

1. Summary information

School	Hawthorn Community Primary School				
Academic Year	2020-21	Total PP budget Pupil allocation	= £51,225	Date of most recent PP Review	January 2017
Total number of pupils	285	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2021

2. Key Data

EYFS Good Level of Development Measure

	National	Hawthorn 2019	Hawthorn 2020
All		61%	
PP		66%	

Year 1 Phonics Screening

	National	Hawthorn Primary	
		2019	2020
All		70.5%	86%
PP		56%	100%
Y2 retakes PP	88.1% All	50%	

KS1 EXPECTED

KS1	National All	All		PP	
		2019	2020	2019	2020
Reading		61.9%		40%	
Writing		69%		40%	
Maths		71.4%		50%	

KS2	Expected National		Expected+ Hawthorn Non PP		Expected + PP	
	2019	2020	2019	2020	2019	2020
Reading	73.1%		73.1%		22.2%	
Writing	78.4%		84.4%		33.3%	
EGPS	78%		73.3%		44.4%	
Maths	78.6%		86.7%		66.6%	
Combined	64.8%		64.4%		22.2%	

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

Number	Identified need and/or barrier	Rationale
In school barriers		
1.	Typically, PP children in the school are characterised by: <ul style="list-style-type: none"> • Low levels of rich vocabulary • Negative attitude towards mathematics • Lack of basic skills (number, reading and writing) • Poor presentation skills 	Our PP children within our school are characterised by having low levels of vocabulary. This impacts on reading and writing. Currently, we have <ul style="list-style-type: none"> • 71% of non PP children at expected level or greater in reading • 45% of PP children working at the expected level or greater in reading • 61% of non PP children working at the expected level or greater in writing • 40% of PP children working at expected level or greater in writing • 64% of non PP children working at the expected level or greater in maths • 43% of PP children are working at the expected level or greater in maths Teachers reported that this is a common trend within our school, that PP children generally have a lower level of rich vocabulary to draw on. However, following the lockdown in 2020, this also became generally a whole school issue. Overall, our PP children are being out performed in all areas by non PP children.
2.	PP children struggled to maintain their KS1 or EYFS level in KS2. Currently, some children that should achieve at age expected or working towards the expected level are not in track to this.	Currently in KS2: <ul style="list-style-type: none"> • 28% of PP children are not in track to achieve the projected KS2 level according to their KS1 level in reading • 31% of PP children are not in track to achieve the projected KS2 level according to their KS1 level in writing • 31% of PP children are not in track to achieve the projected KS2 level according to their KS1 level in maths
3.	Negative attitudes towards subjects and/or school projected by parents/carers onto children leading to non-engagement from parents and reluctance to have a positive outlook to learning	Teachers have observed a higher level of negative attitudes towards self and ability as well as school in our PP children. These children in our school typically have little resilience and lack learning behaviours in order to respond to a challenge, or ambition to achieve.
External barriers		

4.	Engagement of parents to support children and awareness of wellbeing needs is low with some families	<p>Parental engagement from some of our PP families is low. This impacts on attendance at parent's evenings. The national lockdown enabled the school to recognise the families who didn't/couldn't access home learning resources due to lack of data or children not having the support. These children also can lack a support network at home to help with home learning as well as homework and reading.</p> <p>There is also lack of understanding of learning behaviours such as the importance of having a healthy snack for children.</p>
5.	Children from PP families have a lower take up of extracurricular clubs and activities.	PP children and their families have greater control over their PP allocation to enrich the curriculum for those learners through a £100 virtual voucher that can be used for after school/before school clubs or for recognised out of school activities such as Cub, Rainbows, swimming etc.
6.	Attendance of the PP children is lower than 95%	PP children's attendance is lower than non PP children's FSW works with families of these children to hold contract meetings, review targets and work with EIPT when required

4. Actions to address need and/or overcome the barriers		
Identified need	Desired Outcome	Actions to achieve the desired outcome
1, 2	<p>For PP children to extend their vocabulary and close the vocabulary gap</p> <p>Progress will be seen in reading and writing data</p>	<ul style="list-style-type: none"> • Use of reading bookmarks to support parents and school staff to extend children's understanding of texts and vocabulary • Use of Vocab Ninja in KS2 to challenge and extend children's vocabulary and expose them to a greater range of specific and rich vocabulary • Whole class reading lessons include a vocabulary element so we can explore the vocabulary in detail with the children • Quality, progressive texts used in each phase to extend children's language acquisition. • Use of knowledge organisers to ensure that topic language is progressive and builds on what children already know • Additional 1:1 reading sessions and group guided reading sessions with TAs and teachers

1,2	To ensure that all children remain at least on track to meet their expected KS1 or KS2 level	<ul style="list-style-type: none"> • More focus on quality first teaching through teacher CPD led by subject leads in staff meetings and the curriculum training provided by the curriculum lead • Increased level of intervention work happening on school with a focus on speech and language and basic skills • Additional support provided to phases by afternoon TAs to enable more targeted interventions to take place • 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 • PP children identified in pupil progress meetings and by class teachers to TAs to enable progress to be closely monitored and early identification of misconceptions to be identified
1,2, 3	<p>For resilience and learning behaviours to be developed</p> <p>For children to develop self confidence</p>	<ul style="list-style-type: none"> • Use of PSHE Jigsaw scheme to support the development of learning behaviours • Growth mind-set promoted and displayed in each classroom • Resilience and mindfulness promoted through assemblies • Growth mind-set motivational posters displayed around school • Use of 'Zones of Regulation' to support the development of learning behaviour and strategies to support own emotional regulation • Use of Protective Behaviours for certain children
3,4	To increase parental attendance at parents evening and parental support	<ul style="list-style-type: none"> • All parents are offered a slot, and allocated one if they don't request one • Target sheets sent to parents with targets on them so parents can see how to support at home – emailed to non-attending parents • Parents are telephoned for a conversation about progress if they don't attend parents evening • Useful links displayed on school website so parents can support children • Engage with families who need support to connect to online systems for parents evening or home learning provided by ICT technician • Data/devices given to families who need these to access learning resources

3, 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"> • FSW to continue to lead EHAs with families, including vulnerable and PP families • 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, including attendance support • FSW works between school and home to 'bridge' the gap, conduct home visits and signpost families as appropriate • Use of Protective Behaviours, Drawing and Talking and Lego therapy • Milk and fruit provided daily for PP children for break time snack if parents opt in • FSW to work 1:1 with some children where appropriate • £100 virtual voucher to be given to each family – information leaflet sent to parents to encourage uptake
6	To improve the attendance of PP children to at least 95%	<ul style="list-style-type: none"> • Monitoring of attendance happens every 6 weeks • Letters are sent to families falling below the threshold • Family Support Worker holds attendance meetings and write contracts with parents and implements a 4 weekly review cycle overseen by the Headteacher • Families who aren't meeting the objectives of the contract are called to a meeting with the Headteacher • Onward referrals made for families who are persistently not attending • 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 • Strict guidelines implemented by the HT to discourage in term absences and sending home of children who complain of feeling unwell

Expenditure

Staffing Additional TA support across phases TAs are deployed to carry out small group interventions Family Support Worker To monitor attendance and work with the vulnerable families through EHAs or on an informal basis Office staff Maintenance of Virtual Voucher	£40,910
Virtual Voucher £100 per child	£3800.00

Milk and Fruit Provided for all PP children if parents opt in	£1224.00
Training and Resources	£6,000