

The Hessle Academy

Pupil premium strategy statement Primary Phase



**THE
HESSLE
ACADEMY**

This statement details our academy'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
Academy name	The Hessle Academy: Hessle High School and Sixth Form College and Penshurst Primary School
Number of pupils in the academy	Primary phase: FS2 - Y6 473 (FS1 35)
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Vince Groak
Pupil premium lead	Sally Hornby
Governor lead	Rebecca Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,985
Recovery premium funding allocation this academic year	£16,385
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	£168,370

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into three areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication /literacy skills on entry to school results in 16% pupils presenting with speech and language/cognition issues, above the national average for SEN. This is also a direct result of lack of early experiences. There is a marked crossover of needs for DA pupils who also have SEN which requires early robust identification and intervention (18% of DA children are on the SEND register.)
2	47% of pupils eligible for the pupil premium have social/emotional/behavioural needs which are a barrier to accelerated learning and engagement. This is particularly reflected in their low literacy levels and resilience to challenge. 18% of this group are on a learning support plan.
3	School readiness: 83% pupils enter FS2 below and significantly below age related expectations, particularly evident in: communication and language, reading, writing, numbers, shape and measure, self-care and understanding of the world. Lack of parental engagement in early reading and maths has a negative impact on pupils' love of reading and early fluency alongside poor number and spatial awareness.
4	15.1% of pupils who are eligible for the pupil premium are persistently absent or late which is exacerbated by the number of term time holidays of PP pupils. These pupils are predominantly from the same families. This is a figure we wish to reduce to ensure DA pupils are in school and learning for the maximum amount of time.

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																											
To improve progress for Disadvantaged students	DA pupils will have made accelerated progress to be working at expected levels in their NC year group.																											
To improve combined measures at KS2 for DA pupils	<div>DA pupils' attainment to be at least in line with DA nationally. This was achieved in 2019 with an exceptional cohort but this is not supported by current internal data or headline figures from external outcomes over the years previous to 2019.</div> <table><tr><td></td><td>PPS DA 2018</td><td>PPS NAT DA 2018</td><td>PPS NAT NON DA 2018</td><td>PPS DA 2019</td><td>PPS NAT DA 2019</td><td>PPS NAT NON DA 2019</td><td>PPS DA 2022</td><td>NAT DA 2022</td></tr><tr><td>%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Com</td><td>56</td><td>51</td><td>70</td><td>87</td><td>51</td><td>71</td><td>38</td><td>43</td></tr></table>		PPS DA 2018	PPS NAT DA 2018	PPS NAT NON DA 2018	PPS DA 2019	PPS NAT DA 2019	PPS NAT NON DA 2019	PPS DA 2022	NAT DA 2022	%									Com	56	51	70	87	51	71	38	43
	PPS DA 2018	PPS NAT DA 2018	PPS NAT NON DA 2018	PPS DA 2019	PPS NAT DA 2019	PPS NAT NON DA 2019	PPS DA 2022	NAT DA 2022																				
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To increase percentage of DA pupils leaving FS2 with GLD - focus on boys' Literacy and Maths	DA boys will achieve GLD at FS2 exit with a 5% increase in these children achieving the expected level in Literacy and Maths. The GLD gap between non-disadvantaged and disadvantaged remains with a 12% difference. Although the disadvantaged gap remains, from tracking the percentage of children achieving ARE in Literacy and Maths throughout the year, the gap between genders in Literacy and Maths is beginning to narrow. There is currently a 15% difference in Literacy and 5% in Maths.																											
Pupils ESBD needs are effectively catered for via the nurture, SEN Rainbow Room provision and new ELSA training	Behaviour and attendance for these pupils will improve with 85% of pupils transitioning effectively back into mainstream class by Year 2 exit point.																											
To close the attendance gap between the disadvantaged children and the non-disadvantaged group.	<div>The attendance of disadvantaged students matches that for other students nationally and the gap is closing internally (0.5 % target increase).</div> <table><tr><td>%</td><td>Nat 18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr><tr><td>DA</td><td>94.4</td><td>94.6</td><td>96.2</td><td>94.9</td></tr><tr><td>NON -DA</td><td>95.7</td><td>95.7</td><td>97.8</td><td>95.3</td></tr></table> <div>*20-21 School Closures</div>	%	Nat 18-19	19-20	20-21	21-22	DA	94.4	94.6	96.2	94.9	NON -DA	95.7	95.7	97.8	95.3												
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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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers (ECTs) and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that teaching and curriculum remains fully inclusive and accessible for all learners. Adapt the curriculum as appropriate to address gaps from lockdown. Splitting key year groups into smaller classes with extra teachers in FS2/Y1/Y2 and Y5 to address these gaps and behaviour concerns	EEF 30	1:3
Changes to EYFS framework are addressed and embedded including extra teaching staff to embed changes	EEF 30/38/41	1:3
Mastery Maths CPD for all teachers including visits to other schools with exemplary practice identified	EEF 34/38	1:3
English (including RWI) and Maths training for support staff to deliver small intervention group sessions.	EEF 12/34/38	1:3
Early Careers Teachers webinar – Closing the achievement gap, pupil premium. Early Careers teachers offered additional time to team teach and watch experienced practitioners.	EEF 30	1:2:3

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for literacy using Fresh start resources.	EEF 34/57	1:3
Nurture provision – low attaining SEND and DA pupils in KS1 including sensory circuits, social groups and Lego/art therapy, this includes a full-time emotional wellbeing lead and Nurture Lead.	EEF 3/12/30/35	1:2
Support staff CPD Read Write Inc /Mastery Maths.	EEF 34/37	1:3

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relax Kids Programme – Resilience, emotional and wellbeing support.	EEF 32	2:4
ELSA training and staffing allocated to assist the school counsellor with a growing number of mental health and emotional needs.	EEF 32	2
Nurture curriculum to be rewritten to target more social needs including staff training on the Boxall Programme.	EEF 7/31/43/51	1:2:4
'The Graduate Programme' becoming part of homework–supporting students to develop their cultural capital.	EEF 11/12/15/21/50	1:2:3
Development of extracurricular programmes to highlight the arts and sport positively and provide for talented pupils.	EEF 1/14/20	2:4

Total budgeted cost 2021-22: £ 169,000

Part B: Pupil premium strategy outcomes in the previous year

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

Quality first teaching	
Impact	Lessons Learned
<p>Maths</p> <ol style="list-style-type: none">1. The attainment of EXS+ in Year 2 Maths increased by 22% for the same cohort from the previous year.2. Also in Year 2 Maths, the gap between DA and their non-DA peers narrowed from 34% to 15% at EXT+. In addition, at GDS the gap narrowed from 8% to 4%.3. There was an increase of 6% in Year 4 Maths at EXS+ from the same cohort in the previous year.4. The gap between DA and non-DA pupils in Year 5 Maths at EXS+ level has narrowed from 13% to 5%.5. Increase in the % of DA pupils who attained EXS+ in Maths at the end of KS1 from 2021 to 2022 (3%) <p>Reading</p> <ol style="list-style-type: none">6. The percentage of pupils achieving EXS+ in Year 2 Reading (for the same cohort) has increased by 28%.7. The gap between DA and non-DA pupils has narrowed from 47% to 13%.8. The percentage of pupils achieving EXS+ in Year 4 Reading (for the same cohort) has increased by 42%.9. The gap between DA and non-DA pupils in Year 4 has narrowed from 45% to 13%.10. The percentage of pupils achieving EXS+ in Year 5 Reading (for the same cohort) has increased by 5%.11. The gap between DA and non-DA pupils in Year 5 has narrowed from 11% to 2%12. Increase in the % of DA pupils who attained EXS+ in Reading at the end of KS2 from 2021 to 2022 (2%)13. Increase in the % of DA pupils who attained GDS in Reading at the end of KS2 from 2021 to 2022 from 8% in 2021 to 21% at the end of 202214. Increase in the % of DA pupils who attained EXS+ in Reading at the end of KS1 from 2021 to 2022 (3%) <p>Writing</p> <ol style="list-style-type: none">15. The percentage of pupils achieving EXS+ in Year 2 Writing (for the same cohort) has increased by 52%.16. The percentage of pupils achieving EXS+ in Year 4 Writing (for the same cohort) has increased by 8%.17. The percentage of pupils achieving GDS in Year 4 Writing (for the same cohort) has increased from 0% to 5%18. The percentage of pupils achieving GDS in Year 5 Writing (for the same cohort) has increased from 7% to 10%. <p>19. 15% Increase in the % of DA pupils who achieved GLD in EYFS (42% in 2021 and 57% in 2022)</p>	<p>The use of ARE lead texts continues to impact positively on the quality of pupils' reading and the percentage of pupils who achieved expected or above expected in assessments increased across the school by 10% (from 51% to 61%). The percentage of pupils achieving GDS across the school improved by 1% on last year.</p> <p>The impact on the lowest 20% of pupils was not as positive and Fresh Start Read Write Inc. intervention needs to be consistent in its delivery to these pupils who need further intervention and catch up in order to reach ARE.</p>

Targeted academic support

Impact	Lessons Learned
<ol style="list-style-type: none"> 1. Online training for teachers/TAs in regard to early identification of SEN needs helped with timely referrals and appropriate intervention within the school community - improved communication and understanding between home and school within SEN needs. 2. Improvement in provision for DA, SEN and other vulnerable groups resulting in 3 out of 8 pupils transitioning into mainstream classrooms this year in line with the Nurture principles and are settling well and making progress in line with peers. 3. The employment of a behaviour TA has had a positive impact on classroom environments, which was noted during lesson observations, learning walks and pupil voice. 	<ol style="list-style-type: none"> 1. This is further evidence of the importance of continuing the Nurture unit with the level of staffing intact. We have learnt that we may need to proceed to the next level of being an ERP to ensure consistency and quantity of staffing due to the extreme high needs that we now serve. The ERP has now become a Priority on the ADP. 2. The importance of maintaining parental relationships is key as where these were difficult over school closure through non-engagement, we have seen pupils progress both academically and in wellbeing terms. We will continue to liaise with parents of vulnerable children on a daily basis via SLT on doors, home visits, phone calls, messages home and details of interventions posted via TAPESTRY. 3. Online parents' evenings worked well and had a positive impact on teacher workload as meetings could not be extended reducing the number of late nights teachers were in school. A survey to parents will identify which is the preferred method of delivering Parents Evenings: online, in person or the option of either. Update: 175 parents requested in person, 17 parents requested online and 45 parents had no preference.

Appendix 1



















Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and the cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence	 	+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence	 	
3	Behaviour interventions Moderate impact for low cost based on limited evidence	 	+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence	 	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	 	+3
6	Feedback Very high impact for very low cost based on extensive evidence	 	+6
7	Homework High impact for very low cost based on very limited evidence	 	+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence	 	+4
9	Learning styles Unclear impact for very low cost based on insufficient evidence	 	
10	Mastery learning High impact for very low cost based on limited evidence	 	+5
11	Mentoring Low impact for moderate cost based on moderate evidence	 	+2

12	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	 	+7
13	One to one tuition High impact for moderate cost based on moderate evidence	 	+5
14	Oral language interventions Very high impact for very low cost based on extensive evidence	 	+6
15	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	 	
16	Parental engagement Moderate impact for very low cost based on extensive evidence	 	+4
17	Peer tutoring High impact for very low cost based on extensive evidence	 	+5
18	Performance pay Low impact for low cost based on very limited evidence	 	+1
19	Phonics High impact for very low cost based on very extensive evidence	 	+5
20	Physical activity Low impact for very low cost based on moderate evidence	 	+1
21	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	 	+6

22	Reducing class size Low impact for very high cost based on very limited evidence			+2
23	Repeating a year Negative impact for very high cost based on limited evidence			-3
24	School uniform Unclear impact for very low cost based on insufficient evidence			
25	Setting and streaming No impact for very low cost based on very limited evidence			0
26	Small group tuition Moderate impact for low cost based on moderate evidence			+4
27	Social and emotional learning Moderate impact for very low cost based on very limited evidence			+4
28	Summer schools Moderate impact for moderate cost based on limited evidence			+3
29	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence			+4
30	Within class attainment grouping Low impact for very low cost based on very limited evidence			+2

EYFS

31

Built environment

No impact for low cost based on very limited evidence



0

32

Communication and language approaches

Very high impact for very low cost based on extensive evidence



+6

33

Digital technology

Moderate impact for moderate cost based on limited evidence



+4

34

Earlier starting age

Very high impact for very high cost based on moderate evidence



+6

35

Early literacy approaches

Moderate impact for very low cost based on moderate evidence



+4

36

Early numeracy approaches

Very high impact for very low cost based on extensive evidence



+6

37

Extra hours

Moderate impact for very high cost based on limited evidence



+3

38

Parental engagement

Moderate impact for moderate cost based on moderate evidence



+4

39

Physical development approaches

Moderate impact for very low cost based on limited evidence



+3

40

Play-based learning

High impact for very low cost based on very limited evidence



+5

41

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

42

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

<http://educationendowmentfoundation.org.uk/toolkit/>