

Pupil premium strategy statement

1. Summary information					
School	Hawthorn Primary School				
The Governing Body has ensured that the eligible pupils will get the additional support from this funding; however, they reserve the right to allow other pupils to receive this support alongside where needed. The “working poor” are a very vulnerable group at Hawthorn Primary. Anonymous data on a child by child level is available.					
Academic Year	2017/18	Total PP budget	£158,980	Date of most recent PP Review	July 17
Total number of pupils	222	Number of pupils eligible for PP	120 (54%)	Date for next internal review of this strategy	Feb18

2a. Current attainment-End of Key Stage Two			
	<i>Pupils eligible for PP in Hawthorn</i>	<i>Pupils not eligible for PP in Hawthorn</i>	<i>National Average</i>
% achieving expected standard in reading, writing and maths	42%	71%	61%
% achieving expected standard in reading	58%	71%	71%
% achieving expected standard in writing	71%	86%	67%
% achieving expected standard in maths	92%	86%	75%
% achieving expected standard in GPS	79%	82%	77%
2b. Current attainment-End of Key Stage One			
	<i>Pupils eligible for PP in Hawthorn</i>	<i>Pupils not eligible for PP in Hawthorn</i>	<i>National Average</i>
% achieving expected standard in reading, writing and maths	60%	79%	64%
% achieving expected standard in reading	70%	89%	76%
% achieving expected standard in writing	60%	79%	68%
% achieving expected standard in maths	70%	89%	75%
2c. Current attainment-End of Reception			

	<i>Pupils eligible for PP in Hawthorn</i>	<i>Pupils not eligible for PP in Hawthorn</i>	<i>National Average</i>
% achieving good level of development	64%	76%	69%
% achieving expected standard in reading	64%	74%	77%
% achieving expected standard in writing	64%	74%	73%
% achieving expected standard in maths	82%	84%	73%
2. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	Many of the PP children also have a SEN especially Speech and language difficulties and this manifests itself in Reception and Key stage 1 where PP children do not perform as well		
B.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
C.	A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.		
D.	Attendance rates for pupils eligible for PP are 95.6%, compared to 96.1% for Non PP. This reduces their school hours and can cause them to fall behind.		
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria
A.	Improve Reading attainment levels in Key Stage 2		The proportion of disadvantaged pupils in school reaching nationally expected standard or above in reading to be at least in line with the national average in the 2018 statutory test outcomes.

B.	Improve Reception and Key Stage 1 results for PP pupils	Disadvantaged pupils in school will make good progress towards reaching nationally expected standards in the 2018 outcomes at the end of Reception and Key Stage 1, including in the Year 1 phonics check..
C.	Attendance improved for PP pupils	The much improved attendance outcomes for disadvantaged pupils will be sustained and / or improved further.

4. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved teacher skills impacts on ALL pupils	English and maths consultants employed to advise, train and support staff. Teachers are trained in interventions in both English & Maths strategies specifically for SEN pupils and those who have been Low Prior Attainment	Data clearly shows these groups most vulnerable within PP population	Monitoring by head , English coordinator and external consultant. Observations, book scrutines etc CLPE (Power of reading) training for key staff across school	Rachel Clayton (Assistant Head/Maths Lead) Jen Pearson (English Lead)	End of each term when data is collected.
Improve attendance of PP children	Attendance officer 5 x am for First day response, data collection, monitoring, parent meetings and prosecutions if necessary	Attendance improved considerably last year to 96%	Monitored by SLT on weekly basis	Lorraine Shields (Family Support coordinator)	End of each term when data is reviewed.
Total budgeted cost					£23,500

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Y6 results are at national averages July 2018	Additional teacher in Y6 to ensure progress is rapid and secure.	This had a huge impact last year when the new curriculum was implemented and children made good progress. High quality teacher is good option at Hawthorn	Monitored by head and finance/staffing committee as this is a large expenditure – data to committee each term	Rachel Clayton (Assistant Head/Maths Lead)	End of each term when data is collected.
Pupils with SEN have underlying needs met early	Speech therapist employed 1 days a week. Staff are trained to deliver Word Aware and Talk boost Group work in Sound Awareness, narrative and Early sentence building	Clear evidence from last year and national data that these approaches support children with Sp and L difficulties	Data is scrutinised by head/Senco every term. Planning and review meetings with professionals each term	Sarah Leadbitter/Caroline Beecroft – Acting SENDCO	At the end of the year once all data has been analysed.

Pupils with SEN have underlying needs met early	Educational Psychologists employed 2 days a week. Individual casework, staff training	Early Intervention proven to have greatest impact long term. Will raise attainment low down the school reducing Low Prior Attainment numbers	Data is scrutinised by head/Senco every term. Planning and review meetings with professionals each term	Sarah Leadbitter/Caroline Beecroft – Acting SENDCO	End of each term when data is collected.
Pupils in reception and Key Stage 1 make rapid progress in the early years of school.	Additional SEN Teaching Assistants . In Reception to ensure early intervention In KS1 for additional support with reading.	Last year's results demonstrate that this additional staffing improve attainment . Teachers and highly trained and skilled TAs work very closely together (This approach being recognised by Sutton Trust as the way additional TAs do make a difference)	Data is scrutinised by head/Senco every term.	Sarah Leadbitter/Caroline Beecroft – Acting SENDCO	At the end of the year once all data has been analysed.
Y6 Easter school	2 members of staff work for a week in the Easter holidays running Booster classes for Y6 to ensure they do not lose motivation.	Sutton Trust evidence for Summer schools is clear, children usually all attend Easter school although it is voluntary.	Head checks on quality of Easter school.	Rachel Clayton (Assistant Head/Maths Lead) Jen Pearson(Y6 teacher/English Lead)	End of each term when data is collected.

Total budgeted cost £113,504

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will be able to articulate and work through concerns and be more ready to learn.	1:1 counselling 3 hours a week	This approach has had an enormous impact on individuals who were struggling with their emotions and unable to learn. See counselling reports for detail.	SLT to check quality, parental and child feedback crucially important. Termly planning and review meetings with counsellor.	Lorraine Shields (FSC)	Annually at end of contract
Pupils experiences enriched and learning taking place outside	Forest School accredited training for 1 teacher	Forest school was trialled with Y4 last year, enormously beneficial to engagement and confidence of children involved. This training will ensure all children will benefit from these experiences as we have the facilities at school	SLT to observe lessons over the year.	Cath Allison (Forest School lead)	Annually after training complete
New experiences enrich the children's lives and excite them into trying new things and exploring further.	Theatre visits, concerts, trip to London, Leeds to visit Opera north, residential experiences, storytelling workshops, theatre productions in school, educational visits	The children often have very limited cultural and learning opportunities at home and this is essential for them to develop all aspects of their learning	Discussions with pupils	Julia Bayes - Acting Head Teacher Jane Dube - Head Teacher (Jan 2018)	Termly through pupil voice
Total budgeted cost					£21,976

Other interventions which have no cost attached are Social and Emotional learning approaches which all our staff are trained in; Metacognition and self regulation approaches which are the core principles behind the In Harmony programme, phonics work – all staff highly skilled in this area.1:1 tuition which takes place according to need.

5. Review of expenditure Completed July 18	
Previous Academic Year	
i. Quality of teaching for all	

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved teacher skills impacts on ALL pupils	English and maths consultants employed to advise, train and support staff. Teachers are trained in interventions in both English & Maths strategies specifically for SEN pupils and those who have been Low Prior Attainment	GLD improved for all and for PP children KS1 Reading/Maths improved for all and Reading Greater Depth for PP children KS2 Reading/Writing/Maths improved Observations show improved teaching across the board. Books show improved quality of teaching	The 1:1 bespoke training has had huge impact on teaching. We will not continue with same level of consultant support as no longer required and English and Maths coordinators have clear plan for 18/19	£23,500
Improve attendance of PP children	Attendance officer 5 x am for First day response, data collection, monitoring, parent meetings and		This will continue into 17/18. We have employed the attendance officer directly as attendance service had ceased to exist.	

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Y6 results are at national averages July 2017	Additional teacher in Y6 to ensure progress is rapid and secure.	KS2 results show improvements in all subjects. Maths, Grammar and writing remain at or above National levels. Reading still slightly below but improved by 11% on last year	Reading remains a focus for 18/19. We will continue with additional support in Year 6 from AHT with a focus on Maths and Writing across the curriculum.	
Disadvantaged pupils with SEN have their underlying needs met at the earliest possible stage and are therefore ready to learn and make accelerated progress	Speech therapist employed 1 day a week. Staff are trained to deliver Word Aware and Talk boost Group work in Sound Awareness, narrative and Early sentence building	GLD especially improved after interventions by SPO and Lang therapist All teachers more confident in identifying and supporting Sp and Lang difficulties. SEN results in KS1 and 2 improved.	This will continue at the current level of 1 day a week.	

As above	Educational Psychologists employed 2 days a week. Individual casework, staff training	Early Intervention has helped with the success this year. SEN children report feeling supported, SEN interventions are regularly monitored by SENCo	This will continue	
Disadvantaged pupils in Reception and Key Stage 1 make rapid progress in the early years of school.	Additional SEN Teaching Assistants . In Reception to ensure early intervention In KS1 for additional support with reading.	This years results demonstrate that this additional staffing improve attainment . Teachers and highly trained and skilled TAs work very closely together	This will continue with a new member of staff being recruited from Sept '17. For reception TA	
Y6 Easter school	2 members of staff work for a week in the Easter holidays running Booster classes for Y6 to ensure they do not lose motivation.	28 out of 31 children attended Easter school and made sure they kept up their work during the holidays. Children thoroughly enjoyed it too,	This will continue into 2018	
				£113,504

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will be able to articulate and work through concerns and be more ready to learn.	1:1 counselling 3 hours a week	See counselling reports for detail.	This is to increase in 2017/18 as proving extremely beneficial for pupils emotional needs. Will be 1 full day a week so group and family work can be carried out.	£21,976
Pupils experiences enriched and learning taking place outside	Forest School accredited training for 1 teacher	Engagement and confidence of children involved. Is clear to see.	Cath has completed training and now has accreditation, she will use this to cover all KS2 classes in 17/18 carrying out Forest school sessions.	

<p>New experiences enrich the children's lives and excite them into trying new things and exploring further.</p>	<p>Theatre visits, concerts, trip to London, Leeds to visit Opera north, residential experiences, storytelling workshops, theatre productions in school, educational visits</p>	<p>These activities have had a profound effect on the children, they have been all over - looking at Stone Age sites in Northumberland, playing with Opera North in Leeds etc.</p>		
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<p>6. Additional detail</p>
<p>Other interventions which have no cost attached are Social and Emotional learning approaches which all our staff are trained in; Metacognition and self regulation approaches which are the core principles behind the In Harmony programme, phonics work – all staff highly skilled in this area. 1:1 tuition which takes place according to need.</p>