	same	81	62	19	16	104.3	101.8
female	14	0.81	14	same	79	70	7	22	104.5	103.4
disadvantaged	5	-1.33	5	non	40	71	0	23	101.4	103.8
other	24	-0.14	25	same	88	71	16	23	105.0	103.8

Writing – 60% achieved the standard

	Writing progress		Cohort	National comparator type	Writing attainment			
	Cohort	Score			Expected standard +		Greater depth	
					School %	National %	School %	National %
all pupils	29	-0.44	30	all	83	74	23	15
male	15	0.49	16	same	88	68	38	11
female	14	-1.44	14	same	79	81	7	19
disadvantaged	5	-3.89	5	non	60	79	20	18
other	24	0.28	25	same	88	79	24	18

Maths – 40% achieved the standard

	Mathematics progress		Cohort	National comparator type	Mathematics attainment					
	Cohort	Score			Scaled score 100+		High scaled score		Average score	
					Sch %	Nat %	Sch %	Nat %	Sch	Nat
all pupils	29	-1.73	30	all	73	70	17	17	103.2	103.0
male	15	-0.72	16	same	88	70	19	18	105.0	103.3
female	14	-2.82	14	same	57	70	14	15	101.2	102.8
disadvantaged	5	-3.15	5	non	40	75	20	20	100.0	104.1
other	24	-1.44	25	same	80	75	16	20	103.9	104.1

2016-2017 PLANS FOR SPENDING THE PUPIL PREMIUM

YEAR GROUP	TOTAL NUMBER OF PUPILS	NON-PUPIL PREMIUM	PUPIL PREMIUM	% PUPIL PREMIUM
YEAR N	31	30	1	3%
YEAR R	31	31	0	0%
YEAR 1	29	27	2	7%
YEAR 2	31	26	5	16%
YEAR 3	30	26	4	13%
YEAR 4	28	20	8	29%
YEAR 5	30	27	3	10%
YEAR 6	30	25	5	17%
TOTAL	240	212	28	

HOCKLEY-HEATH ACADEMY PUPIL PREMIUM FUNDING ALLOCATION 2016 – 2017:

EFA ALLOCATION - £36,960

PUPIL PREMIUM - ALLOCATION OF FUNDS (2016/17)

AIMS OF SPENDING PUPIL PREMIUM GRANT

Item/initiative	Cost	Objectives	Outcomes
Leadership time	1 PP Session per week £4410.00	Leadership time dedicated to tracking pupil progress, looking at provision and strategic interventions.	The whole school summary for internal data shows that the combined cohort of <u>23 PP pupils</u> are attaining at <u>83% ARE</u> or above in <u>reading</u> , <u>70% ARE</u> or above in <u>writing</u> and <u>74% ARE</u> or above in <u>maths</u> . In terms of progress, <u>78%</u> have made expected or more (12 months) in <u>reading</u> , <u>70%</u> in <u>writing</u> and <u>83%</u> in <u>maths</u> .
Release for pupil progress meetings monitored.	LP – 3 PER TERM JA – 2 PER TERM SB – 2 PER TERM =7x2hrsx3 termsx£30/hr £1260	Class teachers meet with senior leaders to discuss the progress of all pupils (including Pupil Premium). Specific case studies are shared in this time also to track outcomes and predictions for PP pupils.	Pupils are supported/intervention is given to diminish the difference. Case studies show small steps of progress and pupil progress meetings and documents track attainment and progress

			for individuals. Phase leaders/VP track data across phases/school.
Enrichment activities/Educational visits	£1250	To ensure all pupils have access to school trips, including residential visits to enrich the curriculum and remove the cost barrier.	All pupils attended trips/visits to enrich their curriculum opportunities.
Extended services – sports/arts participation	£50 per pupil = £1400	An allocation of money is put aside (per pupil) to support pupils with attending a wide range of after school clubs (dance, cheerleading, football, cricket etc) run by external services.	No children are currently taking this option.
Incentive and reward scheme for attendance	£300	Weekly achievement assembly rewarding outstanding attendance linked to reward scheme.	Current attendance figure – 96.11%
CSAWS	£995	Pay in to a system to support and improve school attendance, including pupils who are late.	Senior leaders complete an attendance document to highlight any attendance issues with class teachers.
CPOMs	£645	A tracking system specifically set up for monitoring safeguarding/attendance and welfare concerns.	To be used from September 2017.
Specialist Inclusion Support Service	£446	SEND support/provision	Support provided to individuals as needed. See internal data/case studies as applicable for direct impact.
Intervention groups (SENCo)	3 hours a week = 3x38x£30 = £3420	To support pupils by raising attainment and progress levels.	Phonics in year 2(100% pass rate) Maths basic skills x tables and mental recall; English reading comprehension contributed to the impressive above expected progress being made across the

			academic year.
Before and after school provision (including meals)	£6097	Food and activities to provide pupils with a good start/end to their day.	Pupils have a positive start to the day which impacts on their health and wellbeing.
LA Football coach	3 hours a week Provided Free Of Charge	Sessions across the school to engage pupils and raise confidence/self-esteem and positivity.	Positive outlook to sport and health.
Phonics intervention	LP – 30 mins per week TAs 20- 30 mins daily =0.5x38weeksx£30 plus 0.5x5x38x£10 £1,520	TAs/SENCo and VP deployed to run intervention sessions for pupils in years 1, 2 and 3.	Phonics data looks positive with an 81% pass rate in year 1 and a 100% pass rate in year 2.
RWI spelling resources (activity workbooks and online subscription)	£300	To support pupils with spelling strategies and embedding patterns in their writing. To boost literacy skills.	Spelling systems are secure and pupils have access to daily spelling activities to embed patterns.
Phonics resources and materials.	£750	Update phonics materials/programme for phonics intervention group.	Phonics data looks positive with an 81% pass rate in year 1 and a 100% pass rate in year 2.
Specific intervention training and resourcing (Numicon)	£600	Expand Numicon resources and train staff	Pupils can access maths more readily at an appropriate and differentiated level for their needs. Internal data for maths progress.
Ipads	£674	Acquire iPads and software for tracking systems.	iPads are used to track pupils (FS) and to monitor pupil progress through photographic evidence (work in books).
CPD	Staff meetings, INSET sessions, external training £1000	CPD opportunities allow for staff to be: up skilled, informed of current practice and reflective of how to develop their own teaching.	Teaching profile is strong and has impacted on practice.
SIP advisor	£1200	Identify strengths and areas for development	Advice and support given to senior leaders about

		across the school and for pupil premium pupils.	how to track and monitor PP pupils effectively.
Time for you sessions	£1140.36	Drop in sessions with trained TAs to support pupils with anxiety/worries.	Pupils access these sessions either through free will or teacher directed as appropriate to their needs to support with anxiety/worry/emotional wellbeing.
Allocation of funds per pupil	£50 per pupil = £1400	Money set aside for specific resources/uniform etc.	No pupils have taken this option.
Maths of the Day	£594	Active learning in maths approach to teaching. Pupils are engaged and have access to learning maths through a physical and outdoor approach with the aim of improving attainment and progress.	System to be set up for use in September 2017
URBrainy website resources	£144	Resource provision to support home learning	Gaps are being filled through home learning.
Reading books	£525	Support pupils with attainment and progress in reading.	The children who have accessed these texts have made incredible progress from their starting points (internal data) making upwards of 14 months progress in 12 months.
CURRENT TOTAL SPEND: £30,070			