

# Hampton Vale Primary Academy

Due to be approved at the next Trustees' meeting at the start of October. Please note amendments may occur as a result.

Hampton Vale Primary Academy Pupil Premium Action Plan 2020-2021								
Headteacher:		Paula Page						
Pupil Premium Champion:		Amy Wright						
Date of Audit		Sept 2020						
Pupil Premium Profile 2020-2021		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)						
Total No. of pupils on roll. (as of 21.09.20)	594 (excluding nursery)	KS2 Performance:	2018		2019		2020	
			HVPA	Nat Av	HVPA	Nat Av	HVPA	Nat Av
Number of eligible pupils: (As per Jan 2020 Census)	137	% of pupils making expected progress in Reading	50%	80%	28%	78%	N/A	N/A
Amount per pupil:	£1345	% of pupils making expected progress in Writing	40%	83%	28%	83%	N/A	N/A
Total pupil premium grant:	£197715	% of pupils making expected progress in Mathematics	53%	81%	44%	84%	N/A	N/A
Whole School Outcomes		Main Barriers to Learning						
<p><b>Accelerated progress to improve attainment and academic recovery following COVID-19.</b></p> <ul style="list-style-type: none"> <li>Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.</li> </ul> <p><b>Improved Well Being and behaviour for learning.</b></p> <ul style="list-style-type: none"> <li>The difference between the attendance of disadvantaged children and that of other children to be sustained across the school.</li> <li>Improve behaviour and attitude to learning through ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning.</li> <li>Improve wellbeing and mental health for children following the knock on effects of Covid-19 Lockdown.</li> <li>Improve engagement and strengthen working partnerships with families.</li> </ul> <p><b>Enhanced learning experience, opportunity and access</b></p> <ul style="list-style-type: none"> <li>To offer a broad and balanced curriculum which meets the needs of all individuals.</li> </ul>		<p>Pupil premium is utilised by Hampton Vale Primary Academy to “narrow the gap” between those children classed as being disadvantaged and those who are not. The funding is utilised to support against the main barriers to learning within the School cohort which includes:</p> <ul style="list-style-type: none"> <li>Socio-economic gaps between PP children and non PP Children - the current school cohort currently sits at an average 20% disadvantaged</li> <li>Vocabulary acquisition</li> <li>Limited opportunities outside of school, resulting in a narrower range of experiences</li> <li>Limited Family engagement and support in learning</li> <li>Lack of external role modeling</li> <li>Lack of intrinsic motivation towards school impacting attendance and attitudes to learning.</li> </ul>						

## Hampton Vale Primary Academy Pupil Premium Action Plan 2020-2021

Pupil premium funding is allocated to support 'disadvantaged' pupils. The measure the Government currently uses for this is a child's eligibility for free school meals. At present, any child who has been eligible for free school meals at any point during their primary school career (Years 1 to 6) is classed as "Ever6" and is eligible for pupil premium grant, which is currently £1345 per child per year. Looked after children are also eligible for additional support, as are children who have a parent in the armed forces.

23.1% of Hampton Vale Academy pupils are currently eligible for this funding, which is just below the national average of 26.9%. We have 4 service children and 3 looked after children.

It is our aim at Hampton Vale Primary Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and skills to succeed in life.

The pupil premium funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed. It is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non disadvantaged pupils. At Hampton Vale Primary Academy pupil premium money is not to be used to support individual children but to benefit the learning of all our children.

The impact of funding on the progress and attainment of disadvantaged pupils is carefully monitored and evaluated by the Senior Leaders and Head Teacher of the academy. The school's Local Governing Board holds the school to account over the effective use of our pupil premium grant.

The table below shows the percentage of disadvantaged vs non- disadvantaged children currently on roll at Hampton Vale Primary Academy (Sept 2020).

Year Group	Disadvantaged	Non-disadvantaged
Reception	13	87
Year 1	28.4	71.6
Year 2	18.9	81.1
Year 3	27.8	72.2
Year 4	15.7	84.3
Year 5	24.7	75.3
Year 6	31.6	68.4

The table below shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available.

## Accelerated progress to improve attainment and academic recovery following COVID-19.

Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Strategic leadership of pupil premium by the Pupil Premium Champion.	<ul style="list-style-type: none"> <li>A transparent and coordinated overview of the school's approach to raising the achievement of disadvantaged students (those in receipt of pupil premium funding).</li> <li>Additional funding avenues explored and accessed by Pupil Premium Champion (PPC)</li> <li>An accurate register of all PP pupils to be established including new EYFS pupils through letter home to parents/carers.</li> </ul>	AW	<ul style="list-style-type: none"> <li>Monthly Pupil progress meetings – with a focus on PPG children</li> <li>Feedback from staff through CPOMS, class referral forms.</li> <li>Monitoring of provision for PPG children</li> <li>PPC to meet with SLT on half termly basis to evaluate funding allocation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>Accurate register in place</li> <li>Pupil progress meetings took place</li> <li>TAC meetings with inclusion and SLT monthly - awareness of PP children by all staff</li> <li>See data and headlines below</li> </ul>	<p>£48228.00</p> <p>100% of Staff Costs</p>
Strategic leadership of provision and support for pupils across the school by Inclusion Lead	<ul style="list-style-type: none"> <li>A positive working relationship with parents /carers is embedded across the school community to ensure highest expectations and aspirations for all.</li> <li>Timely and relevant academic and social interventions identified, implemented and reviewed.</li> <li>Impact of provision shared with all relevant staff and parents/carers on a termly basis</li> <li>Robust CPD and line management for teaching assistants.</li> <li>Identification of learning needs through cognitive assessments/ EP Subscription</li> </ul>	<p>All Staff</p> <p>AHT, Teachers, INLTM</p> <p>Class Teacher</p> <p>CR</p>	<ul style="list-style-type: none"> <li>Monthly Pupil progress meetings – with a focus on PPG children</li> <li>Feedback from staff</li> <li>Monitoring of provision and interventions for PPG children on Pro map/Learning Plans if SEND child too.</li> <li>SENDCo to review effectiveness of interventions once child progress reviewed by teacher and alter targets as appropriate on whole school provision map.</li> <li>Weekly professional dialogue between class teacher and TA delivering intervention</li> <li>Outcomes of cognitive assessments feedback to teachers to inform planning.</li> </ul>	<ul style="list-style-type: none"> <li>Regular pupil progress meetings took place</li> <li>Learning plans in place for PP children who are SEND as well</li> <li>Training ongoing for recording of assessments</li> <li>Cognitive assessments took place and feedback given to teachers</li> <li>Provision and support over school closures</li> <li>Introduced response curriculum referral form after return from school closures - identifying support for all children who needed it quickly</li> <li>See data and headlines below</li> </ul>	<p>£807</p> <p>100% of Provision Mapping Software</p> <p>£15060</p> <p>40% of Staff Costs</p> <p>£1500</p> <p>SENCO toolkit</p> <p>50% of cost</p> <p>£810</p> <p>20% EP Subscription</p>
Reducing class size in Year 6 to improve pupil progress	<ul style="list-style-type: none"> <li>4th class created to improve pupil/teacher ratio. Av class size 24.</li> </ul>	SFS	<ul style="list-style-type: none"> <li>Monthly Pupil progress meetings – with a focus on PPG children</li> </ul>	<ul style="list-style-type: none"> <li>Four classes in place for two terms. Staffing challenges led to three classes being in place for Summer Term.</li> <li>See data and headlines below</li> </ul>	<p>£48035.00</p> <p>100% of additional staff costs for 1 teaching group</p>
Increasing adult support for Year 1 to Year 6 pupils to improve progress	<ul style="list-style-type: none"> <li>Additional staff members in each class to ensure pupils have targeted in class support to enable them to access the learning and address areas of weakness i.e Phonics Maths Reading.</li> </ul>	AHT	<ul style="list-style-type: none"> <li>Monthly Pupil progress meetings – with a focus on PPG children</li> <li>Learning Walks</li> </ul>	<ul style="list-style-type: none"> <li>Each class had a member of support staff to assist the learning (at times this was impacted due to covid)</li> <li>See data and headlines below</li> </ul>	<p>£19764.00</p> <p>20% of additional support staff costs</p>

Increasing additional adults in EYFS to ensure strong start to education	<ul style="list-style-type: none"> <li>Additional staff members support greater pupil interaction – building speaking and listening and modelling learning.</li> <li>Training for EYFS staff from SALT</li> </ul>	AHT  AW	<ul style="list-style-type: none"> <li>Monthly Pupil progress meetings – with a focus on PPG children</li> <li>Baseline Data.</li> </ul>	<ul style="list-style-type: none"> <li>Not in place due to covid challenges</li> </ul>	
Enable progress of pupils with limited English skills and EAL.	<ul style="list-style-type: none"> <li>Flash academy subscription and training for staff.</li> </ul>	AW	<ul style="list-style-type: none"> <li>12% of EAL children are also PP.</li> <li>31% of children with SEND are also PP</li> <li>Monitor progress of these groups.</li> <li>English proficiency assessments for EAL monitor before and after flash academy input to evaluate effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Flash academy trialled but impact was poor. Lexia was implemented instead</li> <li>Lexia accessed over lockdown by pupil premium children</li> <li>See data and headlines below</li> </ul>	£1000 50% of software
Develop reading through the introduction of book bands.	<ul style="list-style-type: none"> <li>New book band reading level scheme for each class.</li> <li>Reading corners developed.</li> </ul>	CR/TH	<ul style="list-style-type: none"> <li>Monitor reading progress through book bands, accuracy and fluency and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Book corridor in place</li> <li>A greater range of books now available in book corners</li> <li>Big Cat online library for Covid period allowed all children to access online books</li> </ul>	£2000 20% of allocated budget

Improved Well Being and behaviour for learning.					
Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Design PSHE curriculum with focus on mental health and wellbeing.	<ul style="list-style-type: none"> <li>PSHE curriculum to teach children about how to manage recognise and manage their emotions and keep mentally healthy. #findyourbrave</li> </ul>	ZC	<ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Learning Walks</li> <li>Pupil Progress meetings to identify pupils that need support in addition to enhanced curriculum offer.</li> </ul>	<ul style="list-style-type: none"> <li>PSHE and Safeguarding curriculum now in place</li> <li>The mental health and well-being mainly supported at classroom level so that specialist support was freed up for those most in need.</li> <li>Whole school mental health day prioritised mental health for all children</li> </ul>	£5238.00  20% staff costs
Support pupils and families to reduce barriers to learning through the Inclusion Team.	<ul style="list-style-type: none"> <li>Inclusion team to support families through the EHA process struggling financially or who are homeless of facing homelessness.</li> <li>Provide Food Parcels for those in most need.</li> <li>Identify a domestic abuse lead to coordinate on support and counselling for children that live or are living in an abuse environment.</li> <li>Attendance Officer to join the inclusion team to improve</li> </ul>	INCLT	<ul style="list-style-type: none"> <li>6 Weekly TAC meetings for EHA families</li> <li>DV spreadsheet and monthly Internal TAC meetings with Inclusion and SLT re these children.</li> <li>Monitoring of Attendance figures half termly for disadvantaged and non-disadvantaged. Attendance of specific children tracked.</li> <li>Fortnightly Sessions with Alternative Therapies</li> </ul>	<ul style="list-style-type: none"> <li>19 EHAs is place</li> <li>Food parcels delivered to families who needed them</li> <li>Domestic Violence lead in place - many children impacted by DV over the last year/family breakdowns. Support provided to all who needed it</li> <li>Attendance officer now works alongside the inclusion team. Increased communication between safeguarding team and attendance.</li> <li>Number of therapies increased</li> </ul>	£41202.00  50% of Inclusion Team Salary

	attendance of vulnerable children. <ul style="list-style-type: none"> <li>Inclusion Team to work with Alternative Therapies to support children who may have suffered a trauma or bereavement which may have increased due to COVID-19.</li> <li>ELSA trained member of Staff.</li> </ul>			<ul style="list-style-type: none"> <li>ELSA trained member of staff not in place due to a different member of staff joining the inclusion team. Alternative emotional literacy programme in place</li> </ul>	£1400 50% of Alternative Therapies Cost  £500 30% of ELSA course.
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Enhanced learning experience, opportunity and access					
Strategies	Outcomes	By Whom	Monitoring	Review Impact	Cost
Create immersive learning experiences.	<ul style="list-style-type: none"> <li>Space Corridor</li> <li>Wonderland</li> <li>WW2 Quad</li> <li>London Playground</li> <li>Science BUS</li> <li>Cooking room</li> <li>Reception Quad</li> </ul>	SLT	<ul style="list-style-type: none"> <li>Memorable learning experiences reflected through pupil voice.</li> <li>Retrieval activities</li> <li>Topic Knowledge and understanding reflected through mini quizzes.</li> </ul>	*Immersive learning experiences planned throughout new curriculum	£6000  20% of Budget
Forest School	<ul style="list-style-type: none"> <li>To provide an outstanding, engaging outdoor learning environment with quality equipment, which will encourage play, exploration and risk taking.</li> <li>All classes to engage in outdoor learning at least once a week.</li> </ul>	FB	<ul style="list-style-type: none"> <li>Monitor through pupil progress,</li> <li>Offer additional time/clubs for disadvantaged children</li> <li>Pupil Voice will reflect engagement with learning experiences.</li> <li>Part of Wellbeing.</li> </ul>	*Children attended forest school sessions regularly *See data and headlines below	£5074.00 20% Staff Costs  £600 20% Allocated Budget
Remote Learning	<ul style="list-style-type: none"> <li>Ensure all pupils have access to remote learning in preparation for another Lockdown.</li> </ul>	SLT	<ul style="list-style-type: none"> <li>Paper copies of work packs</li> <li>Monitor Resource packs sent home</li> <li>Letter to parents detailing access to technology.</li> </ul>	All pupils had access to remote learning during the second school closure Provided resources and technology where needed Specific children offered places in school See data	£500  20% allocated budget
				TOTAL COST	£197718

## Review of Impact for 2020-21 Continued:

No external data was reported last academic year due to the covid-19 school closures. Below is an overview of provision in place/not in place and outcomes.

Key Milestones (2020-21)	External Data	Internal provision	Outcomes of internal provision
GLD at the end of reception	Not reported to the LA	Still carried out internal assessments of all Reception children. See below. These were reported to parents.	GLD 52% PP 36%
Year One Phonics Screening	Did not take place. This will take place in Autumn 21/22 instead.	No internal replacement as the assessment has been postponed.	-----
Year Two Phonics Screening (delayed testing from June 2020)	Did take place in December. 89% passed. PP 24% passed.	-----	-----
End of KS1 SATs/Data submission	Did not take place	Internal equivalent took place using previous SATs papers. See below.	ARE+ Read - 79% (GD 16%) PP 57% (GD 0%) Write - 67% (GD 10%) PP 52% (GD 0%) Maths - 83% (GD 20%) PP 67% (GD 0%)
End of KS2 SATs	Did not take place	Internal equivalent took place using previous SATs papers. See below.	ARE+ Read - 73% (GD 34%) PP 65% (GD 15%) Write - 52% (GD 16%) PP 50% (GD 12%) Maths - 64% (GD 16%) PP 65% (GD 8%)

## **Data Overview for 2020-2021**

*(Percentages in brackets represent the attainment of greater depth)*

KS2 results	2018/19	2018/19 PP	2020/21	2020/21 PP
Reading	ARE+ 57% (15%)	28% (6%)	ARE+ 73% (23%)	65% (19%)
Writing	ARE+ 67% (12%)	28% (0%)	ARE+ 52% (10%)	50% (12%)
Maths	ARE+ 66% (23%)	44% (17%)	ARE+ 64% (14%)	65% (8%)
Combined	ARE+ 47% (8%)	22% (0%)	ARE+ 48% (9%)	23% (0%)
KS1 results	2018/19	2018/19 PP	2020/21	2020/21 PP
Reading	ARE+ 57% (16%)	18% (0%)	ARE+ 79% (16%)	57% (0%)
Writing	ARE+ 56% (15%)	18% (0%)	ARE+ 67% (10%)	52% (0%)
Maths	ARE+ 61% (15%)	18% (0%)	ARE+ 83% (20%)	67% (0%)
	<i>External data</i>		<i>Internal unreported</i>	

### **Key Headlines:**

- Attainment of PP children has risen significantly in both KS1 and KS2 in all areas.
- Other than KS2 maths, PP are still not performing in line with their peers, although the gap has significantly decreased.
- Attainment of PP children still needs to increase across all subjects and will be addressed as a key area in the 21/22 SIP.
- Number of children achieving greater depth needs to increase significantly, particularly in KS1
- Greater depth PP children in KS2 writing marginally outperform their peers
- PP children underperformed in their year 2 phonics screening and this must be addressed during year 3
- PP attainment in Reception is well below what we would expect

Our outcomes were undoubtedly disrupted by the covid-19 impact. As evidenced in schools across the country, school closures were detrimental, particularly for disadvantaged children. The impact of the pandemic has been mitigated as far as possible through our high quality remote learning offer.

Overall attendance for this year was 96.66% including children's access to remote learning during the Spring school closure. Pupil Premium children's attendance was 94.58%. This is compared to the attendance levels of 96.12% between September 2019 and March 2020 for the whole cohort and 94.54% attendance for PP children. Although our aim of 97% attendance target has not been reached, attendance has remained high throughout the year

despite the challenges of the pandemic.

Our assessments and observations indicated that the well-being and mental health of our children was significantly impacted since the start of the pandemic, particularly for our pupil premium children. We used pupil premium funding to provide support for all children but also targeted interventions for those who needed it. Domestic violence has impacted a significant number of our children at some point (many over the pandemic) and as a result we have implemented our Hampton Vale Domestic Abuse Action Plan ensuring regular contact with families as well as support in school for impacted children.