

Pupil premium strategy statement and action plan 2016-17

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	2016/17	Total PP budget	£175,560	Date of most recent PP Review	Oct. 16
Total number of pupils	220	Number of pupils eligible for PP	133 = 61%	Date for next internal review of this strategy	Feb 17
Characteristics of these PP pupils : 30% SEN, 33% EAL, 49% Low Prior Attainment					
2. Current attainment					
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP nationally</i>		
% achieving Expected standard or above in reading, writing & maths	Combined 44(8)%; R 52%; W 76%; M 76%		Combined 60% R71%; W79%; M 75%		
Progress score in Reading	0.23 (C/I = +/-2.50)		0.33		
Progress score in Writing	3.56 (C/I = +/- 2.49)		0.12		
Progress score in Maths	4.41 (C/I = +/-2.13)		0.24		
3. 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.	Disadvantaged pupils frequently also have special educational needs, particularly in relation to speech and language difficulties in Reception and Key Stage 1. Tackling SEN and disadvantage is a major barrier to be overcome in order to ensure that progress accelerates and an increasing proportion of these pupils reach national expectations by the end of each of these key stages.				

B.	Disadvantaged children typically enter the school with very low levels of skills and development for their age, particularly in relation to their language and communication / social and emotional development. This hinders these children's readiness to learn and their ability to reach the standards required to access the KS 1 curriculum within a very short space of time.	
C.	Poor attendance means that some disadvantaged pupils miss out on precious learning time. Leaders' work to improve the attendance of disadvantaged pupils over time is effective, but there is more work to be done to ensure the pattern of improvement is sustained. (Disadv pupils 95.9% attendance 2015.16. No data currently available for national other pupils. However, national average 2015 was 96%)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Frequently very low aspirations within families, lack of enriching life experiences and lack of social interaction in different settings and situations.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve reading attainment levels for disadvantaged pupils 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 2017 statutory test outcomes.
B.	Improve Reception and Key Stage 1 results for disadvantaged pupils including in the Year 1 Phonics check	The proportion of disadvantaged pupils in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of Reception and Key Stage 1, including in the Year 1 phonics check..

C.	Sustain and / or improve the attendance of disadvantaged pupils	<p>The much improved attendance outcomes for disadvantaged pupils in 2016 will be sustained and / or improved further.</p> <p>Note – 2016 published data available Dec 2016 – indicates that attendance of FSM was 95.9% vs 96.6% non FSM in school. Overall attendance = 96.15 – this is at national average and represents very significant overall improvement from 2015 (94.4%). FSM absence reduced from 5.9% in 2015 to 4.1% in 2016 – again significant improvement.</p> <p>Concern – SEN support absence and persistent absence.</p>
D.	Increase the proportion of disadvantaged pupils who are most able reaching greater depth	The proportion of most able disadvantaged pupils reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages.

5. Planned expenditure					
Academic year	2016/17				
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	Jen Pearson (English)	End of each term when data is collected.
Improve attendance of PP children	Attendance officer 2 days a week 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					£28,547
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 2017	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	Monitored by head and finance/staffing committee as this is a large expenditure – data to	Jo Kennedy (Assistant Head) Cath Allison (Key Stage Lead)	End of each term when data is collected.
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 2 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	Sara Mulvey (Deputy Head/Senco)	At the end of the year once all data has been analysed.
As above	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	Data is scrutinised by head/Senco every term. Planning and review meetings with	Sara Mulvey (Deputy Head/Senco)	End of each term when data is collected.
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.	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	Data is scrutinised by head/Senco every term.	Sara Mulvey (Deputy Head/Senco)	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 (Y6 T and Maths coordinator) Jen Pearson (Y6 T and English coordinator)	End of each term when data is collected.
Total budgeted cost					£128,386 – see Appendix 1 for detailed breakdown.

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 (Key Stage 2 lead)	Annually after training complete
Children will be able to articulate their learning, have new experiences and improve engagement in learning	Mantle of the Expert drama specialist engaged for 12 days a year	We tried a pilot of this approach last year with 2 year groups and want to extend that to another 2. It was extremely effective in teaching children "tricky" concepts in Science through drama.	Head to observe sessions, discussions with pupils	Cath Allison (KS2 lead)	Annually after work completed and data analysed.
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	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	Judy Cowgill - Head	
Total budgeted cost					£18,627

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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.

Previous Academic Year			
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)
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 17/18
Improve attendance of PP children	Attendance officer 2 days a week for First day response, data collection, monitoring, parent meetings and prosecutions if necessary	PP attendance to Half term 5 is 95%. 12 This better than same period 2015/16	This will continue into 17/18. We have employed the attendance officer directly as attendance service had ceased to exist.
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 17/18. We will continue with 2 year 6 classes for 17/18 while PP allocated budget allows
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 2 days 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 reduced rate, one day a week instead of 2 .

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
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.
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.
Children will be able to articulate their learning, have new experiences and improve engagement in learning	Mantle of the Expert drama specialist engaged for 12 days a year	Work with Y6 and y1 has resulted in enhanced teacher skills, re new approaches, increased confidence and reasoning and problem solving in schildren	We will not be continuing with external support for this as teachers now can carry out this approach on their own.
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	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.	

2017 Outcomes for pupils

Early Years Foundation Stage - GLD

All	70%	6.7% Improvement on 2016
B	63%	In line with 2016 results
G	79%	12% improvement on 2016
PP	58%	18% Improvement on 2016
Non PP	74%	In line with 2016 results
SEN	0%	Significant SEN greatest barrier to learning
Non SEN	84%	
EAL	83%	21% improvement on 2016
Non EAL	61%	
Summer	60%	
Autumn	90%	Big difference at this stage of development

Year 1 Phonics check

All	73%	
B	61%	Exact reversal of 2017 scores
G	92%	
PP	55%	<p>Decrease of 5% on 2017 13 Pupil premium children includes 56% SEN, 64% EAL, 64% boys, 45% Summer birthdays.</p> <p>8 pupil premium PA Low 63% are SEN, 2 of NON SEN did not pass the phonics test, One narrowly missed the standard and another will be assessed for SEN next year.</p>
PA Low	38%	
PA Mid	100%	
PA High	100%	
Non PP	82%	
SEN	56%	More SEN pupils than last year
Non SEN	81%	
EAL	73%	
Non EAL	73%	
PA Low 1 @ R	27%	3 children in this category not on SEN register – One will be assessed for SEN 2017/18, 2 other pupils almost reached the standard.
PA Mid 2 @ R	100%	
PA High 3 @ R	100%	

Key Stage 1 Statutory Assessments

Year 2: End Summer term 2017 attainment : Expected standard (GDS)					
	Reading	Writing	Maths	M, R & W	Impact/future priorities
All	83% (17%)	72% (7%)	83% (7%)	72% (7%)	Improved result in Reading & maths and in all subjects more pupils achieved GDS
B	89% (22%)	72% (6%)	89% (6%)	72% (6%)	
G	73% (9%)	73% (9%)	73% (9%)	73% (9%)	
PP	70% (10%)	56% (0%)	67% (0%)	56% (0%)	Improved scores for Reading GDS
PA Low	50% (0%)	43% (0%)	40% (0%)		Dip of 5% in reading, 20% in writing and 10% in maths – all cohort related as 40% or PP pupils are SEN - none of these SEN pupils achieved expected standard in any subject
PA Mid	100% (50%)	100% (0%)	100% (0%)		
PA High	N/A	N/A	N/A		
Non PP	89% (21%)	80% (10%)	90% (10%)	80% (10%)	
SEN	50% (0%)	33%(0%)	56%(0%)	33%(0%)	Improved from last year however Significant SEN main barrier to learning. 1 child attends Sp and Lang ARC
Non SEN	95% (24%)	90% (10%)	95% (10%)	90% (10%)	
EAL	75% (19%)	71% (6%)	76% (6%)	71% (6%)	
Non EAL	92% (15%)	75% (8%)	92% (8%)	75% (8%)	
PA Low	64% (0%)	50% (0%)	62% (0%)		Low scores at reception, children still not catching up
1 @ R					

PA Mid	100% (22%)	100% (11%)	100% (8%)	
2 @ R				
PA High	100% (100%)	100% (100%)	100% (100%)	
3 @ R				

Key Stage 2 Statutory Assessments

Year 6 : End Summer term '17 - SATs results : Expected standard (Greater Depth)						
	Reading	Writing	EGPS	Maths	M, R & W	
All	61% 10%	74 % 23%	81% / 32%	90% 26%	48% 10%	All results improved on last year
B	70% 5%	70% 20 %	85%/ 30%	90% 25 %	50% 5%	
G	45% 18%	82% 27 %	73% / 36%	91% 27 %	45% 18%	
PP	58% 8 %	71% 17 %	80% 32%	92% 25 %	43% 8 %	Improved on 2016 – PP reading increase of 8% and 16% in maths. Slight dip of 4% in writing and hence a 4% dip in combined RWM. Increases in PP pupils reaching greater depth -
PA Low	33% 0 %	38% 0 %	60% 20%	50% 50 %		
PA Mid	67% 5%	89% 21 %	82% 29%	96% 16 %	57% 5%	
PA High	100% 67%	100% 100 %	100% 100%	100% 100 %	100% 67%	
Non PP	67% 17 %	83 % 33%	83% 33%	83% 33 %	67%	

						8% in reading, 16% in maths – writing sustained. Some very good progress for Low PA.
SEN	56% <i>0 %</i>	33% <i>0 %</i>	56%/22%	89% <i>11%</i>	11%	Much improved on last year in Reading & Maths
nonSEN	64% <i>14 %</i>	91 % <i>32 %</i>	91%/36%	91% <i>32%</i>	64%	
EAL	73% <i>9%</i>	81% <i>36 %</i>	91%/36%	91% <i>45%</i>	64%	
nonEAL	55% <i>10%</i>	70% <i>10 %</i>	75%/30%	90% <i>15%</i>	40%	
PA Low <i>KS1 APS <12</i>	29% <i>0%</i>	33% <i>0 %</i>	67%/16%	50% <i>50%</i>		3 children PA Mid very surprising SAT failures
PA Mid <i>KS1 APS 12 – 17</i>	70% <i>5%</i>	90% <i>15 %</i>	85%/30%	94% <i>17%</i>		
PA High <i>KS1 APS 18 and over</i>	100% <i>67 %</i>	100% <i>100%</i>	100%/100%	100% <i>100%</i>		

Hawthorn Primary School

Summary of impact – pupil premium action plan 2016 - 2017

Desired outcomes		Success criteria	Final outcomes
	Improve reading attainment levels for disadvantaged pupils 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 2017 statutory test outcomes.	<p>60% of disadvantaged pupils reached nationally expected standard in reading in the 2017 statutory tests. This was an increase on 8% on the 2016 outcomes. National average (preliminary published data 2017) = 71% - and increase of 5% on the 2016 data.</p> <p>Result indicates that the differences in performance between disadvantaged pupils and other pupils nationally is diminishing although not yet in line with national averages. Work in books is testament to the good progress of all disadvantaged pupils from their widely varying starting points. Pupils with low prior attainment from Key Stage 1 made especially good progress.</p>
B.	Improve Reception and Key Stage 1 results for disadvantaged pupils including in the Year 1 Phonics check	The proportion of disadvantaged pupils in school reaching nationally expected standards or above to be at least in line with the national average in the 2017 outcomes at the end of Reception and Key Stage 1, including in the Year 1 phonics check.	<p>58% of disadvantaged pupils reached GLD at the end of the Reception year. This is a 14% improvement on 2016. National average 2016 for GLD was 69%. While the 2017 GLD information is not yet published, once again, the evidence shows that differences in the performance of disadvantaged pupils are diminishing. Given the very low starting points of many of the children, the outcome represents at least good progress for this group of pupils.</p> <p>The Year 1 phonics outcomes dipped by 12% from the 2016 outcomes. 56% of the disadvantaged pupils in the</p>

			cohort were pupils with SEN. Of the two PP pupils with no SEN, one narrowly missed reaching the standard and the other will be assessed for SEN in the next academic year.
C.	Sustain and / or improve the attendance of disadvantaged pupils	<p>The much improved attendance outcomes for disadvantaged pupils in 2016 will be sustained and / or improved further.</p> <p>Note – 2016 published data available Dec 2016 – indicates that attendance of FSM was 95.9% vs 96.6% non FSM in school. Overall attendance = 96.15 – this is at national average and represents very significant overall improvement from 2015 (94.4%). FSM absence reduced from 5.9% in 2015 to 4.1% in 2016 – again significant improvement.</p>	<p>The attendance for disadvantaged pupils to the end of half term 5 was 95.12% - a very slight dip on the same period in 2016 when attendance was 95.9%. When those pupils in the ARC provision are disaggregated however, there is no dip.</p> <p>Leaders do everything possible to encourage full attendance using an eclectic range of rewards, competitions of good attendance - as well as working very closely with families.</p> <p>Given the circumstances of the school, it is to leaders' credit that attendance is not far short of average. Leaders will continue to prioritise attendance.</p>
D.	Increase the proportion of disadvantaged pupils who are most able reaching greater depth	The proportion of most able disadvantaged pupils reaching Greater Depth by the end of KS 1 and KS 2 will more closely align with national averages.	<p>(National statistics for GD are not yet available)</p> <p>2017 outcomes show an increase of 8% in the proportion of disadvantaged pupils reaching GD in reading and 16% in maths. The proportion reaching GD in writing has been sustained. Using the 2016 national outcomes, this would bring disadvantaged pupils at Hawthorn in line with national averages in writing and maths, but still below in reading.</p>

Additional commentary

The proportion of pupils who have special educational needs is almost double the national average and means statistical comparisons with national averages must be interpreted with some caution. A high proportion of pupils with special educational needs are also disadvantaged pupils. School leaders have high expectations of all learners. They have used PP funding judiciously and secured good progress from starting points for almost all pupils. Drawing on research into best practice, leaders have used a wide range of strategies to help disadvantaged pupils catch up and be well-prepared for secondary education. For those pupils who have not quite made the expected standards, they have nevertheless received the highest quality of support to become independent learners, keen to participate in school and do their very best. Leaders recognise that there is still more to be done and will leave no stone unturned to continue to raise standards and improve the life chances for every pupil in Hawthorn School.

Recommendations:

- Continue to monitor closely the attendance of disadvantaged pupils and do everything possible to secure full attendance.
- Following on from the HMI monitoring inspection findings, ensure that disadvantaged pupils who do not also have special educational needs are identified as a group and their progress monitored closely to ensure that they are catching up with any gaps in learning and on track to reach age-related expectations. Leaders and governors to hold teachers to account for this.
- Continue the focus on disadvantaged pupils who are most able so that the proportion of pupils achieving at greater depth at the end of key stages 1 and 2 continues to rise.

Appendix 1 – detailed breakdown of pupil premium spending 2016.17

Curriculum support (50% of PP pupils have Low Prior Attainment)

- Additional teacher in Year 6 to make smaller classes to support and ensure individual needs are met.
- Additional SEN teaching assistant in the Reception class to ensure early intervention for eligible pupils with special educational needs
- Additional SEN Teaching assistant in key stage 1
- English consultant to advise, train and support all staff
- Maths consultant to advise, train and support all staff
- Easter school, eligible pupils are given lessons during the holidays, 4 members of staff paid for 4 days

Personal Development, Welfare and Attendance

- Additional support from Attendance officer to ensure attendance continues to improve
- Counselling

SEN support (30% of the PP pupils have a SEN)

- Additional Educational Psychologist hours purchased - 2 days a week
- **Speech therapists** 2 days a week in school, screening, training, group work, individual therapy etc

Enrichment activities (ensuring all PP pupils can take part)

- Drama specialist 12 half days
- Forest School training
- Theatre visits, concerts, residentials, visits to other cities, storytelling workshop, visits to historical sites

Also looked after child £1900

Costs	Heading
£37,000	Teaching
£13,891	Support
£19,695	“
£9,750	Day courses
£1,500	“
£2,800	Teaching
£17,297	D873
£1,000	D873
£33,000	SIS curric
£22,000	D873
£6000	Pupil courses
£760	Day courses
£10,867	Sch trips
£175,560	