

# HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton

## Hawthorn Park Community Primary School Pupil Premium Strategy Statement

### Review of expenditure: Academic Year 2015-2016

Activity	Objective	Cost	Impact
Safeguarding and Parent support worker	To work with and support parents on a variety of issues that affect pupils including safeguarding related issues.	£33,000	Good working relationships developed with vulnerable pupils and parents as well as close working relationships with outside agencies to support pupils schooling.
Pastoral Care worker	To support vulnerable pupils with their learning both academically and emotionally.	£23,500	Support given to pupils who are considered vulnerable (for many reasons) with a focus on working with teaching staff to deliver one to one academic support.
Teaching Assistant	To increase 1 to 1 support for pupils with additional needs as well as being eligible for Pupil Premium funding.	£21,000	Pupils given 1 to 1 support within the classroom and separately to support their access to the curriculum and to support attainment and progress.
Breakfast and After School Club staff	To ensure pupils have a positive start to the day (breakfast etc) and to support parents with child care before and after school.	£6,000	Regular pupils attend the breakfast and after school clubs with the service being used to support pupils and parents who struggle to come into school on time or have working hours that mean they cannot drop off or pick up at the beginning and end of the school day.
Assessment and Learning	To enable staff to accurately assess pupils abilities and plan accordingly.	£4,000	Staff now have greater confidence in the 'new curriculum' and their abilities to assess pupils' attainment and track progress.
Online teaching programmes	To provide high quality resources within the classroom and for pupil access outside of school.	£5,500	Resources have been used to support high quality teaching in computing and to support other areas of the wider curriculum.
School Uniform	To ensure all pupils are properly equipped for school.	£800	Pupils have been given uniform when there has been a specific need identified. This has allowed pupils to feel part of the whole school and to access subjects such as Physical Education fully.
Subsidised school trips	To expose pupils to wider learning and life experiences.	£4,000	To support a wider and fuller curriculum pupils eligible for Pupil Premium Funding have been offered reduced rates for trips. This has enabled all pupils to access these experiences.

Extra-Curricular activities	To expose pupils to wider learning and life experiences.	£5,000	Pupils eligible for Pupil Premium funding have been offered free places on after school extra-curricular activities to allow all pupils the chance to participate in these types of activities.
Staff Training	To support the development of teachers knowledge and understanding.	£500	Training opportunities have been given to develop high quality teaching within staff, either through individuals attending training sessions outside of school or outside training providers delivering training to staff.
Diagnostic Assessments	To support the assessment of pupils who may have additional learning needs.	£300	Identification of pupils who have additional educational needs alongside being eligible for Pupil Premium funding and to give them appropriate support with their learning.

### Attainment and Progress: Summer 2016

#### Contextual Information

#### Attainment

End of KS1	School Ever 6	Local Ever 6	Difference
Reading at expected	73%	56%	+17%
Writing at expected	73%	43%	+30%
Phonics at expected	36%	66%	-30%
Maths at expected	85%	55%	+30%

End of KS2	School Ever 6	Local Ever 6	Difference
Reading at expected	29%	44%	-15%
Writing at expected	67%	59%	+8%
Maths at expected	21%	45%	-24%

#### Attainment Averages of Pupil Premium and Non Pupil Premium.

	Pupil Premium	Non Pupil Premium	Difference
<b>Reception</b>			
Reading	83%	72%	+11%
Writing	75%	66%	+9%
Number	92%	77%	+15%

<b>Year 1</b>			
Reading	40%	74%	-34%
Phonics	40%	66%	-24%
Writing	40%	61%	-21%

	Maths	47%	76%	-29%
	Year 2			
	Reading	78%	75%	+3%
	Phonics	93%	63%	+30%
	Writing	74%	71%	+3%
	Maths	85%	67%	+18%
	Year 3			
	Reading	45%	56%	-11%
	Writing	6%	36%	-30%
	Maths	33%	48%	-15%
	Year 4			
	Reading	60%	33%	+27%
	Writing	45%	37%	+8%
	Maths	60%	33%	+27%
	Year 5			
	Reading	60%	55%	+5%
	Writing	58%	41%	+17%
	Maths	64%	77%	-13%
	Year 6			
	Reading	65%	93%	-28%
	Writing	60%	90%	-30%
	Maths	70%	76%	-6%
<b>Progress</b>	Progress average of Pupil Premium against Non Pupil Premium pupils across the school			
		Pupil Premium	Non Pupil Premium	Difference
	Reception			
	Good Level of Development	75%	57%	+18%
	Year 1			
	Reading	87%	62%	+25%
	Writing	87%	61%	+26%
	Maths	87%	61%	+26%
	Year 2			
	Reading	48%	20%	+28%
	Writing	20%	20%	=

Maths	28%	23%	+5%
<b>Year 3</b>			
Reading	56%	38%	+18%
Writing	66%	49%	+17%
Maths	50%	36%	+14%
<b>Year 4</b>			
Reading	45%	69%	-24%
Writing	30%	14%	+16%
Maths	10%	13%	-3%
<b>Year 5</b>			
Reading	48%	62%	-14%
Writing	50%	51%	-1%
Maths	15%	17%	-2%
<b>Year 6</b>			
Reading	55%	31%	+24%
Writing	55%	38%	+17%
Maths	50%	31%	+19%

<b>Summary Information – April 2017</b>					
<b>School:</b>	<i>Hawthorn Park Community Primary School</i>				
<b>Academic Year:</b>	<i>2016-2017</i>	<b>Total Pupil Premium Budget:</b>	<i>£161,040</i>	<b>Date of Most Recent Pupil Premium Review:</b>	
<b>Total Number of Pupils:</b>	<i>445</i>	<b>Number of Pupils Eligible for Funding:</b>	<i>116</i>	<b>Date for Next Internal Review of this Strategy:</b>	<i>June 2017</i>

<b>Barriers to Future Attainment and Progress (for pupils eligible for pupil premium funding)</b>	
<b>In-school barrier</b>	
1.	<i>Identification of gaps in pupils knowledge and understanding</i>
2.	<i>Support and identify pupils with additional learning needs</i>
3.	<i>To develop high quality teaching across the school</i>
<b>External barriers</b>	
4.	<i>Attendance rates for pupils eligible for pupil premium funding</i>
5.	<i>Parental engagement with pupils learning and schooling</i>
6.	<i>Exposure to wider out of school contexts and experiences</i>

## Outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
1.	Use of Assertive Mentoring in order to identify and address gaps in pupils' knowledge to support progress and attainment. Gap analysis of reading, writing and maths to be completed with half termly assessments with the information gathered to be used in staff planning. Monitoring of planning by the SLT will ensure coverage and application of the assessment information.	All teaching staff will be able to create and deliver lessons that focus on addressing pupils' educational gaps.
2.	Pupils who are eligible for Pupil Premium funding who are not working at or within ARE may have additional educational needs that are also presenting a barrier to their learning. Clear identification of these needs will help to ensure appropriate support can be given to these pupils.	Class Teachers will identify pupils who are not working at or within ARE will have discussions based on evidence and data from the classroom with the SENCO to develop support for these pupils.
3.	To ensure that all pupils receive high quality teaching, Monitoring of lessons, planning and data will inform the Headteacher and SLT and provide a structure for staff developing and CPD.	Teachers will deliver high quality lessons and the school's SLT will identify and address areas of need within teaching staffs' development.
4.	To increase the attendance of all pupils with a focus of reducing those who are considered persistent absentees (particularly those eligible for Pupil Premium funding). Regular monitoring of the school's overall attendance and deployment of the school's parent support worker to support parents and pupils identified as persistent absentees.	An increase in the schools overall attendance and a significant decrease in the number of pupil's who are eligible for Pupil Premium funding who are considered persistent absentees.
5.	To increase parents' support and engagement with the school to support learning at home. This will be monitored through relationships Class Teachers develop with parents and their engagement with out of school learning opportunities. The use of Outcome stars by the Safeguarding and parent support worker will inform soft data collection of the support provided by this role.	Parental engagement with the school through attendance at parents evenings, SEND coffee mornings, working alongside the Safeguarding and Parent Support worker and creating relationships with class teachers to support pupils learning inside and outside of school will increase.
6.	To expose pupils to experiences that they may not normally have the chance to experience. Class trips and other additional learning experience will help to provide pupils with inspiration and deeper understanding that will be visible within their work and through conversations with the pupils.	All pupils will be able to fully access all areas of the curriculum delivered by the school.

## Planned Expenditure: Academic year 2016-2017

The headings below show how the school will demonstrate its use of pupil premium funding to improve quality of teaching, provide targeted support and support whole school strategies.

### *Improve quality of teaching*

<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 it be reviewed?</b>
To improve teachers quality of assessment and gap analysis to inform planning.	Assertive Mentoring programme.	Increased accuracy, frequency and a more robust assessment platform to inform teaching and learning will increase the quality of teaching and learning. Identifying gaps in pupils knowledge accurately will enable targeted teaching to ensure full curriculum coverage in core subjects and	All teaching staff have access to the assessment and monitoring materials. These will be completed for each individual pupil half termly and will inform whole class gap analysis. The whole class monitoring sheets will be shared with the Headteacher and SLT and used in conjunction with planning monitoring.	Headteacher Assistant Head Teacher for teaching and learning English and Maths Subject Leads	To be reviewed in June 2017.
To improve the quality of resources and availability of learning opportunities for pupils outside of school.	Online teaching programmes (EG: Discovery Coding, Cornerstones Phonics Play Espresso Education City)	To develop and support high quality teaching. Identification of low phonics scores at year 1 and reading particularly in years 4 and 6.	Subject leads (maths and English) will monitor the use and effectiveness of the resources through lesson observations and monitoring of planning.	English subject lead Maths subject lead Assistant Headteacher responsible for teaching and learning	To be reviewed in June 2017.
To ensure that all teachers provide high quality education for all pupils	Staff CPD and INSET	High quality teaching will provide all pupils with the best chance of achieving to their full potential and help to reduce the attainment and progress gap between pupils eligible for Pupil Premium	Monitoring of lessons, planning and data will inform areas for development in staff and the schools INSET sessions.	Headteacher Assistant Headteacher responsible for teaching and learning	To be reviewed in June 2017.

		finding and their Non-Pupil Premium peers.			
				<b>Total Budget:</b>	£20,000

### *Provide targeted support*

<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 it be reviewed?</b>
Increased one to one support for pupils with their learning and increase progress and attainment.	Teaching Assistant	A high percentage of the school's Pupil Premium pupils also have additional learning needs that present a barrier to their learning.	Direction and guidance will be supplied by the Class Teacher and the SENCO to ensure that high quality support is being given.	Headteacher SENCO Assistant Headteacher responsible for teaching and learning	To be reviewed in June 2017.
Increased understanding of pupils learning needs to develop high quality teaching and learning support.	Diagnostic Assessments	With a percentage of Pupil Premium pupils also having other additional needs it is important to clearly assess the levels of needs of those pupils who are not working at or within ARE.	Class Teachers will ensure they are assessing pupils accurately and identifying pupils who are not working at or within ARE. Through the gathering of evidence and data cases for diagnostic assessment can be brought to the attention of the SENCO for further action.	Class Teachers SENCO	To be reviewed in June 2017.
				<b>Total Budget:</b>	£40,000

### *Whole school strategies and 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 it be reviewed?</b>
Improved attendance and school engagement to support pupils' progress and attainment.	Safeguarding and Parent support worker (33,000)	Attendance figures are below national standards. Through improving pupils attendance at school a positive impact will be seen on the attainment and progress	Monitoring of attendance across the school with a focus on vulnerable pupils. Targeted support and case studies will show the impact of the Safeguarding and Parental support. Development of the use of Outcome Stars will also support the gathering of soft data.	Headteacher Assistant Headteacher for behaviour, pastoral care and welfare	To be reviewed in June 2017.

Improved confidence and self-esteem of pupils to increase attendance, progress and attainment.	Pastoral Care worker	Pupils who are eligible for Pupil Premium funding within our school context can demonstrate higher levels of emotional needs than their Non-Pupil premium peers.	Identification and the use of the school's TLC register will inform those pupils and their level of need. The Safeguarding and Parent Support Worker will guide and manage the Pastoral Care worker using feedback and information from Class Teachers and Key Stage Leaders.	Safeguarding and Parent support worker SENCO Assistant Headteacher (behaviour, pastoral care and welfare) Key Stage Leaders Class Teachers	To be reviewed in June 2017.
To expose all pupils to a rich and broad curriculum	Subsidised school trips	School trips expose pupils to a wide variety learning opportunities outside of the regular school environment. Pupils should not be restricted due to financial situations out of their control.	Reduced rates for trips (including residential trips) offered to pupils eligible for Pupil Premium funding.	Class Teachers Key Stage Leaders Assistant Headteacher (behaviour, pastoral care and welfare)	To be reviewed in June 2017.
To ensure pupils have the necessary equipment for their daily school needs and to ensure their well-being.	School Uniform	To ensure all pupils are dressed appropriately for school and to improve their learning potential and self-esteem.	Working alongside parents to identify specific needs regarding uniform and ability to afford it. Specific items such as school shoes and PE kit to be kept in school to ensure items are not lost etc.	Class teachers Parent support worker Key Stage leads Assistant Headteacher (behaviour, pastoral care and welfare)	To be reviewed in June 2017.
To ensure pupils have an appropriate start to the day and adequate child care is in place for vulnerable pupils	Before and After School Club, extra-curricular activities	Within the school's context pupils eligible for Pupil Premium funding may not always have had an adequate breakfast before starting the school days. Some pupils and parents may have difficulty with the start of the school day or with collecting pupils at the end of the day. This service will ensure a safe and	Overall monitoring of the provision provided will be done by the Assistant Headteacher with identification of pupils who could attend done by Class Teachers and Key Stage Leaders.	Class Teacher Key Stage Leads Assistant Headteacher (behaviour, pastoral care and welfare)	To be reviewed in June 2017.

		positive start and end to the school day.			
				<b>Total Budget:</b>	£80,000