

# Pupil premium strategy statement

1. Summary information					
<b>School</b>		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.					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£175,560	<b>Date of most recent PP Review</b>	Oct. 16
<b>Total number of pupils</b>	220	<b>Number of pupils eligible for PP</b>	133 = 61%	<b>Date for next internal review of this strategy</b>	Feb 17
<b>Characteristics of these PP pupils : 30% SEN, 33% EAL, 49% Low Prior Attainment</b> (15/16 data to be amended after census)					
2. Current attainment					
		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP in Hawthorn (N Av)</i>	
<b>% achieving Expected standard or above in reading, writing &amp; maths</b>		<b>Combined 44%; R 52%; W 76%; M 76%</b>		<i>Combined 33% R33%; W67%; M 67%</i> <i>(not yet available)</i>	
<b>% within -5 to +5 or more progress score in Reading</b>		<b>84%</b>		<i>80% (not yet available)</i>	
<b>% -5 to +5 or more progress score in Writing</b>		<b>92%</b>		<i>100% (not yet available)</i>	
<b>% -5 to +5 or more progress score in Maths</b>		<b>96%</b>		<i>100% (not yet available)</i>	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	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>B.</b>	Low Prior Attainment is an issue and the solution is long term aim as standards improve at Reception and Key Stage 1				
<b>C.</b>	Attendance can be issue (PP 4.25% absence Non PP 2.69% absence 15/16)				
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	Low aspirations, lack of experiences, lack of social interaction in different settings				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>				Success criteria	
<b>A.</b>	Improve Reading attainment levels in Key Stage 2			To reach national averages (all pupils) in 2017	

<b>B.</b>	Improve Reception and Key Stage 1 results for PP pupils	To reach national averages (all pupils) in 2017
<b>C.</b>	Attendance improved for PP pupils	To reach national averages (all pupils) in 2017

## 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
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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 impact 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 scrutinies 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.
<b>Total budgeted cost</b>					<b>£28,547</b>

### 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 option at Hawthorn	Monitored by head and finance/staffing committee as this is a large expenditure – data to committee each term	Jo Kennedy (Assistant Head) Cath Allison (Key Stage Lead)	End of each term when data is collected.

Pupils with SEN have underlying needs met early	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.
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	Sara Mulvey (Deputy Head/Senco)	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.	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

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 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	Judy Cowgill - Head	
<b>Total budgeted cost</b>					<b>£18,627</b>
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.					

6. Review of expenditure <b>To be completed July 17</b>				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.