

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Hawthorn Primary School
Pupils in school	220
Proportion of disadvantaged pupils	58.2%
Pupil premium allocation this academic year	£169,940
Academic year or years covered by statement	2019-20
Publish date	6 November 2019
Review date	5 February 2020
Statement authorised by	Jane Dube
Pupil premium lead	Jane Dube
Governor lead	David Drewe, Chair Finance and Staffing Committee

Disadvantaged pupil progress scores for last academic year

Measure	Hawthorn PP	Hawthorn All	National All
Reading	-0.7	-0.2	0
Writing	1.7	2.4	0
Maths	1.0	1.7	0

Disadvantaged pupil performance overview for last academic year

Measure	Hawthorn PP	Hawthorn All	National All
Meeting expected standard at KS2	32%	42.9%	65%
Achieving high standard at KS2	0%	7.1%	10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure good progress in phonics by developing the use of 1:1 coaching for RWI phonics for KS1 and LKS2 and Fresh Start for UKS2 pupils to ensure no pupils fall behind.

Priority 2	To work with maths consultant to develop and embed a mastery approach to the teaching of maths across all phases.
Priority 3	To develop opportunities and strategies to enable pupils to build on prior knowledge, including through the development of a skills toolkit focussing on the ability to creatively solve problems, to manage themselves, to communicate effectively, or to work well with others.
Barriers to learning these priorities address	<p>Many of the PP children also have an additional SEN need, especially Speech and language difficulties. This can manifest itself in KS1 where PP pupils do not always perform as well as non PP children (Summer 2018 data)</p> <p>Low Prior Attainment which prevents sustained high attainment, resulting in lower numbers achieving greater depth at the end of KS1 and KS2.</p>
Projected spending	<p>Educational Psychology Service (£28,000)</p> <p>LEAPS (22,000)</p> <p>Phonics resources- texts, teacher resources, RWI online subscription (£5000)</p> <p>Ongoing RWI consultant support from Summer 2020 and reading leader release (£2000)</p> <p>Support staff to deliver RWI interventions (£21,000)</p> <p>Ongoing training to support teaching staff (£1000)</p> <p>Trust Maths Mastery Project including teaching staff release cover (£4600)</p> <p>English and Maths lead release time (£2000)</p> <p>Numicon online subscription, Numicon resources, White Rose Premium Online subscription – flashback 4 resources, (£1700)</p> <p>Arithmetic Books – Daily practice of basic skills (£100)</p> <p>Total: £87,400</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 20
Progress in Writing	Achieve progress scores in KS2 writing, more in line with whole school scores (2.4)	Sept 20

Progress in Mathematics	Achieve progress scores in KS2 maths, more in line with whole school scores (1.7)	Sept 20
Phonics Compare to LA/National/All??	Improve attainment in phonics for disadvantaged at end of Y2 to be in line with National average 91.4% Improve progress and attainment in phonics for bottom 20% of pupils, bringing attainment at end of Y2 for disadvantaged more in line with National average of 91.4% and school non disadvantaged (92.9%)	Sept 20
Other	Improve attendance of disadvantaged pupils to be in line with National Average of 95.8% (2018) and PA to be more in line with National Levels 8.7 (2018)	Sept 20

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity
Priority 1	To ensure that appropriate resources, both physical and staffing are in place to make certain that pupils receive the support they need to make progress in phonics from their starting point. To ensure that all staff are well trained and supported to deliver core phonics teaching and interventions, with appropriate resources in place.
Priority 2	To ensure that QFT for maths mastery is developed across all phases of school, with appropriate resources in place and staff are well supported to plan and deliver a consistent approach to a maths mastery curriculum.
Priority 3	To develop a range of strategies that support the review of learning over time to ensure that pupils build on prior knowledge.
Barriers to learning these priorities address	Approaches used provide additional teaching for repeated learning for those pupils who need this reinforcement of learning or to prevent them from falling behind using an evidence based approach to whole class teaching interventions.

	It develops early reading skills, allowing disadvantaged pupils better access to the wider curriculum.
Projected spending	Reading, English and Maths Leader release time (£3000) Staff CPD (£2000) Additional in class and intervention resources (£2,000) Total: £7,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To develop a shared reading approach (KS2), using a cycle of fiction, non-fiction and poetry, to enable all pupils to access ARE materials and activities.
Priority 2	To develop more opportunities to raise the profile of reading across the whole school community and further develop reading for pleasure, including the use of the school and local library by pupils and their families.
Priority 3	To develop wider curriculum experiences for disadvantaged pupils, including after school and holiday clubs.
Barriers to learning these priorities address	Lack of rich, cultural experience has a negative impact on pupils and their wider understanding of their community and the wider world; including their vocabulary acquisition. Access to a wide range of reading materials and developing an early love of reading and books supports the pupils to access the wider curriculum.
Projected spending	Additional library resources (£3000) Children's magazine subscriptions and Picture News Subscription (£400) External after school club delivery (£650) Subsidised trips and visits, including Y6 residential (£5000) Literature Works SLA and termly CPD for teachers (£1750) Minibus and drivers for trips and visits, including regular forest school sessions (£4000) Additional Forest school resources – outdoor clothing (£2000) Total: £16,800

Wider strategies for current academic year

Measure	Activity
Priority 1	To develop an outdoor learning area to support our curriculum, including the development of our edible playground.

Priority 2	To continue to support the development our school pastoral team through a range of training opportunities to ensure that families that have poor attendance and punctuality are well supported.
Priority 3	To enhance parental involvement in school, especially learning activities.
Barriers to learning these priorities address	Persistent absentees – engaging with families that have a history of poor attendance and punctuality. Complex needs of families who require a wide range of pastoral support from school.
Projected spending	<p>Family Support Leader (£25,000)</p> <p>Attendance Officer (£28,000)</p> <p>Outdoor Learning Lead release time and training, additional resources for outdoor area (£1750)</p> <p>Staff training – including ARC EP solution focused sessions (£3000)</p> <p>Zones of Regulation resources (£75)</p> <p>Clennell Education Solutions Supervision for ARC and FS team (£1000)</p> <p>Total: £58,825</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough release time is given to allow for staff professional development support from leaders	Use of INSET days and additional cover provided by music ensemble time.
Targeted support	Ensuring enough time for reading leader, maths and English lead to develop skills of teaching assistants to deliver targeted interventions and support. Support staff engagement??	
Wider strategies	Engaging the families facing most challenges	

Review: last year's aims and outcomes

Aim	Outcome
Improve Reading and Writing progress for PP pupils across Key Stage 2	Reading progress PP -0.7 (all -0.1) Writing progress PP 1.7 (all 2.4)
Improve Reception and Key Stage 1 attainment in reading and writing for PP pupils	Reception: Reading PP 73.3% (75%) Writing PP 73.3% (75%) KS1: Reading PP 86.7% (53%) Writing 66.7% (53%)
Attendance rates improved for PP pupils	Whole school attendance 2018-19: 95.5% PP attendance 2018-19: 95%, up from 94.2% in 2017-18 PA for PP pupils: Of the 9 PP pupils who were PA 55.5% improved their attendance across the year. The remaining pupils were all from our SEMH ARC and attendance was impacted by exclusions.