

HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton

Hawthorn Park Community Primary School Pupil Premium Strategy Statement

**This document has yet to be ratified by the school's Governors and is therefore subject to change from its current draft format.*

Summary Information – September 2019

Academic Year: 2019-2020	Total Pupil Premium Funding: £127,154 (inc £3,754 EYPP funding)	Date of Most Recent Pupil Premium Review: LA Review: Feb 2019. Ofsted Insp: June 2019. Internal: July 2019
Total Number of Pupils: 321	Number of Pupils Eligible for Funding: 68	Date for Next Internal Review of this Strategy: After each term a snap-shot of current provisions and impact to be reviewed.

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

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.

Barriers to disadvantaged pupils to be reviewed during the coming academic year.

Attendance rates for pupils eligible for Pupil Premium funding

Evidence: Although improving, persistent absence for pupils entitled to PPG funding are below the whole school average and pupils not eligible for PPG funding.

Quality of teaching and learning

Evidence: Improvements in teaching have been seen and recognised and outcomes for all pupils are improving this now needs to be more specific to certain areas of learning. From data collected; writing must be a focused area of development, particularly for pupils entitled to PPG funding and those PPG pupils who are high prior attainers.

Parental support

Evidence: Greater support needed by the school to support parents with supporting their children's learning outside of school. Much greater links have been made through parents engaging in school based learning activities during the last academic year and this will be continued. Strong parental support for issues not related to learning in place and to continue.

Emotional wellbeing of Pupil Premium Pupils

Evidence: As with previous years, a high number of PPG pupils have additional well-being and mental health needs (over 50% of pupils receiving nurture support were eligible for PPG funding last academic year at various levels of support). The successes in this area have been seen in a multitude of areas ranging from improved outcomes, improved attendance, reductions in behaviour incidents and greater engagement in learning.

Outcomes

Desired outcomes and how they will be measured	What will this look like?																																																																																																																																															
<p>Attendance rates and persistent absenteeism for pupils eligible for PPG funding:</p> <ul style="list-style-type: none"> To increase the attendance of all pupils and reduce PPG pupils who are considered persistent absentees (PA) (This is currently for PPG pupils (2018-2019) 18.9%) to be below 10% (2019-2020). PPG attendance to be at or in-line with 96% attendance by end of 2019-2020. Regular monitoring of the school's overall attendance by the school's attendance officer will identify families that need additional support and the school's Parent support worker will work with families to develop strategies to improve attendance. 	<p>One to one support for pupils and families where attendance is low or at danger of falling to PA. Continuation of the promotion of positive attendance and the recognition of this with a greater focus on highlighting and celebrate positive changes to attendance.</p> <p>Long Term Aims</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>PPG Attendance</th> <th>PPG PA</th> </tr> </thead> <tbody> <tr> <td>Jul 2020</td> <td>96%</td> <td>10%</td> </tr> <tr> <td>Jul 2021</td> <td>96.5%</td> <td>8%</td> </tr> <tr> <td>Jul 2022</td> <td>97+%</td> <td>Below 8%</td> </tr> </tbody> </table>	Year	PPG Attendance	PPG PA	Jul 2020	96%	10%	Jul 2021	96.5%	8%	Jul 2022	97+%	Below 8%																																																																																																																																			
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<p>High quality teaching:</p> <ul style="list-style-type: none"> Improvements to pupils' reading and writing outcomes through robust developments of how pupils access and use vocabulary through their understanding of new words, articulation, application and spelling of them. Build on strong Early Years and Year 1 phonics outcomes to support pupils in continuing to develop language decoding for greater depth of understanding in reading and application of language in writing. End of year assessments and KS2 outcomes will measure the long term impact of this strategy. 	<p>Long Term Aims <i>(note- these targets are based on current PPG pupils remaining in the school from Sept '19 to Jul 2022 and do not take into account pupil mobility)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Yr Grp</th> <th colspan="3">2020</th> <th colspan="3">2021</th> <th colspan="3">2022</th> </tr> </thead> <tbody> <tr> <td rowspan="2">YrR</td> <td colspan="3">GLD</td> <td colspan="3">GLD</td> <td colspan="3">GLD</td> </tr> <tr> <td colspan="3">90+%</td> <td colspan="3">90+%</td> <td colspan="3">90+%</td> </tr> <tr> <td rowspan="2">Yr1</td> <td>R</td> <td>W</td> <td>Phon</td> <td>R</td> <td>W</td> <td>Phon</td> <td>R</td> <td>W</td> <td>Phon</td> </tr> <tr> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td rowspan="2">Yr2</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> </tr> <tr> <td colspan="2">100%</td> <td>70%</td> <td colspan="2">90+%</td> <td>90+%</td> <td colspan="2">90+%</td> <td>90+%</td> </tr> <tr> <td rowspan="2">Yr3</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> </tr> <tr> <td colspan="2">90%</td> <td>85%</td> <td colspan="2">100%</td> <td>80%</td> <td colspan="2">90%</td> <td>90%</td> </tr> <tr> <td rowspan="2">Yr4</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> </tr> <tr> <td colspan="2">70%</td> <td>50%</td> <td colspan="2">10%</td> <td>90%</td> <td colspan="2">100%</td> <td>90+%</td> </tr> <tr> <td rowspan="2">Yr5</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> </tr> <tr> <td colspan="2">50%</td> <td>70%</td> <td colspan="2">80%</td> <td>70%</td> <td colspan="2">90+%</td> <td>90+%</td> </tr> <tr> <td rowspan="2">Yr6</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> <td colspan="2">R</td> <td>W</td> </tr> <tr> <td colspan="2">60%</td> <td>60%</td> <td colspan="2">70%</td> <td>90+%</td> <td colspan="2">90+%</td> <td>90+%</td> </tr> </tbody> </table>	Yr Grp	2020			2021			2022			YrR	GLD			GLD			GLD			90+%			90+%			90+%			Yr1	R	W	Phon	R	W	Phon	R	W	Phon	90%	90%	90%	90%	90%	90%	90%	90%	90%	Yr2	R		W	R		W	R		W	100%		70%	90+%		90+%	90+%		90+%	Yr3	R		W	R		W	R		W	90%		85%	100%		80%	90%		90%	Yr4	R		W	R		W	R		W	70%		50%	10%		90%	100%		90+%	Yr5	R		W	R		W	R		W	50%		70%	80%		70%	90+%		90+%	Yr6	R		W	R		W	R		W	60%		60%	70%		90+%	90+%		90+%
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<p>Parental Support:</p> <ul style="list-style-type: none"> • Clear opportunities for pupils and parents to engage and support learning at home to support learning with in class. • Pupils and parents will be able to access material directly from their teacher to support learning at home. The impact of this will be measured through pupil/parent/teacher voice and relevant data sources. • There will be continued support from the school's PSW to support families as and when needed. The impact and recording of the work done will be recorded through Edukey. 	<p>The use of the school's behaviour management software to be developed to support parents with their children's learning outside of school along with learning support materials such as progression of skills activities.</p> <p>Support to be continued with the parent support worker to support parents with non-educational support.</p> <p>Opportunities for parents to be more exposed to the workings of the school such as through class assemblies and opportunities for parents to see the learning taking place in classrooms.</p>
<p>Emotional wellbeing of Pupil Premium Pupils:</p> <ul style="list-style-type: none"> • 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. 	<p>Continuation of the support provide by nurture staff and pupils' learning in PHSE lessons on mental well-being.</p> <p>To continue to develop all pupils' (with a focus on PPG pupils) self-awareness of their emotions and regulation.</p>

Planned Expenditure: Academic year 2019-2020

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

Attendance rates and persistent absenteeism 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
To identify pupils who fall below the school's attendance target of 96% and give targeted support to pupils with below 90% attendance (predominantly PPG pupils) to increase overall attendance and lower PA.	Attendance Officer + Attendance Team	The current attendance gap between PPG and Non-PPG pupils is 0.9. This has significantly closed from previous years. The PA figure for PPG pupils is over 10% when compared against the whole school and is over 6 times as high when compared against non-PPG.	Clear records kept and of pupils' absences and tracking and pattern analysis to take place to identify reasons/barriers to attendance and work with parents to overcome this. Early intervention to be implemented for PPG pupils. This work will be extended to the non-statutory age groups to build positive relationships between school and attendance. Where positive relationships have been built with families, the relevant members of staff will work closely with the families to support any attendance issues. Administrative work of producing letters etc (for positive reasons as well as low attendance) to be completed by Attendance Officer and weekly/ half termly analysis and reports to Governors completed by Deputy Head (DH). Parent Support Worker (PSW) to work with families to support improvements to attendance.	DH(NM) Parent Support Worker (ALK) Attendance Officer (JT) Local Authority Attendance Officer
To celebrate successes in attendance to continue to build a value around good attendance.	Attendance rewards	Pupil feedback has been positive towards the current strategies that are in place. This has continued to increase awareness and positive attitudes around attendance.	Rewards will be given (non-monetary) for pupils who achieve above the school's target attendance of 96% as well as rewards for classes who achieve above this as a whole class for a half term and classes who achieve 100% for a week. Rewards will be in the form of stickers, badges and items for classes to celebrate 100% attendance. Recognition of improved attendance will be completed and shared with pupils and parents. HERO (Here Every day Ready and On-time) approach to be continued identifying pupils who have previously or currently struggled with their attendance and have shown improves. This will involve a weekly certificate and display of pupils who have achieved this at the front of the school.	DH(NM)

Projected Cost: £25,000

High quality teaching and learning

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead
To close the attainment gap between disadvantaged and non-disadvantaged learners through improving outcomes in writing and continuing to improve in reading and maths.	CPD and resources development to meet the needs of vulnerable learners.	<p>An Updated Guide to the Pupil Premium states that 'the language gap is one of the biggest causes of underachievement in later life, especially for disadvantaged learners'. This can be clearly seen in the current data of PPG pupils reaching the expected standards or above-</p> <p>Reception GLD: PPG 85%, NPPG 63%</p> <p>Yr1 Phonics: PPG 86%, NPPG 91%</p> <p>Yr1 Writing: PPG 57%, NPPG 56%</p> <p>Yr2 Reading: PPG 88%, NPPG 73%</p> <p>Yr2 Writing: PPG 75%, NPPG 55%</p> <p>Yr6 Reading: PPG 55%, NPPG 68%</p> <p>Yr6 Writing: PPG 55%, NPPG 63%</p> <p>Where gaps are smaller or positive in KS1 as pupils progress into KS2 more work needs to be done around understanding and applying vocabulary to support both reading and writing. Strong vocabulary knowledge not only supports reading skills but also writing. 'A rich vocabulary enhances an interview, allows one to see humour in wordplay, shores up what an individual wants to say, and, especially, wants to write' (Bringing Words to Life: Robust Vocabulary Instruction).</p>	<p>Within the classroom in all lessons there will be a greater focus on pupils' knowledge, understanding and application of high level vocabulary. This will be evidenced in long term KS2 outcomes for PPG pupils</p> <p>Internally lead CPD (where able: LA and external support) to be delivered to staff and coaching where needed on developing effective vocabulary skills for both reading and writing. Pupils will be much more confident in the application of vocabulary, skills to find the meaning of new/unfamiliar vocabulary and their ability to articulate a wider range of vocabulary.</p>	HT (JH) DH(NM) KS1 Lead (JR) KS2 Lead (SV) English Lead (EL)
For pupils to have experiences out of their normal classroom and home settings and access the full curriculum.	School trips and swimming (specifically Year 6)	The cost of activities such as school trips 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.	A reduced rate of 20% (of the cost of the trip) will be offered to parents of pupils who receive PPG funding. No pupil will miss a curriculum-based activity due to financial reasons. Take up of activities for PPG children to be 100%.	HT (JH) DH(NM) KS1 Lead (JR) KS2 Lead (SV) Class Teachers

Projected Cost: £8,000

Parental support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	What will it look like in action?	Staff Lead
To ensure that vulnerable pupils and families receive support they require.	Parent Support Worker (PSW)	<p>24 PPG families had at least one session of additional support from the school's parent support worker during the 2018-2019 academic year to support pupils in accessing their education. There were also 421 recorded safeguarding issues during this time with 263 of the concerns being about PPG pupils. In the school's most recent Ofsted inspection it was noted 'leaders now work much more closely with families to understand pupils' needs more precisely'.</p> <p>Due to the high level of need, the role of PSW is crucial to the well-being and development of the school's vulnerable pupils.</p>	<p>Support offered for parents by the PSW or through identification by class teachers or other school-based professionals for the schools most vulnerable families. 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.</p> <p>The PSW will continue to take the lead (working alongside the Headteacher) on safeguarding issues to ensure the safety and well-being of pupils and their families. Records and evaluations of the provision will be recorded through Edukey and used to assess the impact of the support applied.</p> <p>Identification of additional CPD for both staff and the PSW to be implemented as and when the need arises.</p>	HT (JH) PSW(ALK)
Supporting parents and pupils with learning outside of school.	Guided support and pre-learning for pupils	<p>An increase in parental engagement has been seen with the attendance of parents at in-school events such as the Arts Days. Pupil feedback from those who have found accessing their learning a barrier to succeeding or attending school. Feedback from pupils from more challenging home lives have stated that they look-forward to school and seeing their teachers on returning from school after school holidays and weekends.</p> <p>During parents evenings and discussions with teachers- parents have noted that sometimes it is hard to know how to support their children with more detailed learning activities. There is positive and embedded use of the school's behaviour system (class dojo) and its use for contacting parents and it is now ready for further development and greater impact. 'An Updated Practical Guide to the Pupil Premium' states schools should 'aim for parental empowerment, not parental engagement'.</p>	<p>Each week teachers will record video clips on the upcoming learning for the following week for pupils to access at home, either independently or with the adults at home. These could range from demonstrating a particular calculation that will be taught in maths, to a fine-motor-skills for pen control, to reading an extract from a new text that pupils will be starting. This will give pupils and their families direct support with learning that will be taking place in the classroom.</p> <p>This will be developed through the use of class dojo.</p> <p>Resources to support pupils learning at home and how parents can support this will be made available along with the videos. For more vulnerable pupils this will also provide a connection to their class teacher outside of directed school hours.</p> <p>Parents and pupils who are not currently signed up for and accessing Class Dojo will be encouraged to do so, and, should there be any access difficulties the school will arrange time in school for pupils to access the material.</p>	DHT (NM) Class teachers

Projected Cost: £52,500

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
To continue to provide emotional and well-being support for pupils with SEMH needs.	Nurture staff/pastoral work x2	29 PPG pupils received at least one session of nurture support during the 2018-2019 academic year (35% of PPG pupils compared to 8% of non PPG pupils). The impact has been seen in reductions in behavioural incidents, greater engagement in class and improved attendance.	<p>Vulnerable pupils will be identified by class teachers or other members of the school staff to receive nurture support and interventions.</p> <p>Weekly meetings between the Nurture Staff and PSW will identify pupils who need this additional support and clear records of the progress they are making and the links to their classroom learning will be kept.</p>	HT(JH) AH (CL) DH (NM) PSW (ALK)
To provide emotional and mental health support for pupils with moderate to high needs.	Outside Agency Support for SEMH	During the last academic year (2018-2019) 9 PPG, out of the 11 pupils in total, received Outside Agency Support. This level of supported enabled pupils to high level counselling to support them in their engagement and access of learning and to build life-long strategies to support their own well-being.	<p>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.</p> <p>Support to be given by external agencies such as SORTED and other external professionals where needed.</p>	Headteacher (JH) AH (CL) DH (NM) PSW(ALK)

Projected Cost: £60,000

*Evidence referenced from EEF website and documentation, DfE published documents, internal and external reviews (including most recent Ofsted inspections) and internal moderations, An Updated guide to the Pupil Premium by Marc Rowland, Bringing Words to Life-Robust Vocabulary instructions by I L Beck, M G Mckeown and L Kucan.