



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



Hawthorn Park Community Primary School Pupil Premium Strategy Statement

Summary Information – September 2017					
School:	<i>Hawthorn Park Community Primary School</i>				
Academic Year:	<i>2017-2018</i>	Total Pupil Premium Funding:	<i>£166,620 (March 17- April 18)</i>	Date of Most Recent Pupil Premium Review:	<i>June 2017 (internal)</i>
Total Number of Pupils:	<i>370 (423 inc Nursery)</i>	Number of Pupils Eligible for Funding:	<i>94 PPG 14 EYPP</i>	Date for Next Internal Review of this Strategy:	<i>Feb 2018</i>
Planned Expenditure 2017-2018:			£194,000		

Barriers to Future Attainment and Progress (for pupils eligible for Pupil Premium funding)

How were the barriers identified: The barriers related to those who receive PP funding at Hawthorn Park were identified through whole staff discussions regarding the pupils and the area that they live in. These barriers were identified as the biggest issues for pupils achieving to their full potential. These ranged from issues that the school faces internally and also wider social and cultural issues externally.

1. *Attendance rates for pupils eligible for pupil premium funding*

Evidence for this- Persistent Absenteeism 16.4%. High proportion of these are eligible for PP funding (59%). Governors meetings and vulnerable groups committee focus on attendance. Research shows this is a common barrier for PPG pupils.

2. *Pupils who are eligible for Pupil Premium funding who also have additional education needs*

Evidence for this- 27% of PPG pupils (2017-2018) who have PPG+SEND, governors meetings and vulnerable groups committee, research shows this is a common barrier to PPG pupils.

3. *Parental support and engagement*

Evidenece for this- low parental support of pupils with learning outside of school and a low value for education. Research shows that higher parental engagement contributes significantly to decreasing the attainment gap.

4. *Low aspirations and a value for education*

	<i>Evidence for this- staff discussions from observations and knowledge of Hawthorn Park pupils. This links to parental engagement and their perceptions/experiences of education and research shows this as a common barrier to PPG pupils</i>
5.	<i>Specific targeted academic support for Pupil Premium Pupils</i>
	<i>Evidence for this- Support given by Teaching assistants not effective enough in supporting pupil progress, research shows targeted small group/1-1 interventions to have a positive impact on raising attainment.</i>
6.	<i>Emotional wellbeing of Pupil Premium Pupils</i>
	<i>Evidence for this- A high number Of PPG pupils have additional wellbeing and mental health needs (over 50% of pupils receiving nurture support were eligible for PPG funding last academic year at various levels of support).</i>
7.	<i>Monitoring and evaluating Pupil Premium support</i>
	<i>Evidence for this- Research has shown that strong leadership and monitoring of PPG pupils and the interventions has a positive impact on pupils attainment.</i>
8.	<i>Quality of teaching</i>
	<i>Evidence for this- High quality teaching will support all pupils (PPG and Non-PPG) in good outcomes from their learning.</i>

Outcomes		
	Desired outcomes and how they will be measured	What will this look like?
1.	To increase the attendance of all pupils with a focus of reducing those who are considered persistent absentees (particularly those eligible for PPG 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 with an aim of 96% and a significant decrease in the number of pupil's who are eligible for Pupil Premium funding who are considered persistent absentees to inline with the national average of 8%. Clear monitoring and reporting of PPG pupils attendance along with other vulnerable groups will be tracked.
2.	Disadvantaged pupils, regardless of any additional educational need, will make expected progress of 3 steps during an academic year in line with their non-disadvantage/non-educational needs peers. Evidence of this will be seen in the school's progress data and pupils books.	Support from the SENCO for in class strategies evidenced in one page profiles and provision maps. Interventions and targeted use of support staff clearly documented. Interventions and use of support staff will be based on pupils needs and data gathered from pupil assessments.
3.	Parents of disadvantaged pupils to be more actively engaged with their children's education. Parents will access the support given to them by the school to support their children's learning outside of the school setting. Soft evidence will be recorded of this (pupil and parent voice)	Parental groups to be formed and well attended. The schools website will be developed to support parents with their children's learning outside of school. Support to be continued with the parent support worker to support parents with non-educational support. Additional courses to be offered to parents of PPG pupils to support learning at home. Courses will be implemented to develop the skills in parasites to support their children's learning at home.

4.	Pupils will begin to have aspirations for their futures and have better understanding of the steps needed to achieve these. Evidence of these conversations recorded in case studies/tracking data.	Regular conversations (once a term) recorded of pupils future aspirations. Aspirational talks provided for pupils to view possibilities that they may not be exposed to and the possibilities that education can give them.
5.	Areas of development identified for disadvantaged pupils and specific targeted interventions put in place. For year 6 pupils booster classes provided to address gaps in knowledge.	Pupils will be identified for targeted interventions based on gap analysis and assessment data. Pupils in year 6 will be given the opportunity for additional support outside of school time in booster classes. High ability PPG pupils will receive additional support to continue good progress in their learning. Additional members of teaching staff will work with PPG pupils to support rapid progress in year 6.
6.	Pupils mental well being is addressed to ensure that they can access the learning taking place to their full potential. Identification of need is done early and interventions put in place.	Pupils will receive nurture support and intervention to enable them to access their classroom based learning more effectively. Pupils will be identified early for support (with either school based staff or outside agencies) with PPG pupils taking priority over their Non-PPG peers due to their vulnerability. Developments to the PHSE curriculum will support all pupils in understanding their emotional and mental wellbeing.
7.	Clear and accurate recording of Pupil Premium funding put in place to enable the success of intervention/strategies to be accurately reviewed.	An effective tracking system will be in place to enable effective monitoring to work alongside pupils attainment and progress data. This system will be able to accurately record PPG spending and be used to measure its impact. Regular monitoring of pupils progress will be undertaken by middle leaders and senior leaders will accurately track progress and gain a greater understanding of the complex and additional needs of PPG pupils.
8.	All pupils receive high quality teaching to support their individual needs and enable them to achieve to their full potential.	The standard of teaching within the school improves and the classroom input for all pupils is of a high quality. This quality first teaching will support all pupils in progressing more positively with their learning.

Planned Expenditure: Academic year 2017-2018

The headings below show how the school will demonstrate its use of pupil premium funding to address the identified barriers to pupils learning.

1) Attendance rates for pupils eligible for Pupil Premium funding

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
Continued increase in awareness of schools attendance target and importance of attendance.	Attendance information shared with pupils and parents	Pupils have shown that they now know the schools attendance target and parents have also demonstrated an understanding of this too. It is important that this continues and further develops.	Conversations with pupils and parents. This can be through the class teachers or one to one with pupils. Communications with parents through letters home, newsletter and parents evenings.	Deputy Head (NM) Class Teachers Attendance Governor (GH)	To be reviewed in Feb 2018
To identify pupils who fall below the schools attendance target of 96% and to support the day to day procedures for attendance.	Attendance Officer	A high number of pupils who are persistent absentees (58% 2016-2017) receive PPG funding.	Close working relationship with the Deputy Head and Parent Support Worker (PSW) to identify pupils who are missing from school (daily) and those who are below the school's attendance target. Intervention systems to be in place to alert parents of poor attendance as well as input from the local authority attendance officer. Additional support and strategies to be implemented on a pupil to pupil basis to help support attendance.	Deputy Head (NM) Parent Support Worker (ALK) Attendance Officer (JT)	To be reviewed in Feb 2018
To highlight the importance of attendance and improve the schools overall attendance.	Attendance rewards	The schools overall attendance is below the national average of 97%. Rewards that are intrinsically aimed will show the importance and links between attendance and achievement.	Rewards will be given for pupils who achieve above the schools target attendance of 96% as well as rewards for classes who achieve above this as a whole class.	Deputy Head (NM)	To be reviewed in Feb 2018

To provide support for parents who may have trouble dropping their children off at school or collecting them at the end of the day.	Breakfast/after school club	Within the school's context pupils who receive PPG funding may not always receive an adequate breakfast before school or support with additional learning at home. This may support pupils attendance at school.	Pupils who receive PPG funding will be able to attend breakfast and after school club at no cost. During this time educational activities will be provided along with food for the pupils. If attendance and punctuality is identified as a barrier for PPG pupils then this service will be offered to parents.	Deputy Head (NM)	To be reviewed in Feb 2018
Total Budget:					£15,000

2) Pupils who are eligible for Pupil Premium funding and have additional educational needs

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
Clear recording of interventions and support given to pupils who have additional educational needs.	Provision Mapping Programme	A large proportion of pupils who are eligible for PPG funding (27%) also have additional educational needs which present a challenge to them achieving in-line with their Non-PPG peers.	Information and records of interventions/support implemented for pupils with additional educational needs will be accurately recorded and evaluated along with those in place for pupils who also receive PPG funding. Clear tracking of the impact of the interventions in place will be recorded. Senior leaders will have a greater understanding of the multiple vulnerabilities PPG pupils have and will be able to accurately record these.	SENCO (JH) Class Teachers SEND Governor (GH)	To be reviewed in Feb 2018
Pupils will receive targeted support based on their individual needs.	Redistribution and deployment of support staff	Evidence from the school's most recent Ofsted report highlighted that support staff were not used effectively enough to support pupil progress. Through	Support staff will carry out intervention groups in afternoon sessions with pupils. These will focus on areas pupils need to develop, with the information coming from assessment data carried out by class teachers. After	SENCO (JH) Class Teachers Deputy Head (NM)	To be reviewed in Feb 2018

		completing skills audits support staff will be more	each assessment (half termly) the impact of the interventions can be measured and the groups changed based on the most current assessment data. PPG pupils will take priority in the intervention groups.		
PPG pupils with additional educational needs are given 1-1 or small group work interventions regularly.	Additional member of staff to focus on pupils with speech and language difficulties	A number of pupils who are eligible for PPG funding have additional needs around speech and language. Research shows that on average PPG pupils are between 12-19 months behind their Non-PPG peers in their readiness for schooling.	A dedicated member of the support staff will work across the school (Nursery-Year 6) focusing on pupils who have speech and language difficulties and applying interventions to develop this area with the pupils. Pupils who also have the additional need of having English as an additional language (EAL) will receive this intervention. PPG pupils will take priority for interventions and support.	SENCO (JH) FS1 Lead (SW) Deputy Head (NM)	To be reviewed in Feb 2018
				Total Budget:	£20,000

3) Parental support and engagement

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
Parents of pupils who receive PPG funding are able to support their children's learning outside of school.	Parent support sessions	By supporting parents with their confidence to support their children at home pupils will have greater access to learning outside of the classroom. Research shows that greater parental input helps to raise pupils attainment and achievement.	The courses will initially be open to all parents whose children receive PPG funding. The courses can become self sustaining through parents becoming qualified to deliver the course to other parents. Parents will develop the skills and confidence to support their children at home with their learning.	Deputy Head (NM) PSW(ALK)	To be reviewed in Feb 2018
To support parents with	Parent Support Worker	Parental support and confidence in supporting	Support offered for parents by the PSW or through identification by	Headteacher (JH) PSW(ALK)	To be reviewed in Feb 2018

supporting their children and their learning at home.		their children in their learning can be lacking. 27 Children (6% of whole school) currently receiving high end support from PSW. Research shows that a strong PSW can help to breakdown perceived barriers parents may have about school and education.	class teachers or other school based professionals. Support will be offered in the form of supporting attendance, helping to manage behaviour at home, helping with supporting learning at home or support when dealing with outside agencies etc.		
				Total Budget:	£30,000

4) Low aspirations and a value for education

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
Talks with pupils about their futures and how they are finding school will take place trembly and be recorded.	Conversations with pupils about their futures.	Pupils aspirations are generally low and the chance to talk about their futures and how they are finding school and their learning. The evidence from this is from conversations with school staff. Research shows that generally pupils eligible for PPG funding have low aspirations about the future after education.	Conversations recorded and linked to pupils outcomes to take place termly. These will focus on what pupils want to do when they are older and the steps needed to reach these goals. These can be used for case studies and to identify support they may require educationally or otherwise to help progress.	Deputy Head (NM) Class Teachers	To be reviewed in Feb 2018
Pupils are inspired about their futures and develop a greater appreciation for education.	Aspirational Speakers	Pupils have low aspirations about their futures and what they can achieve. Their value for education can be low and this can be seen in conversations with pupils and sometimes in their work. Research shows that a range of different speakers from	Guest will be invited in to speak with the pupils or work in small groups. These will enable pupils to see different opportunities available to them through education. Soft data such as pupil feedback can be recorded.	Deputy Head (NM) PSW(ALK)	To be reviewed in Feb 2018

		different backgrounds can have a positive impact in pupils engagement in lessons.			
Total Budget:					£4,000

5) Specific targeted academic support for Pupil Premium Pupils

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
To accurately identify gaps in pupils knowledge and fill these to support improvements in attainment and progress.	Assertive Mentoring	Due to the changes in the curriculum and the amount of content pupils can end up with gaps in their knowledge that need filling. This system has been used to support whole class teaching in the previous academic year.	Class teachers will administer regular assessments (half termly) to view pupils progress and attainment and identify where additional support may be required and what areas need further development. These will be the basis of intervention support and Booster sessions with year 6 pupils.	Headteacher (JH) English Lead (EL) Maths Lead (BS) Class Teachers	To be reviewed in Feb 2018
To increase the attainment and progress of pupils in reading.	Accelerated Reader (AR)	Reading levels across the school particularly in PPG need improving. Research shows that strong levels of reading support writing and that exposure to a wide range of texts supports pupils ability to write creatively.	Pupils will complete regular comprehension tests about the books they have read, and along with half termly reading tests the data will be used to target pupils in specific areas of their reading. PPG pupils will have first access to new books (of interest and correct reading age) purchased for AR.	Deputy Head (NM) English Lead (EL)	To be reviewed in Feb 2018
To fill in gaps in pupils knowledge with small targeted group work.	Interventions/boosters	Intervention/booster groups have been proven to be effective in the school, but were done for too long a period of time and were not focused enough.	After each half terms assessment gap analysis identification will take place and intervention groups will be formed based on the gap analysis information.	SENCO (JH) KS2 Lead (ER) English (EL) and Maths (BS) Leads	To be reviewed in Feb 2018
To ensure and lead the improvements	Deputy Head	A whole school approach and monitoring is needed to ensure that progress and	Identification of pupils who receive PPG funding who are at risk of not reaching ARE. The overseeing of	Headteacher (JH) Deputy Head (NM)	To be reviewed in Feb 2018

in PPG pupils' attainment and progress in English and Maths.		attainment of PPG pupils is supported and teaching staff held accountable.	pupil progress meetings will support to identify these pupils and the interventions needed to support progress in these pupils.	English Lead (EL) and Maths Lead (BS)	
Additional support given to PPG pupils in year 6 to fill in gaps in knowledge in preparation for KS2 tests.	Additional member of teaching staff.	Smaller teaching groups have been proven to support pupils attainment and progress.	Dedicated support for PPG pupils of all abilities in year 6 focusing on Maths and English will take place each day by a qualified teacher. Pupils will work in smaller groups and be exposed to higher levels of 1-1 input.	Headteacher (JH) Deputy Head (NM) KS2 Lead (ER)	To be reviewed in Feb 2018
				Total Budget:	£55,000

6) Emotional well-being of Pupil Premium Pupils

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
To provide emotional and well being support for pupils with SEMH needs.	Nurture staff/pastoral work x2	A high proportion of PPG pupils (over 50%) require additional emotional and nurturing support.	Pupils will be identified by class teachers or other members of the school staff to receive nurture support an intervention. Weekly meetings between the Nurture Staff and PSW will identify pupils who need this additional support.	Headteacher (JH) SENCO (JH) Deputy Head (NM) PSW (ALK)	To be reviewed in Feb 2018
To support parents with issues that may effect their child's access of education and ensure high levels of child protection are in	Parent Support Worker and Safeguarding Lead	A high proportion of PPG pupils and their families require additional support.	To work alongside the Headteacher and other Safeguarding professionals to ensure Safeguarding measures are kept to a high standard.	Headteacher (JH) SENCO (JH) Deputy Head (NM) PSW Safeguarding Lead (ALK)	To be reviewed in Feb 2018

place within the school.					
To provide emotional and mental health support for pupils with moderate to high needs.	Outside Agency Support for SEMH	High proportion of PPG pupils presenting with SEMH needs that need higher levels of support (over 50% of pupils who receive SEMH support).	Pupils who have already accessed the schools Nurture Support but require higher levels of support will be referred for outside agency support. PPG pupils will take priority due to the additional vulnerabilities they have.	Headteacher (JH) SENCO (JH) Deputy Head (NM) PSW(ALK)	To be reviewed in Feb 2018
All pupils will gain a greater understanding of emotional well-being and mental health.	Development of PHSE curriculum	Many pupils, not just those eligible for PPG funding have difficulties with understanding their emotions and how to deal with them appropriately.	The PHSE curriculum will be developed to include a dedicated unit of work for each year group (1-6) focusing on emotional well-being and mental health. This will support the work done by the nurture staff and be the first precursor to any additional nurture support given.	SENCO (JH) PHSE Lead (BS) PSW (ALK)	To be reviewed in Feb 2018
Total Budget:					£35,000

7) Monitoring and Addressing of pupil premium support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
To accurately record and review PPG spending alongside its impact on pupil outcomes.	Provision mapping	No effective monitoring and reviewing procedure in place. Research shows that strong leadership and monitoring of PPG funding and its impact can have a positive impact on the diminishing the attainment gap between PPG pupils and Non-PPG pupils.	Clear records of the spending of PPG funding along with the strategies put in place and their impact will take place. When an intervention is put in place it will be allocated to the child on the system along with the costing and progress/impact of the intervention. This will support further interventions, reviews and reports for Governors.	Headteacher (JH) Deputy Head (NM) Parent Support Worker (ALK) Vulnerable Pupils Admin (GC)	To be reviewed in Feb 2018
To clearly understand the	Governors meetings	For Governors to have a clearer understanding of the	Regular visits to meet with the Deputy Head to discuss PPG	Chair of Governors (JT)	To be reviewed in Feb 2018

<p>spending and impact of PPG funding on improving outcomes for eligible pupils.</p>		<p>impact of PPG spending is having on improving outcomes for PPG pupils. Research has shown that a strong input from a Schools' Governing Body can have a positive impact on supporting the schools leaders in raising the standards for PPG pupils.</p>	<p>spending and its impact and to view PPG pupils in class. This will be the basis for feedback to the governing body.</p>		
<p>To look in-depth at the support, attendance, attainment and progress of pupils who receive PPG funding.</p>	<p>Vulnerable Groups Meetings</p>	<p>High links between pupils who receive PPG funding and also have additional educational needs, safeguarding and attendance concerns.</p>	<p>Termly meeting to discuss the progress and support of these vulnerable groups and actions required.</p>	<p>Chair of Committee (GH) SENCO (JH) Deputy Head (NM) Parent Support Worker (ALK)</p>	<p>To be reviewed in Feb 2018</p>
<p>To ensure accurate recording of PPG funding and its impact on pupils outcomes.</p>	<p>Deputy Head</p>	<p>Records and reviews of PPG spending has not been robust enough.</p>	<p>To have an overview of all PPG funding and how it can be effectively used to address and overcome the barriers PPG pupils face.</p>	<p>Headteacher (JH) Deputy Head (NM) Business Manager (DH)</p>	<p>To be reviewed in Feb 2018</p>
<p>Leaders within the school have strong knowledge of the attainment, progress and interventions in place for PPG pupils.</p>	<p>Leadership time focused on PPG pupils.</p>	<p>Strong leadership and a whole school approach to improve the outcomes for PPG pupils has been shown to help reduce the attainment gap between PPG pupils and Non-PPG pupils.</p>	<p>PPG pupils will be a focus of all monitoring taking place across the school along with additional PPG focused monitoring. The feedback from the monitoring will inform the practice of the schools class teachers. Pupil Progress Meetings will also take place half termly (from spring term 1) focusing on the progress of PPG pupils. Governors will also be involved in these process (particularly the subject</p>	<p>Headteacher (JH) Deputy Head (NM) Assistant Head (HF) KS1 Lead (JR) KS2 Lead (ER) English Lead (EL) Maths Lead (BS) Link Governors</p>	<p>To be reviewed in Feb 2018</p>

			focused monitoring and PPG monitoring).		
				Total Budget:	£20,000

8) High quality teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead	When will it be reviewed?
To improve the quality of teaching and learning.	Teaching courses and whole school INSET.	Strong quality first teaching will have a positive impact for all pupils progress. Support already given last academic year is having a positive impact on the quality of the teaching from the teachers who received this last academic year.	Through the monitoring cycle, areas of development will be identified in monitoring process and either whole school INSET sourced and delivered (internally and from external provisions) or individual courses directed to individual teachers.	Headteacher (JH) Deputy Head (NM) Assistant Head (HF) KS1 Lead (JR) KS2 Lead (ER) English Lead (EL) Maths Lead (BS)	To be reviewed in Feb 2018
For pupils to have experiences out of their normal classroom and home settings and access the full curriculum.	School trips (including swimming)	The cost of activities such as school trips and swimming may prevent pupils from being able to attend them. Research has shown that life experiences are often lacking in PPG pupils and this can affect their creativity and wider knowledge.	Reduced rates offered to parents of pupils who receive PPG funding. No pupil will miss a curriculum based activity due to financial reasons.	Headteacher (JH) Deputy Head (NM) KS1 Lead (JR) KS2 Lead (ER) Class Teachers	To be reviewed in Feb 2018
For all pupils to be able to participate in extra-curricular activities.	Extra-Curricular Clubs	With the additional cost of some extra-curricular activities some PPG pupils may not be able to afford these activities.	Reduced rates offered to parents of pupils who receive PPG funding. PPG pupils will be able to attend any extra-curricular activity they wish with any additional cost being paid for by the school, although they will still need to be placed on waiting lists where applicable.	Deputy Head (NM) Vulnerable Pupils Admin (GC)	To be reviewed in Feb 2018
				Total Budget:	£15,000