



Hawthorn Community Primary School

Pupil Premium Strategy Statement 2018/2019

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	2018/19	Total PP budget Pupil allocation (£1320) (42) Service children (£300) (1)	£55,440 £300 = £55,740.00	Date of most recent PP Review	January 2017
Total number of pupils	306	Number of pupils eligible for PP	42	Date for next internal review of this strategy	July 2019

2. Key Data

EYFS Good Level of Development Measure

	National 2018	Hawthorn 2017	Hawthorn 2018
All	71%	58.1% (43)	60.5%
PP		33.3% (9)	57.1%

Year 1 Phonics Screening

	National 2018	Hawthorn Primary	
		2017	2018
All	83%	79.5%	73.8%
PP		60% (5)	40%
Y2 retakes PP		100% (4)	100%

KS1	EXPECTED +				
	National All	All		PP	
		2017	2018	2017	2018
Reading	75%	73.3%	82.2%	33.3% (2/6)	71.4%
Writing	70%	71.1%	80%	16.7% (1/6)	71.4%
Maths	76%	80%	77.8%	50% (3/6)	85.7%

KS2	Expected+ National		Expected+ ALL		Expected+ PP	
	2017	2018	2017	2018	2017	2018
Reading	71%	75%	75.6%	88.9%	50% (4)	75%
Writing	76%	78%	80%	82.2%	50% (4)	75%
EGPS	77%	78%	80%		50% (4)	75%
Maths	75%	76%	75.6%	64.4%	0% (4)	75%
Combined	61%	64%	62%	67%	50% (4)	75%

3. Identification of need for Pupil Premium children and the rationale for action		
Number	Identified need and/or barrier	Rationale
1.	KS1 Phonics	Phonics results for PP children is significantly behind that of non PP children and has dropped from last year's figure. Approach to RWI was tweaked but this was unsuccessful.
2.	Year 6 attainment and progress for 2018/19	High percentage of PP children in year 6 are not on track to achieve results in line with EYFS/KS1 data 9/10 not on track in maths and writing and 8/10 not on track in reading
3.	Progress and attainment remains at least on track for all PP children across the school The number of children who aren't on track reduces and their progress is accelerated	Reading 19/43 children are on track to reach their EYFS/KS1 level 24/43 children are not in track. Of these, 12 are only 1 point behind being back on track and 8 are 2 points off being back on track Writing 14/43 are on track to reach their EYFS/KS1 level 29/43 children are not in track. Of these, 10 are only 1 point behind being back on track and 19 are 2 points off being back on track Maths 15/43 are on track to reach their EYFS/KS1 level 28/43 children are not in track. Of these, 13 are only 1 point behind being back on track and 11 are 2 points off being back on track
4.	The wellbeing for PP children and their families is supported	24 of our PP children are involved with the family support worker in some capacity (7 children having direct 1:1 sessions each week) and the family support worker is involved with 16 families for family support or EHA work.
5.	PP children and their families have greater control over their PP allocation to enrich the curriculum for those learners	Last year was the first year that families had their own allocation and this prompted more families to check whether they were eligible however, the uptake on the £100 grant was low with only 10 children using 45% or more of the money
6.	Attendance of the PP children is lower than 95%	10/42 children have attendance below 90% 7/42 have attendance between 90%-95%

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.	For phonics results for PP children to at least be in line with non PP children	<ul style="list-style-type: none"> DHT to co-ordinate and oversee RWI assessments, groups and 1:1 interventions this year to ensure pace and coverage allows for effective progress and 	6 hours a week allocated to RWI Leader = £1507.33 (%)	Not achieved 76% of non-pp children passed the screening check compared to 57% of PP

		<p>interventions are in place quickly and target precise areas</p> <ul style="list-style-type: none"> DHT to model and develop staff confidence and training to improve the delivery of RWI across EYFS and KS1 	of cost due to 17 children who are PP)	This is up from 40% in the previous year.
2.	<p>For the children who are 7 or 8 points behind to get back on track prior to KS2 SATs</p> <p>6 children in reading 8 children in writing 5 in maths</p> <p>The original figures for 6 year children changed as an additional year 6 child was added to the PP list part way through the year.</p> <p>Mid year update: 7 children in reading 8 children in writing 8 in maths</p>	<ul style="list-style-type: none"> Additional TA support placed into year 6 to allow for targeted intervention for these learners HLTA to provide additional teaching in small groups to target specific areas identified by teachers through assessments and teaching Use of reading intervention lead by reading leader and trained TA to close the gaps Use of whole class guided reading to enable greater progress Teachers and HT to deliver booster sessions after school twice a week for 8 weeks in spring term to provide additional teaching prior to SATs 20 day challenge targets to focus on these children's next steps and adults to have a greater awareness of what these children need to do in order to progress PP meetings focused in PP children and the strategies used to accelerate their progress 	<p>£10,607 for full time TA support in year 5/6 = £10,607</p> <p>2 hours of HLTA time to provide specific catch up groups 9/10 PP children = £916.56</p> <p>Booster sessions: 25 children invited including 9 PP children = £237.60 (% of the total cost for PP children)</p>	<p>Reading: All PP children in Y6 made expected or better progress: Of the target 7 children in reading: 1 required 7 points progress: Achieved 5 children required 8 points progress Partially Achieved 2 children made 8 points 1 child made 9 points 2 children made 7 points 1 required 9 points progress Not achieved This child made 8 points progress</p> <p>Writing: All PP children made expected or greater progress in writing 3 children required 7 points progress Achieved 1 child made 8 points progress 4 children required 8 points progress Partially Achieved 1 child made 8 points progress 2 made greater than 8 points progress 1 child made 6 points progress 1 child required 9 points progress Not Achieved This child made 8 points progress</p> <p>Maths: 8 out of 9 children made expected or greater progress in maths 2 children required 7 points progress Achieved 1 child made 7pts and 1 made 8pts</p>

				<p>3 children required 8 points progress Partially Achieved 1 child made 5 points progress 1 child made 8 points progress 1 child made 13 points progress and achieved expected standard.</p> <p>2 children required 9 points progress Achieved 1 child made 10 points progress</p> <p>1 child required 10 points progress Not Achieved This child made 8 points progress</p>																																																																												
3.	<p>For PP children to get back on track to reach their EYFS or KS1 data</p> <p>For the children who have 7 or 8 points to make this year to achieve this accelerated progress</p> <p>Reading 8 on 7 points 12 on 8 points</p> <p>Writing 9 on 7 points 15 on 8 points 5 with greater than 8 points</p> <p>Maths 13 on 7 points 11 on 8 points 2 with greater than 8 points</p>	<ul style="list-style-type: none"> 20 day challenge targets to focus on these children's next steps and adults to have a greater awareness of what these children need to do in order to progress TA support for phases to enable cross phase planning for interventions to take place that are precise and target specific gaps that are objective/outcome focused 3 children to have Educational Psychology assessments (observations, direct work/cognitive assessments and consultation between SENCO and parents) 1 PP child requires a request for statutory assessment following EP involvement, paperwork needs drafting and sending to county PP meetings focused in PP children and the strategies used to accelerate their progress 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 	<p>£10,607 per phase for KS1, lower kS2 and upper kS2 = £21,204</p> <p>EYFS cost: £8892 (full time afternoon support from TAs) = £8,892</p> <p>EP time £81.00 per hour x 8 hours per child + 2 hours of SENCO time per child = £703.00 per child</p> <p>SENCO time for RSA application (cost split between SEN and PP budget) = £77.50</p>	<table border="1"> <thead> <tr> <th></th> <th>Below expected</th> <th>Expected</th> <th>Above expected</th> </tr> </thead> <tbody> <tr> <td>Year 5 Reading</td> <td>2</td> <td>2</td> <td></td> </tr> <tr> <td>Year 4 Reading</td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Year 3 Reading</td> <td>3</td> <td>3</td> <td>1</td> </tr> <tr> <td>Year 2 Reading</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>Year 1 Reading</td> <td>1</td> <td></td> <td>2</td> </tr> <tr> <td>TOTAL</td> <td>8</td> <td>6</td> <td>7</td> </tr> <tr> <td>Year 5 Writing</td> <td>4</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 4 Writing</td> <td>2</td> <td></td> <td>3</td> </tr> <tr> <td>Year 3 Writing</td> <td>2</td> <td>3</td> <td>1</td> </tr> <tr> <td>Year 2 Writing</td> <td>4</td> <td>2</td> <td>3</td> </tr> <tr> <td>Year 1 Writing</td> <td>2</td> <td>2</td> <td></td> </tr> <tr> <td>TOTAL</td> <td>14</td> <td>8</td> <td>8</td> </tr> <tr> <td>Year 5 Maths</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 4 Maths</td> <td></td> <td>1</td> <td>4</td> </tr> <tr> <td>Year 3 Maths</td> <td>2</td> <td>4</td> <td></td> </tr> <tr> <td>Year 2 Maths</td> <td>2</td> <td></td> <td>3</td> </tr> <tr> <td>Year 1 Maths</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td>8</td> <td>6</td> <td>8</td> </tr> </tbody> </table>		Below expected	Expected	Above expected	Year 5 Reading	2	2		Year 4 Reading			1	Year 3 Reading	3	3	1	Year 2 Reading	3	1	3	Year 1 Reading	1		2	TOTAL	8	6	7	Year 5 Writing	4	1	1	Year 4 Writing	2		3	Year 3 Writing	2	3	1	Year 2 Writing	4	2	3	Year 1 Writing	2	2		TOTAL	14	8	8	Year 5 Maths	3	1	1	Year 4 Maths		1	4	Year 3 Maths	2	4		Year 2 Maths	2		3	Year 1 Maths	1			TOTAL	8	6	8
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4.	For the wellbeing of PP children and their families to be supported and give families who need additional help a named contact in school	<ul style="list-style-type: none"> • Family Support Worker to meet with families who need support but aren't at an EHA level in order to put support in place for them • Children meet with the FSW in order to have tailored wellbeing interventions and/or counselling and their progress measured using Boxall profile • Weekly nurture group sessions for children by invite only • FSW works between school and home to 'bridge' the gap, conduct home visits and signpost families as appropriate 	<p>EHA meetings with 5 families</p> <p>Support meetings 4 families 1 hour every 4 weeks (approx)</p> <p>8 children having 1:1 sessions for 30 minutes per week</p> <p>Family support worker time</p> <p>Weekly Nurture group sessions (25 PP children) 381.00</p> <p>= £2984.12</p> <p>Boxall Profile £170.00 per year = £10.45 for PP children</p>	<p>Currently 2 families have EHA/family involvement with AB – the other 3 families have had their EHA's closed due to objectives being met</p> <p>By the end of the year, FSW involvement with the majority of children (6 out of 8) had ended and she had begun work with an additional 2 PP children. The majority of her involvement is now not with PP children. This is a shift from the previous year.</p>
5.	For the PP children and families to have the opportunity to choose enrichment opportunities and to support parents financially in sending their children to extra-curricular activities	<ul style="list-style-type: none"> • The self-esteem of the PP children improves. Online Boxall system is easier to track the impact of this. • Parents have more freedom in choosing how their personal allocation is used • Greater publication of personal allowance on letters to encourage greater uptake following last year's figures – office staff to facilitate • Children are given fruit and milk everyday 	<p>Milk and fruit for KS2 PP children £24.70 per child per year for fruit and £43.70 per child per year for milk for morning snack</p> <p>39 children have milk (1704.30) and 23 have fruit (568.10) = £2270.40</p> <p>PP grant £100 per pupil = £4,300.00</p> <p>Office staff top manage the personal budgets = £115.00</p>	<p>16 children used over 50% of their virtual voucher, compared with 14 children the previous year.</p> <p>Fruit and milk was paid for on top of the virtual voucher.</p>

6.	To improve the attendance of PP children to at least 95%	<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 continues with an award for most improved attendance introduced • 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. • Curriculum and topics have been audited to ensure they allow for the children to fully engage in the curriculum and come to school • School have commissioned the service of an external consultant to work with families in supporting them to improve the attendance of children who are below 85% in order to prevent referrals to NCC being made 	Attendance meetings and parental contract meetings for 10 children below 90% (1 hour per meeting) = £723.60 Use of CH Solutions to support families in raising the attendance of children – predicted spend based on involvement with 3 PP families = £150 per family = £450 per year predicted	Not achieved PP attendance is 93% 55% of PP children have attendance under 95%
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Predicted PP spend for 2018/2019: £55,568.96