

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. Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors.					
Academic Year	2018/19	Total PP budget	£154,440	Date of most recent PP Review	Feb 18
Total number of pupils	219	Number of pupils eligible for PP	120 (54.9%)	Date for next internal review of this strategy	Feb 19
Characteristics of these PP pupils : 22% of PP children are also on the SEN register					

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	71%	82%	64%
% achieving expected standard in reading	88%	91%	75%
% achieving expected standard in writing	71%	82%	78%
% achieving expected standard in maths	82%	100%	76%
% achieving expected standard in GPS	82%	100%	78%
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	47%	82%	65%
% achieving expected standard in reading	53%	82%	76%
% achieving expected standard in writing	53%	82%	70%
% achieving expected standard in maths	60%	82%	76%

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	75%	72%	Not yet available
% achieving expected standard in reading	75%	72%	Not yet available
% achieving expected standard in writing	75%	72%	Not yet available
% achieving expected standard in maths	83%	72%	Not yet available
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 Key stage 1 where PP children do not perform as well.		
B.	Low Prior Attainment is an issue and this prevents sustained high attainment, resulting in lower numbers achieving greater depth at the end of KS1 and KS2.		
C.	Attendance can be issue (PP 4.25% absence Non PP 2.69% absence 15/16). This reduces their school hours and can limit their ability to make rapid progress in order to achieve their academic targets.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing); a lack of experience linked with low aspirations and lack of social interaction in different settings.		
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)			Success criteria
A.	Improve Reading and Writing progress for PP pupils across Key Stage 2		100% of disadvantaged pupils to make at least expected progress across KS2 in reading and writing to be at least in line with the national average in the 2019 statutory test outcomes. This will be evidenced using termly data, pupil progress meetings and monitoring.

B.	Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils	The gap between PP and other pupils further closes with 65% of PP pupils to achieve the expected standard in R and W.
C.	Attendance rates improved for PP pupils	<p>To increase attendance for PP pupils to 95.5% in order to further close the gap between PP and other pupils.</p> <p>Reduce PA for PP pupils across school; with attendance for any who remain as PA continuing to improve over time.</p>

4. Planned expenditure

Academic year

2018/19

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?
A) Improve Reading and Writing progress for PP pupils across Key Stage 2 B) Improve Reception and Key Stage 1 attainment in reading and writing for PP 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	We wanted to ensure a sustainable, strategic and bespoke CPD programme led by a highly qualified educational consultant which would ensure pedagogic development was a high priority. This is said to be effective in the Sutton Trust Toolkit: Collaborative Learning-Staff CPD covers all areas and Oral Intervention	Strategic planning meeting with external consultants (Liz Bailey/Maths, Paul Daghish RWI) to organise bespoke training. Detailed CPD proposal with timings and intended impact reported to the Head Teacher and governors. Ensure the programme is a key part of staff training and monitoring timetable. Regular agenda item for leadership team and staff meetings.	HT/DHT Carly Lawrence (Acting English Lead)	End of each term when data is collected. Regular monitoring by Maths and English leads - termly. Teaching and Learning committee – half termly.

<p>A) Improve Reading and Writing progress for PP pupils across Key Stage 2</p> <p>B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils</p> <p>C) Attendance rates improved for PP pupils</p>	<p>Attendance officer 2 days a week for First day response, data collection, monitoring, parent meetings and prosecutions if necessary</p> <p>Widening of our attendance challenges to incentivise all pupils to regularly attend school. This is supported by evidence in the Sutton Trust Toolkit: Social & Emotional Learning and Parental Involvement. All research evidences the link between attendance and progress. Full Time Family Support Officer to work with key families</p>	<p>Attendance improved considerably last year to 96%</p>	<p>Part of the attendance policy (updated annually).</p> <p>Phase Leaders Expectation and Evidence document details attendance monitoring.</p> <p>Newsletters/website/display board for updates to parents.</p> <p>Weekly achievement assembly to celebrate attendance – additional attendance awards and initiatives.</p>	<p>Tracy Lake (attendance Officer)</p> <p>Lorraine Shields (Family Support coordinator)</p>	<p>Safeguarding Governor's Committee ½ termly committee meetings and FGB meetings.</p>
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Total budgeted cost £66,135

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?
<p>A) Improve Reading and Writing progress for PP pupils across Key Stage 2</p>	<p>Additional Teaching and targeted intervention support in Year 6 by DHT.</p>	<p>Additional Teacher in year 6 has had a clear impact in previous years. DHT can offer targeted support to key groups of children to ensure progress for all groups.</p>	<p>Monitored by head and finance/staffing committee as this is a large expenditure – data to committee each term.</p>	<p>DHT Carly Lawrence (Y6 teacher, English Lead)</p>	<p>End of each term when data is collected.</p>
<p>A) Improve Reading and Writing progress for PP pupils across Key Stage 2</p> <p>B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils</p>	<p>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</p>	<p>The Sutton Trust Toolkit notes the positive impact of Early Years Intervention. The majority of our children enter the Early Years with very low communication and language skills. A bespoke, individualised programme is needed for these children to catch up. Clear evidence from last year and national data that these approaches support children with speech and language difficulties.</p>	<p>Data is scrutinised by head/Senco every term. Planning and review meetings with professionals each term. Ongoing support and training from speech and language therapist</p>	<p>SENDCO HT LEAPS SLT</p>	<p>At the end of the year once all data has been analysed and through termly review meetings and PPM.</p>

B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils	Educational Psychologists employed to cover Individual casework, staff training as required Additional SEN advisor support to encourage Cross Trust working and sharing of good practice.	Early Intervention proven to have greatest impact long term. Will raise attainment low down the school reducing Low Prior Attainment numbers The school and families gain great insight into targeted support for disadvantaged pupils with SEND through advice and reports. Sutton Trust Toolkit also highlights the positive benefits of Social & Emotional Learning and Behaviour Interventions	Data is scrutinised by head/Senco every term. Planning and review meetings with professionals each term SLA for EP time and LEAPS SALT support	SENDCO HT	Reporting to Teaching and learning committee 1/2. Termly
B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils	Additional SEN Teaching assistants across EYFS and KS1 – targeted support for phonics/reading/speech and language	Last year's results demonstrate that this additional staffing improve attainment – especially in Reception and KS1 phonics. 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.	SENDCO HT	At the end of the year once all data has been analysed. Reporting to Teaching and learning committee 1/2. Termly
A) Improve Reading and Writing progress for PP pupils across Key Stage 2	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.	DHT Year 6 staff	End of each term when data is collected.

Total budgeted cost £69,463

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?
A) Improve Reading and Writing progress for PP pupils across Key Stage 2 C) Attendance rates improved for PP pupils	1:1 counselling 3 hours a week	This approach has had an enormous impact on individuals whose home circumstances and wellbeing are having an impact on their emotions leaving unable to access learning.	SLT to check quality, parental and child feedback crucially important. Termly planning and review meetings with counsellor.	Lorraine Shields (FSC) HT	½ termly feedback meetings with counsellor

<p>A) Improve Reading and Writing progress for PP pupils across Key Stage 2 B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils C) Attendance rates improved for PP pupils</p>	<p>Forest School accredited training for 1 teacher 2 ARC teachers trained to deliver Forest School.</p>	<p>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</p>	<p>SLT to observe lessons over the year. Forest School Research project – ARC staff/Newcastle University.</p>	<p>Cath McMullen – Mainstream Forest School delivery ARC staff</p>	<p>Annually after training complete Teaching and Learning Committee half termly</p>
<p>A) Improve Reading and Writing progress for PP pupils across Key Stage 2 B) Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils C) Attendance rates improved for PP pupils</p>	<p>Theatre visits, concerts, trip to Leeds/Liverpool, residential experiences, storytelling workshops, theatre productions in school, educational visits</p>	<p>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; applying the skills they learn in class to new situations.</p>	<p>Discussions with pupils/school council Evaluations following on from planned activities Parental and pupil feedback forms Evaluations gathered by Newcastle University staff – parent/staff/pupil surveys.</p>	<p>HT In Harmony staff Class teachers</p>	<p>Across the course of the year following each activity.</p>
Total budgeted cost					£18,842
<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.</p> <p>Wide range of focused interventions that are delivered by staff across school - tracked using intervention tracker.</p>					

A. 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 – PP children out performed Non PP in Reception July 2018. KS2 Reading/Writing/Maths improved with PP exceeding national average in all but writing and making progress towards Non PP. Observations show improved teaching across the board. Books show improved quality of teaching. Improvements from in house and external training have had a positive impact in teaching and learning, especially in reading and maths.	The 1:1 bespoke training has had huge impact on teaching. CLPE training has been effective as staff attending training have been able to cascade knowledge to staff through in House CPD sessions. This approach will be extended through the introduction of Literature Works training which more staff can access on a termly basis.	
Improve attendance of PP children	Attendance officer 2 days a week for First day response, data collection, monitoring, parent meetings and	PP attendance to Half term 5 is 95. 12 This better than same period 2015/16	Attendance officer employed by school has a good knowledge of the families and is able to develop strong relationships with children and parents.	£28,547
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 2018	Additional teacher in Y6 to ensure progress is rapid and secure.	Continued progress with KS2 results exceeding national averages in all but writing. Only maintained for 2 terms (maternity leave). Final term supported by AHT.	Remain with as much additional support as budget will allow going forward into 2018-19. Consider new ways to manage additional teaching groups in year 6 without maintaining 2 full time year 6 teachers.	
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. Children make rapid progress on entry to school and any additional needs are identified early. All teachers more confident in identifying and supporting Sp and Lang difficulties. SEN results in KS1 and 2 improved.	LEAPS will continue to be bought in at 1 day a week. Staff have previously received high levels of support and training and are more confident to deliver programmes in school.	
	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 LA was not able to offer all of the sessions planned.	1:1 assessment work with children is valuable and gives staff the knowledge they require to meet the needs of individuals in class. Continue to develop problem solving and training opportunities which supports staff working with challenging pupils with a range of additional needs.	
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 year's results in reception and KS1 phonics demonstrate that this additional staffing improve attainment. Additional focus on reading this year with additional resources in school will be supported by the additional TA working across KS1.	To continue with additional support in Reception and KS1 as long as budget allows.	
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.	The majority of children attended Easter school and made sure they kept up their work during the holidays. Activities planned supported the children to maintain their basic skills as well as team work and problem solving.	Continue into next school year.	£128,386
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	Selected children receive timely support to allow them to maintain their focus on learning and continue to make progress with learning.	Maintain counselling for key children across the school. An effective, short term therapeutic approach.
Pupils experiences enriched and learning taking place outside	Forest School accreditation for a further 2 teachers – Breeze Project with Newcastle University	Improve the emotional well being of children taking part in regular forest school activities.	Forest School provides opportunities for young people to work together supported by adults, developing social skills and improving their team work and interactions. Children overcome anxieties and are more confident about trying new activities. Due to staff illness sessions were limited to class 7 and will be extended to whole school in next academic year.
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.	Continue to work with ARTS partners to develop a range of opportunities for all children.

B. Additional detail

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.