



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



Hawthorn Park Community Primary School Pupil Premium (PPG) Strategy Review 2018-2019

Barrier	Approaches/Strategies	Review and Evidence	Total Spend																																
1) Attendance rates for pupils eligible for Pupil Premium Funding	<ul style="list-style-type: none">Sharing attendance information with pupils, staff and parentsAttendance OfficerAttendance rewards	<p>Attendance rates for PPG pupils</p> <table><tr><td>End of 2017-2018</td><td>93%</td></tr><tr><td>End of 2018-2019</td><td>93.9%</td></tr></table> <p>Attendance rates compared against Non PPG (NPPG) pupils</p> <table><tr><td></td><td>PPG</td><td>NPPG</td><td>Gap</td></tr><tr><td>Sep '18</td><td>93.2%</td><td>96.2%</td><td>-3%</td></tr><tr><td>Jul '19</td><td>93.9%</td><td>96.1%</td><td>-2.2%</td></tr></table> <p>Persistent Absence (PA) rates for PPG pupils</p> <table><tr><td>End of 2017-2018</td><td>22%</td></tr><tr><td>End of 2018-2019</td><td>18.2%</td></tr></table> <p>PA rates compared against NPPG pupils</p> <table><tr><td></td><td>PPG</td><td>NPPG</td><td>Gap</td></tr><tr><td>Spr 1 '19</td><td>21.8%</td><td>7.8%</td><td>-14%</td></tr><tr><td>Sum 2 '19</td><td>18.2%</td><td>3.9%</td><td>-14.3%</td></tr></table> <ul style="list-style-type: none">Clear improvements on attendance for PPG pupils: also evident in whole school attendance information (95.2% whole school attendance and 8.9% whole school PA, the most positive figures the school has had). However, continued work and focus must be made around decreasing the high levels of PA in PPG pupils.Dedicated school attendance officer has been in place for the duration of the whole year. This has enabled pupils with low attendance (particularly the most vulnerable) to be identified quickly and strategies put in place rapidly.Weekly attendance updates to pupils, rewards and notifications have continued, as has raising parental awareness on the	End of 2017-2018	93%	End of 2018-2019	93.9%		PPG	NPPG	Gap	Sep '18	93.2%	96.2%	-3%	Jul '19	93.9%	96.1%	-2.2%	End of 2017-2018	22%	End of 2018-2019	18.2%		PPG	NPPG	Gap	Spr 1 '19	21.8%	7.8%	-14%	Sum 2 '19	18.2%	3.9%	-14.3%	£19,021
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		<p>importance of attendance. Recognition of improvements in attendance also in place.</p> <ul style="list-style-type: none">32 PPG pupils receiving additional support with attendance. <p>Continue with strategy? Yes</p> <ul style="list-style-type: none">Strategy and systems developed are now fully embedded in the practice of the school and has shown significant impact. With PA still high for PPG pupils it will be important for this strategy to stay in place to reduce this figure and maintain a high attendance rate and a low PA rate for PPG pupils.																																																																																																					
2) High quality teaching for all	<ul style="list-style-type: none">Teaching courses, whole school INSET and external supportSchool tripsExtra-curricular clubs	<ul style="list-style-type: none">Outcomes Jul 2019 (Yr6 R, M and GPS KS test outcomes, comparison gaps are against gaps for the same groups of children in the previous year. Red: gap has not closed, amber: gap broadly the same, green: gap improved.). <table><tr><th>Year Group</th><th>PPG @ ARE</th><th>NPPG @ ARE</th><th>2019 Gap</th><th>2018 Gap</th></tr><tr><td>Reception (GLD)</td><td>62%</td><td>83%</td><td>-21</td><td></td></tr><tr><td>Yr1 Phonics</td><td>86%</td><td>91%</td><td>-5</td><td></td></tr><tr><td>Yr 1 Reading</td><td>100%</td><td>84%</td><td>+16</td><td>GLD</td></tr><tr><td>Yr 1 Writing</td><td>57%</td><td>56%</td><td>+1</td><td>-9</td></tr><tr><td>Yr 1 Maths</td><td>71%</td><td>84%</td><td>-13</td><td></td></tr><tr><td>Yr 2 Reading</td><td>89%</td><td>73%</td><td>+16</td><td>=</td></tr><tr><td>Yr 2 Writing</td><td>79%</td><td>55%</td><td>+24</td><td>+11</td></tr><tr><td>Yr 2 Maths</td><td>89%</td><td>80%</td><td>+9</td><td>+14</td></tr><tr><td>Yr 2 R,W,M</td><td>78%</td><td>55%</td><td>+23</td><td></td></tr><tr><td>Yr 3 Reading</td><td>55%</td><td>78%</td><td>-23</td><td>-9</td></tr><tr><td>Yr 3 Writing</td><td>27%</td><td>63%</td><td>-36</td><td>-20</td></tr><tr><td>Yr 3 Maths</td><td>36%</td><td>66%</td><td>-30</td><td>-19</td></tr><tr><td>Yr 4 Reading</td><td>25%</td><td>68%</td><td>-43</td><td>-21</td></tr><tr><td>Yr 4 Writing</td><td>50%</td><td>52%</td><td>-2</td><td>-31</td></tr><tr><td>Yr 4 Maths</td><td>75%</td><td>45%</td><td>+30</td><td>-37</td></tr><tr><td>Yr 5 Reading</td><td>38%</td><td>48%</td><td>-10</td><td>-10</td></tr><tr><td>Yr 5 Writing</td><td>23%</td><td>37%</td><td>-14</td><td>-3</td></tr><tr><td>Yr 5 Maths</td><td>33%</td><td>52%</td><td>-19</td><td>-13</td></tr><tr><td>Yr 6 Reading</td><td>55%</td><td>63%</td><td>-8</td><td>-7</td></tr></table>	Year Group	PPG @ ARE	NPPG @ ARE	2019 Gap	2018 Gap	Reception (GLD)	62%	83%	-21		Yr1 Phonics	86%	91%	-5		Yr 1 Reading	100%	84%	+16	GLD	Yr 1 Writing	57%	56%	+1	-9	Yr 1 Maths	71%	84%	-13		Yr 2 Reading	89%	73%	+16	=	Yr 2 Writing	79%	55%	+24	+11	Yr 2 Maths	89%	80%	+9	+14	Yr 2 R,W,M	78%	55%	+23		Yr 3 Reading	55%	78%	-23	-9	Yr 3 Writing	27%	63%	-36	-20	Yr 3 Maths	36%	66%	-30	-19	Yr 4 Reading	25%	68%	-43	-21	Yr 4 Writing	50%	52%	-2	-31	Yr 4 Maths	75%	45%	+30	-37	Yr 5 Reading	38%	48%	-10	-10	Yr 5 Writing	23%	37%	-14	-3	Yr 5 Maths	33%	52%	-19	-13	Yr 6 Reading	55%	63%	-8	-7	£6,996
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Yr 6 Writing (TA)	55%	68%	-13	-16
Yr 6 Maths	55%	59%	-4	-1
Yr 6 R,W,M	40%	50%	-10	
GPS	40%	63%	-23	

There have been some closing gaps seen most notably in year 4 maths, however generally gaps, particularly in years 3, 4 and 5 are widening.

- School Trips: PPG funding has supported all PPG pupils to access the following trips during the year
 - KS2 Lion King Theatre trip;
 - Year 6: Holdenby House, Mayan workshop, Southend;
 - Year 5: Science Museum;
 - Year 4: Roman Verulamium, Hazard Alley;
 - Year 3: Tring Museum, Chiltern Open Air Museum;
 - Year 2: Synagogue visit, Ashridge, SeaLife Centre Southend;
 - Year 1: DinoLand, Woodside Animal Farm.
- Evidence seen in books of pupils using these life experiences to support their learning through building on their classroom knowledge, writing recounts or letters of thanks.
- All PPG pupils (in the above-mentioned trips/activities) were able to access these through the funding.
- 38 PPG pupils have had extra-curricular clubs paid for through the PPG funding to date.

Continue with strategies? Yes:

- Develop to have greater impact on whole school areas of improvement, predominantly around writing and the application of strong phonics in KS1 to in writing across KS2.
- The use of PPG funding to ensure that all pupils are able to access valuable learning experiences to continue.
- The use of PPG money for Extra-curricular clubs will be decided on a case by case study with strong consideration on how this will improve outcomes for the pupil and therefore will not be a strategy in the new strategy document.

3) Pupils who are eligible for Pupil Premium funding and have additional educational needs	<ul style="list-style-type: none"> • Provision Mapping programme • Regular and consistent intervention groups 	<ul style="list-style-type: none"> • Intervention groups in place, recorded on Edukey and reviewed by support staff. • Average intervention outcome for PPG Pupils assessed by support staff at +0.22 (Score 0 = expected progress) compared to -0.17 in the autumn term. • PPG pupils have had on average 14.7 hours additional academic intervention. • Work has been done with support staff to ensure that success criteria for interventions is more robust and easier to measure. <p>Continue with strategies? Yes: to be incorporated with SEND strategies and not a direct focus of PPG funding.</p>	£1,034
4) Parental support and engagements	<ul style="list-style-type: none"> • Parental engagement in the school day • Parent support worker • Breakfast/after school club 	<ul style="list-style-type: none"> • Parents came into school for: Christmas Crafts Afternoon, World Book Day, NSPCC Number Day and Arts Day. On average, 25% of parents who attended these activities were parents of children who receive PPG funding. • 75% of the Parent Support Workers work has been with PPG pupils (Families) supporting in a variety of matters both educationally for pupils and with issues outside of school. Case studies show that this has had a positive impact on the engagement and access of pupils with their learning. • 13 PPG pupils have currently had after school club paid for through PPG funding and 7 have breakfast club paid for through PPG funding. • Positive results seen with 1 PPG child as a result of attending breakfast and after school club. An increase in attendance and a reduction in behavioural incidents during these time periods have been seen. <p>Continue with strategies? Yes: however to developed to focus much more on supporting pupils and parents with additional learning outside of directed school time. The breakfast and after school club will no longer be offered to PPG pupils free of charge as there has been limited impact, on pupils outcomes, with this strategy.</p>	£57,914

5) Specific targeted academic support for Pupil Premium pupils	<ul style="list-style-type: none"> • Assertive Mentoring • Accelerated Reader • Flurish • Interventions/boosters • Monitoring and clear tracking of PPG pupils • Breakfast/after school club • Reading fluency programme 	<ul style="list-style-type: none"> • Assertive mentoring used to support gap analysis at Aut 1, Aut 2, Spr 1 Spr 2 and Sum 1 assessment points and the data gathered used to develop teaching in the classroom and targeted intervention work. • Breakfast and after school club observations show that a range of activities have been provided for pupils from accessing Accelerated Reader, additional Flurish, independent reading, maths and based activities and other creative activities. Pupils are also developing non-curricular life skills such as serving food for each other, washing up and older pupils listening to younger pupils read. • During the spring and summer term, 11 year 6 pupils (6 PPG) took part in the Herts for Learning reading fluency programme. The average improvement in reading age during the 10 weeks of the programme was 2 years. <p>Continue with strategies? This will become part of the procedures expected of all teaching staff although it will not be a specific strategy within the 2019-2020 strategy document.</p>	£14,133
6) Emotional well-being of Pupil Premium pupils	<ul style="list-style-type: none"> • Nurture staff/pastoral work • Parent support worker and Safeguarding Lead • Outside Agency support for SEMH • Continuation of a focus on well-being and mental health in PHSE lessons • Termly mentor meetings 	<ul style="list-style-type: none"> • 29 (36%) PPG pupils have received at least one session of formal nurture support compared to 19 (8%) Non-PPG pupils. • 24 (30%) PPG pupils (families) have received at least one session of additional support from the school's Parent Support Worker compared to 18 (7%) Non-PPG pupils (families). • 9 PPG pupils have received Outside Agency Support compared to 2 Non-PPG pupils. • Pupil Passports updated to include pupils barriers to learning. <p>Continue with strategies? Yes: this has shown to be an incredibly important strength in the school which was recognised during the June 2019 Ofsted inspection. Pupil passports will not be continued as their impact was limited. However, pupil voice will be used to inform developments in identifying barriers to learning and Edukey will still be used to monitor and track the impact of interventions.</p>	£59,939
7) Monitoring and addressing of	<ul style="list-style-type: none"> • Edukey Provision mapping • Governors' meetings 	<ul style="list-style-type: none"> • Additional support given to support staff and teaching staff to ensure that intervention success criteria is clear and measurable. 	£0

Pupil Premium support	<ul style="list-style-type: none">Vulnerable groups meetings	<ul style="list-style-type: none">All subject leads monitor how PPG pupils are progressing within their subjects through during their monitoring cycle.During leadership monitoring, feedback information given to teaching staff regarding PPG pupils. From this it became clear that PPG pupils need to be a greater focus within lessons. Staff now ensure that during teacher Q&A sessions PPG pupils are targeted and during independent tasks PPG pupils are the first pupils that the teacher visits when circulating the room. During writing sessions small groups (predominantly made up of PPG pupils) have dedicated time within class working with the teacher.Vulnerable groups meeting took place during the year.PPG governor visit took place 26/02/19.Effective use of PPG funding attended by NM (08/02/19). <p>Continue with strategies? This will become part of the procedures for PPG funding although will not be a specific strategy within the 2019-2020 strategy document. During the most recent Ofsted inspection it was noted that 'Pupil Premium funding is used effectively by leaders to support disadvantaged pupils'. (June 2019)</p>	
Total Spend			£159,037