

Half Acres Primary Academy - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Half Acres Primary Academy
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	01 September 2024
Date on which it will be reviewed	01 September 2025
Statement authorised by	Mrs R Taylor
Pupil premium lead	Mrs R Taylor
Governor / Trustee lead	Mr N Stockton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,171
Recovery premium funding allocation this academic year	£0
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	£150,171

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At Half Acres Primary Academy, our main priority is to make sure that all children have access to a high-quality teaching and to ensure there are strong systems in place to develop and monitor teaching and learning. The curriculum at Half Acres has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing, including appropriate tasks and coaching to enable them to have the right skills and knowledge.

If and when any children experience barriers to their learning, bespoke intervention is implemented swiftly and again monitored carefully by staff.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and mathematics between pp pupils and their non-pp peers
2	A high proportion on pupil premium pupils being on the SEN register, lower levels of attainment in comparison to non-pp peers
3	SEMH support required for pupils in receipt of pupil premium
4	Safeguarding concerns relating to the family / pupil
5	Attendance and punctuality issues

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
Increased attainment and progress in reading, writing and mathematics for pupils in receipt of pupil premium.	Achieve or exceed national attainment and progress measures in reading, writing and mathematics.
For all children in receipt of pupil premium to be equipped with the right tools to read with fluency and accuracy.	Children achieve well in reading, enabling them to read to learn in order to access the full primary curriculum.
A comprehensive pastoral offer to support the holistic child and remove barriers to learning.	Robust provision is in place to support pupils' mental health and wellbeing, ensuring pupils are equipped to learn and supported in managing and understanding their feelings and behaviour.
Evidence of an improved attitude to learning as part of our work on developing the character of our pupils	Reduction of time out / reflection / behaviour incidents / suspension of pupils in receipt of pupil premium
Attendance of disadvantaged pupils is improving rapidly	Attendance of disadvantage pupils is in line with whole school attendance, target of 97%

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and teaching assistants to have access to coaching to support the development of a consistent teaching model (CPD) to improve QFWT for all. Cost of CPD sessions Cost of release for Coaching member of staff.	Coaching for all classroom-based staff in school which allows for pupils to be taught in small steps reduces the cognitive load on the brain (cognitive load theory, Sweller, J. 1988). Coaching allows for staff to focus on knowledge delivery with a focus on depth of learning in small steps, feedback and questioning to work towards 100% participation	1 & 2
CPD for all staff on positive behaviour management and developing self regulation within the classroom and wider school.	EEF Metacognition and self-regulation +7 Metacognition and the ability to self-regulate allows pupils to focus on their learning and the motivation they have to engage in the process of understanding and learning. A proportion of disadvantaged pupils require support for managing their behaviour and/or for pastoral support as a result of a specific vulnerability. With all staff trained to support these approaches, all pupils are more likely to stay within the classroom during learning times to learn with their peers and achieve.	3 & 4
CPD UKS2 on Fresh Start	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1 & 2
Allocation of funding to ensure access to high quality texts.	Choosing and using quality texts and reflecting realities report.	1 & 2

Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	1 & 2
--	---	-------

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

Budgeted cost: £40,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster groups – Y6	EEF One to one tuition +5 Small group tuition +4 EEF Reading comprehension strategies +6 Small group tuition +4	1 & 2
RWI Catch Up sessions	EEF One to one tuition +5 Small group tuition +4	1 & 2
Additional coaching of staff by designated RWI leader	<i>EEF research/DfE approved programme of learning for synthetic phonics</i>	1 & 2
Bespoke teaching by experienced HLTA	EEF – Making the best use of Teaching Assistants	1 & 2

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

Budgeted cost: £39,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing	<p>EEF – social and emotional learning EEF – Parental engagement</p> <p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and physical activity levels of pupils.</p>	3 & 4
Attendance and Behaviour Officer – attendance tracking and monitoring	<p>EEF – social and emotional learning EEF – Parental engagement</p> <p>The higher the overall absence rate across Key Stage (KS)2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Tracking allows parents and carers to see the importance of high attendance across school and the direct correlation between attendance and achievement.</p>	4 & 5

Total budgeted cost: £70,000 + £40,545 + £39,626 = £150,171

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 2023-24 academic year.

Results Summary: AY2324

The school was last inspected in Jan 2020 and was graded as 2			School			National			Difference		
			AY2122	AY2223	AY2324	AY2122	AY2223	AY2324	2022	2023	2024
EYFSP	% Good Level of Development		73%	75%	70%	65%	67%	68%	8%	8%	2%
Ph	% Meeting the Threshold	Year 1	63%	82%	85%	75%	79%	80%	-12%	3%	5%
		Year 2	0%	67%	50%	-	59%	55%	-	8%	-5%
		By the end of KS1	78%	84%	88%	87%	89%	89%	-9%	-5%	-1%
KS1	% Expected Standard and above	Reading	62%	78%	77%	67%	68%	71%	-5%	10%	5%
		Writing	51%	59%	68%	58%	60%	63%	-7%	-1%	5%
		Maths	78%	62%	73%	68%	70%	72%	10%	-8%	1%
		Science	64%	59%	85%	77%	79%	80%	-13%	-20%	5%
		RWM	51%	55%	65%	53%	56%	59%	-2%	-1%	6%
	% Working at a Greater Depth	Reading	15%	21%	15%	18%	19%	19%	-3%	2%	-4%
		Writing	7%	0%	5%	8%	8%	9%	-1%	-8%	-4%
		Maths	15%	28%	17%	15%	16%	17%	0%	12%	0%
RWM		7%	0%	3%	6%	6%	7%	1%	-6%	-3%	
Y4 MTC	% achieving Full Marks		39%	53%	43%	27%	29%	34%	12%	24%	9%
	Average Marks		19.3	21.4	21.5	19.8	20.2	20.6	-0.5	1.2	0.9
KS2	% Expected Standard and above	Reading	87%	72%	66%	75%	73%	74%	12%	-1%	-8%
		Writing	63%	52%	81%	70%	72%	72%	-7%	-20%	9%
		Maths	67%	67%	78%	72%	73%	73%	-5%	-6%	5%
		GPS	70%	72%	75%	73%	73%	72%	-3%	-1%	3%
		Science	67%	73%	84%	79%	81%	81%	-12%	-8%	3%
		RWM	57%	48%	66%	59%	60%	60%	-2%	-12%	6%
	% Higher Standard	Reading	40%	17%	16%	28%	29%	28%	12%	-12%	-12%
		Writing	7%	10%	9%	13%	13%	13%	-6%	-3%	-4%
		Maths	27%	10%	13%	23%	24%	24%	4%	-14%	-12%
		GPS	33%	30%	22%	28%	30%	32%	5%	0%	-10%
		RWM	0%	2%	3%	7%	8%	8%	-7%	-6%	-5%
	Average Scaled Score	Reading	106	103	102	105	105	105	1	-2	-3
		Maths	104	103	103	104	104	104	0	-1	-1
		GPS	105	105	104	105	105	105	0	0	-1
	Progress	Reading	0.2	-1.7	-	0.0	0.0	-	0.2	-1.7	-
		Writing	-2.8	-3.0	-	0.0	0.0	-	-2.8	-3.1	-
		Maths	-0.7	-0.6	-	0.0	0.0	-	-0.8	-0.6	-
			AY2122	AY2223	AY2324	AY2122	AY2223	AY2324	AY2122	AY2223	AY2324
Attendance	6 half terms	% Overall Absence	6.5	8.0	-	6.3	5.9	-	0.2	2.1	-
		% Persistent Absence	18.4	19.3	-	17.7	16.2	-	0.7	3.1	-
	2 terms (Aut & Spr)	% Overall Absence	5.8	8.1	6.6	6.2	6.0	5.4	-0.4	2.2	1.2
		% Persistent Absence	17.4	22.7	17.7	18.2	17.3	14.7	-0.8	5.3	3.0

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
Read Write Inc	Ruth Miskin
TT RockStars	Maths Circle Ltd
TestBase	AQA
White Rose Maths	White Rose Maths
Charanga Music	Charanga Ltd
PE Pro	PE Pro