



Hawthorn Community Primary School

Pupil Premium strategy statement

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for FSM achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

Accountability: It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year.

1. Summary information

School	Hawthorn Community Primary School				
Academic Year	2017/18	Total PP budget Pupil allocation (£1390) (40) LAC or prev LAC (£1,900) (2) Service children (£300) (1)	£59,700 £55,600 £3800 £300	Date of most recent PP Review	January 2017
Total number of pupils	308	Number of pupils eligible for PP	42 (14.6%)	Date for next internal review of this strategy	July 2018

2. Key Data

EYFS Good Level of Development Measure		
	National 2017	Hawthorn 2017
All		58.1% (43)
PP		33.3% (9)

Year 1 Phonics Screening		
	National 2017	Hawthorn Primary
All		79.5%
PP		60% (5)
Y2 retakes PP		100% (4)

KS1 2017	EXPECTED +		
	National All	All	PP
Reading		73.3%	33.3% (2/6)
Writing		71.1%	16.7% (1/6)
Maths		80%	50% (3/6)

KS2 2017	Expected+ National	Expected+ ALL	Expected+ PP
Reading	71%	75.6%	50% (4)
Writing	76%	80%	50% (4)
EGPS	77%	80%	50% (4)
Maths	75%	75.6%	0% (4)
Combined	61%	62%	50% (4)

3. Identification of need for Pupil Premium children and the rationale for action

Number	Identified need and/or barrier	Rationale
1.	Attendance of PP children is below the expected level (school average and national average)	<p>26% (11/43) children have an attendance from the previous year of below 90% and therefore requires attendance meetings and parental contracts 30% (13/43) have an attendance of between 90-95% and therefore requires monitoring</p> <p>Breakdown by year group: 2017/18 Y1: 6/9 has significant attendance issues (4 below 90%) and 2 children were between 90-95% in prev year 2017/18 Y2: 2/6 have significant attendance issues (below 90%) and 1 with an attendance of 90-95% in prev year 2017/18 Y3: 3/6 had attendance between 90-95% 2017/18 Y4: 2/4 have significant attendance issues (below 90%) and 2 with attendance between 90-95% 2017/18 Y5: 1/9 have significant attendance issues and 4/9 are between 90-95% 2017/18 Y6: 1/4 with attendance between 90-95%</p>
2.	PP children underperformed in EYFS in comparison to their peers	<p>3/9 (33.3%) children achieved GLD compared to 58.1% as a cohort. 3/9 have SEND 6/9 has significant attendance issues (6 below 96% and 4 below 90%)</p> <p>The year group is a low performing year group and some of the children have both PP and SEN needs. Additional adult support for this group will enable them to have their specific needs met through targeted intervention.</p>
3.	<p>PP children are underperforming in KS1 phonics screening compared to non-PP children</p> <p>2 PP children haven't made progress in reading and/or writing</p>	<p>3/6 have attendance issues (below 95%) and 1 with an attendance of 95.5% 3/5 passed the Y1 phonics screening (60%) but was below the 79% for the cohort</p> <p>2 children haven't made any or significantly below the expected level of progress in reading and writing. One of these children is new to the school. Both need to have early intervention to prevent them from falling further behind and to support them to reach the end of KS level.</p>
4.	Some PP children across the school aren't on track to reach the end of KS attainment based on their starting point (EYFS level of development or KS1 outcome), particularly when looking at PP attainment V's non PP attainment in KS2	PP children are tracked against their starting point to ensure that the exceeding children remain on track to do this, those at expected are on track to be at least expected and those who are emerging have interventions and/or support to boost them to the expected level in line with their peers who aren't PP children

	Some PP children who were high attainers at EYFS or KS1 aren't on track to maintain the same high attainment at the end of KS2	The introduction of the 20 day challenge proved to be successful in term 3 in 2016/17 as it raised the profile of the PP children in the school and short term targets were implemented to support them. Additional adult support in the phase teams will allow for this to further be embedded across the school. The children who achieved GLD, exceeded or L3 in EYFS and KS1 need to maintain this level of progress and be on track to exceed at KS1 and KS2.
5.	The presentation of PP children's books is not of the same quality as non-PP children in some cases	When book scrutinies were carried out in previous academic year a difference between PP and non PP children was evident in terms of presentation and expectations in some cases. As a school it is a priority to raise standards of presentation and for the PP children's books to not be identifiable in comparison to the non PP children.
6.	The focus and concentration of PP children in class improves PP children are able to take part in extra-curricular clubs and activities without parents having to find the costs	Some PP children do not have snacks in school as they receive a free school meal. By the school funding milk and fruit for all PP children their focus and concentration should improve as they've had a healthy snack mid-morning. The uptake of clubs for PP children v's non PP children is much higher. By introducing their own personal budget it allows the parents to have more control over the clubs they want to send their children to. This should lead to a greater sense of self-esteem and

4. Actions to address need and/or overcome the barriers and review				
Identified need	Desired Outcome	Actions to achieve the desired outcome	Cost (Projected)	Impact - review RAG
1.	To raise the attendance of the PP children across the school	<ul style="list-style-type: none"> Family support worker to work with parents of poor attending children and work together to support parents in getting their children to school and write attendance contracts School attendance interclass competition launched with the winning class each week being allowed to look after the school attendance dog, Sam. Head teacher to announce class attendances on a weekly basis in assembly Individual awards issued on a termly basis Termly attendance reports sent to children who are below the attendance threshold Strict guidelines implemented by the HT to discourage in term absences and sending home of children who complain of feeling unwell. 	Family Support Worker contract meetings and monitoring of individuals =£1216.66	<p>2016-17 attendance: 26% of PP children have an attendance from the previous year of below 90% 30% of PP children have an attendance of between 90-95%</p> <p>2017-18 attendance: 23% of PP children have an attendance of below 90%</p> <p>16% of PP children have an attendance of between 90% - 95%</p>

		<ul style="list-style-type: none"> • Experience days and exciting activities throughout the term will be fun and the children will want to be part of them – engaging them in their learning. • Children will have access to Forest Schools every year 		<p>61% of PP children have attendance of above 95% (16% between 95-97%)</p> <p>School have involved a CH education welfare solutions to support parents for the 2018-19 academic year to support parents with consistent attendance below 90%</p> <p>Attendance guide sent to parents.</p>
2.	<p>For PP children to make accelerated progress in year 1 in order to catch up with peers and make the expected standard in the phonics screening</p>	<ul style="list-style-type: none"> • Pupil Plans are in place to support 3 learners with SEND. Target setting and review meetings with parents on a termly basis. • Implemented targeted weekly interventions for the children in order to plug gaps from EYFS. • Class teacher (SS) in place for term 1 to carry out 2 days on intensive RWI phonics interventions with 20 children over Y1. This will accelerate progress as part of early intervention. 6 of these are Y1 PP children. • All PP children have a specific target (20 day target) to work on with the support of classroom TA and teacher so that over the 20 day challenge they receive additional support to accelerate/maintain progress and raise staff awareness 	<p>£247.50 review meetings and SENCO time = £247.50</p> <p>£495.00 per term for CT to work with children (SS then RS) - Time split over year 1 and 2 = £2970.00</p>	<p>Reading 37.5% of PP children made expected or greater progress (3/8) (non pp 15.9%) 37.5% children made 5 points progress (3/8) (non PP 39.4%) 12.5% (1/8) made 4 points progress (non PP 30.3%) 12.5% (1/8) made 3 points progress (Non PP 6.1%)</p> <p>Writing 37.5% of PP children made expected or greater progress (3/8) (non pp 22.7%) 25% of PP children made 5 points progress (2/8) (non PP 33.3%) 12.5% (1/8) made 4 points progress (non PP 27.3%) 25% of children (2/8) made 4 points progress (non PP 27.3%)</p> <p>Maths 25% of PP children made 6 or more points progress (2/8) (non PP 18.2%) 25% of PP children made 5 points progress (2/8) (37.4%) 37.5% of PP children made 3 points progress (3/8) (non pp 6.1%) 12.5% (1/8) made 2 points progress (non PP 0%)</p>

				Phonics 40% (4) reached the expected standard in the year 1 phonics screen (non PP 84%)
3.	PP children are underperforming in KS1 phonics screening compared to non-PP children 2 PP children haven't made progress in reading and/or writing	<ul style="list-style-type: none"> 2 children who failed to meet the expected standard in the Y1 the phonics screening are having intensive intervention in RWI phonics through small group daily sessions with TA and 2x weekly sessions with teacher Additional reading and writing interventions put in for 2 children 	£165.00 for phonics intervention per term = £495 £ 495.00 per term for CT to work with children (SS then RS) - Time split over year 1 and 2 = £2970.00	The delivery of RWI was tweaked for 17/18. Following a review, the approach to KS1 RWI has been changed for 18/19. Phonics screening results: 40% of PP children achieved the required standard in year 1 Year 2 retakes: PP children outperformed the year 1 cohort with 100% passing the screening in year 2
4.	For PP children to remain at least on track from their EYFS or KS1 assessment data	<ul style="list-style-type: none"> Additional TA support put into phases for 4 afternoons a week to allow phases to structure their intervention support for the vulnerable learners – including social and wellbeing work TAs and CT to support the more able PP children to ensure they are on track to continue to be more able/exceeding Allowing the 20 day challenge to be facilitated as TAs are available to work with all PP children on their 20 day targets in class in the afternoons PP children who have also been identified as SEND have personalised Pupil Plans with set targets by the 	£10,607 per phase for KS1, lower KS2 and upper KS2 = £31,821 EYFS cost: £8892 (full time afternoon support from TAs) = £8892	Review RAG <p style="text-align: center;">Key Stage 1</p> <u>Reading Sept 2017</u> 2 not on track 12 on track 0 exceeding <u>July 2018</u> 3 not on track 9 on track 2 exceeding

		<p>SENCO that were formulated by the parents and SENCO at termly review meetings</p> <ul style="list-style-type: none"> • For PP children with SEND to receive fast and effective assessment by the Educational Psychologist to allow for more tailored and appropriate support to be put in place • Additional TA assigned to reading interventions 3 afternoons a week based in the library – whole school reading interventions • More able PP children to be identified on planning and monitored to ensure they remain on track to exceed • Pupil Progress meetings to focus on the progress of PP children • Review meetings between the SENCO and PP and SEND children – 3 times a year (7 children year 2-6 – year 1 children accounted for in section 1) 	<p>Reading intervention TA = £2667.00</p> <p>£82 per hour for Educational Psychologist</p> <p>4 PP children to be seen, assessed and parents consulted for a total of 25 hours = £2050.00</p> <p>SENCO time = £577.50</p> <p>Additional small group maths taught by maths lead to support the more able in year 6 (10 children of which 2 are PP) = £836.00 (% of the cost for 2 out of the 10)</p>	<p><u>Writing September 2017</u> 1 not on track 13 on track</p> <p><u>July 2018</u> 1 not on track 11 on track 2 exceeding</p> <p><u>Maths September 2017</u> 2 not on track 12 on track</p> <p><u>July 2018</u> 2 not on track 12 on track</p> <p style="text-align: right;"><u>Key Stage 2</u></p> <p><u>Reading Sept 2017</u> 10 not on track 9 on track 1 exceeding</p> <p><u>July 2018</u> 6 not on track 13 on track 1 exceeding</p> <p><u>Writing Sept 2017</u> 8 not on track 12 on track 1 exceeding</p> <p><u>July 2018</u> 9 not on track 11 on track 1 exceeding</p> <p><u>Maths Sept 2017</u> 5 not on track 13 on track 2 exceeding</p> <p><u>July 2018</u></p>
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				<p>6 not on track 12 on track 2 exceeding</p>
5.	<p>For teachers and support staff to have the same high expectations of PP and non-PP children in terms of presentation and amount of work - reducing the gap in expectations between the PP and non PP children</p>	<ul style="list-style-type: none"> Renewed non-negotiable set at the beginning of the year in order to raise whole school expectations Book scrutinies to take place every half term by the English, maths and SENCO in order to review progress of the PP children against the non-pp children 	<p>Specific book and planning scrutinies for PP children = £495.00</p>	<p>New non-negotiables were set in September and on display in all classes. The profile of presentation has risen over the school, with 20 day challenges focusing on this.</p>
6.	<p>For the wellbeing and enrichment of the PP children to be enhanced and to support parents financially in sending their children to extra-curricular activities</p>	<ul style="list-style-type: none"> The self-esteem of the PP children improves – pupil voice and Boxall will give an indication of this Parents have more freedom in choosing how their personal allocation is used Children are given fruit and milk everyday 11 of the PP children have been identified as having specific wellbeing needs therefore have access to the family support worker for 30 minutes per week in order to discuss anything they may wish to For the family support worker to work alongside PP families to support them in accessing the relevant services – EHA (5 PP families currently have active EHAs) 	<p>£100 allocated to each child = £4300.00</p> <p>Office staff top manage the personal budgets = £115.00</p> <p>1 LAC child also has Russian school paid for from his increased budget (195 a term) = £585.00 per year</p>	<p>New Boxall online is used to better track the wellbeing of pupils and evaluate the effectiveness of interventions – this is in early stages and was used in term 5 and 6. Baselines have been established for 2018/19 year for identified pupils so they can be tracked throughout the year.</p> <p>3 of the 5 PP EHA's have been successfully resolved and closed after effective intervention</p> <p>FSW now working with 6 PP families and 16 PP children</p>

			<p>Milk and fruit for all children for the year = £3036.00</p> <p>Family support worker time = £2800.00</p>	<p>11 additional children attended sports clubs funded by PP allocation 41 children used some/all of their allocation on school trips or for the year 4/5 residential</p> <p>6 children didn't use any of their allocation</p> <p>10 children used 50% or more</p>
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Predicted PP spend for 2017/2018: £66,070.66