Hawthorn Park Community Primary School Pupil Premium (PPG) Strategy Review 2019-2020

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| **Barrier** | **Approaches/Strategies** | **Review and Evidence** | **Total Spend** |
| 1. Attendance rates for pupils eligible for Pupil Premium Funding | * Sharing attendance information with pupils, staff and parents * Attendance Officer * Attendance rewards | Attendance data is taken from the Spring 1 2020 attendance data collection- due to the school closing due to the COVID-19 pandemic. All previous data that is used as a comparison is taken from Spring 1 of the previous year.  Attendance rates for PPG pupils   |  |  | | --- | --- | | Spring 1 2019 | 93.6% | | Spring 1 2020 | 94.8% |  * PPG attendance had a 1.2% increase from the previous year. * PPG attendance at the school was higher than for PPG nationally (94.4%).   Attendance rates compared against Non PPG (NPPG) pupils   |  |  |  |  | | --- | --- | --- | --- | |  | PPG | NPPG | Gap | | Spring 1 2019 | 93.9% | 96.2% | -2.3% | | Spring 1 2020 | 94.8% | 96.1% | -1.3% | | National 2018/19 | 94.4% | 96.5% | -2.1 |  * The attendance gap decreased by 1% between PPG and Non-PPG pupils. The gap is smaller than the gap nationally in 2018/19.   Persistent Absence (PA) rates for PPG pupils   |  |  | | --- | --- | | Spring 1 2019 | 21.8% | | Spring 1 2020 | 16.4% | | National 2018/19 | 16.1% |  * Persistent absence for PPG pupils decreased by 5.4% and is now close to national PPG.   PA rates compared against NPPG pupils   |  |  |  |  | | --- | --- | --- | --- | |  | PPG | NPPG | Gap | | Spr 1 2019 | 21.8% | 7.8% | -14% | | Spr 1 2020 | 16.4% | 7.7% | -8.7% | | National 2018/19 | 16.1% | 5.4% | -10.7 |  * Gap between PPG pupils and Non-PPG pupils for Persistent Absence decreased by 5.3% and is now smaller than the gap nationally. * Quicker interventions and support from the attendance officer have been the reason for the improvements to both overall attendance and persistent absence. * 23 PPG pupils received additional support around attendance (up to the closure of the school due to the COVID-19 pandemic). * Weekly attendance information and rewards were shared with pupils promoting good attendance and raising awareness.   **Continue with strategy?** Yes.  Care should be taken when looking at attendance figures and the impact that COVID-19 will play on these.  Greater focus on reception and nursery pupils to develop good attendance habits early. | £16,185 |
| 1. High quality teaching for all | * Teaching courses, whole school INSET and external support * School trips | Teacher assessed Outcomes Spring 2 2020 due to the closure of the school because of the COVID-19 pandemic. Comparisons are made of the same cohort at the same data collection during the previous year.  (*Red= a noticeable increase in the gap attainment/progress gap, Orange= the gap in attainment/progress has relatively stayed the same, Green= a noticeable decrease in the attainment/progress gap*)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year 1-6 Attainment-Reading, Writing and Maths** | | | | | | **Year Group** | **PPG @ Emrg** | **Non-PPG @ Emrg** | **Gap @ Emrg Spring 2 2020** | **Gap @ Emrg Spring 2 2019** | | **Year 1- Reading** | 81% | 65% | 16% |  | | **Year 1- Writing** | 64% | 72% | 8% |  | | **Year 1 - Maths** | 63% | 80% | -17% |  | | **Year 2- Reading** | 77% | 88% | -11% | -8% | | **Year2- Writing** | 55% | 77% | -22% | -2% | | **Year2- Maths** | 100% | 81% | 19% | -6% | | **Year 3- Reading** | 80% | 84% | -4% | -3% | | **Year 3 Writing** | 60% | 78% | -18% | 13% | | **Year 3 Maths** | 80% | 84% | -4% | 10% | | **Year 4- Reading** | 46% | 86% | -40% | -19% | | **Year 4- Writing** | 58% | 80% | -22% | -26% | | **Year 4- Maths** | 75% | 86% | -11% | -31% | | **Year 5- Reading** | 50% | 75% | -25% | -15% | | **Year 5- Writing** | 33% | 71% | -38% | -38% | | **Year 5- Maths** | 58% | 85% | -27% | -57% | | **Year 6- Reading** | 61% | 64% | -8% | -7% | | **Year 6- Writing** | 38% | 43% | -5% | -12% | | **Year 6- Maths** | 52% | 65% | -13% | -22% |  * There were positive gaps to PPG in Y1 in reading and writing and in Y2 maths 100% of PPG pupils were at the expected standard, 19 points above Non PPG. * The attainment gap at year 6 for writing and maths was significantly closing, although attainment for both groups was low, especially in writing. * The attainment gap at year 5 maths significantly reduced, but remained at 27 points. Gaps in reading and particularly writing remain large in Y5, with low attainment of 33% for PPG in writing. * The attainment gap in year 4 maths significantly closed. * There was a large widening of the attainment gap in year 2 writing, year 3 writing, year 4 reading and year 5 reading- changes made during the spring term to the teaching of English began to show signs of improvements. * The gap in year 3 maths had changed from a positive gap to a negative and support was planned.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Years 1-6 Progress- Reading, Writing and Maths** | | | | | | **Year Group** | **PPG @ 1 stp** | **Non-PPG @ 1 stp** | **Gap @ 1 stp Spring 2 2020** | **Gap @ 1 stp Spring 2 2019** | | **Year 1- Reading** | 91% | 100% | -9% |  | | **Year 1- Writing** | 81% | 88% | -7% |  | | **Year 1 - Maths** | 90% | 92% | -2% |  | | **Year 2- Reading** | 90% | 96% | -6% | -11% | | **Year2- Writing** | 100% | 96% | 4% | -11% | | **Year2- Maths** | 100% | 96% | 4% | 3% | | **Year 3- Reading** | 100% | 96% | 4% | = | | **Year 3 Writing** | 100% | 96% | 4% | -22% | | **Year 3 Maths** | 90% | 93% | -3% | -8% | | **Year 4- Reading** | 100% | 100% | = | -8% | | **Year 4- Writing** | 100% | 100% | = | 3% | | **Year 4- Maths** | 100% | 100% | = | 3% | | **Year 5- Reading** | 66% | 97% | -31% | -12% | | **Year 5- Writing** | 83% | 96% | -13% | -17% | | **Year 5- Maths** | 58% | 96% | -38% | 1% | | **Year 6- Reading** | 100% | 100% | = | 3% | | **Year 6- Writing** | 90% | 100% | -10% | -5% | | **Year 6- Maths** | 100% | 95% | 5% | = |  * In all year groups, baring year 5 the progress gap was closing in at least one subject. * In year 5 this gap had significantly widened in reading and maths. * Although there was a large gap present in the attainment data of year 3 writing, the progress of PPG pupils was stronger than that of Non-PPG pupils.   The following trips took place before the schools closure due to the COVID-19 pandemic:  Year 2+3= Celtic Harmony  Year 4,5+6= Holdenby House   * The impact of these trips can be seen in the work produced by the pupils after the trips. Experiences such as these have given pupils valuable experiences on which to drawn on within their work, particularly writing.   **Continue with strategies?** Yes:   * Focus on year 6 pupils in all subjects in preparation for the end of KS2 exams. * Continued work needed on improving the teaching and learning of English and the embedding of the sequence of learning introduced in Spring 1. | £1,532 |
| 1. Parental support and engagements | * Parental engagement in the school day * Parent support worker | * 227 out of 324 reported safeguarding concerns were for PPG pupils and investigated by the parent support worker. The PSW has developed strong relationships with many families, particularly those who receive PPG funding which has meant that long term support has been put in place, rather than just addressing the safeguarding concerns which the school is legally bound to do. * 27 sessions of support from the Parent Support Worker were recorded for PPG pupils/families compared to 22 for Non-PPG pupils/families. The support was given for 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. * This support for parents has been able to help parents overcome issues such as attendance, behaviour and safeguarding concerns which have had, or will have had a negative impact on these pupils education. This role has also allowed teaching staff to focus predominantly on the teaching of their classes. Case studies show the improvements in a wide range of areas due to the support and work of the Parent Support Worker. * Due to the COVID-19 pandemic only one session of opening up the school to parents was able to happen. Just over 25% of the parents who attended the sessions at Christmas were parents of PPG pupils.   **Continue with strategies?** Yes | £48,363 |
| 1. Emotional well-being of Pupil Premium pupils | * 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 * Educational Psychologist support | * As of March 2020 11 PPG pupils had at multiple sessions of nurture support compared to 5 non PPG pupils. Sessions continued for some pupils remotely during the lockdown period. Three PPG pupils who did not return during the partial re-opening of the school received virtual nurture support from nurture support team. Case studies completed by the nurture support team show that the work in this area has helped to improve attendance, reductions in behaviour incidents and improved focus within the classroom. * Nurture support was also offered to pupils returning to the school during the summer two half-term, with informal check-ins taking place with pupils and PPG pupils taking priority. * 4 PPG pupils have received Outside Agency Support to help pupils manage their emotions and other difficulties that are having an impact on them accessing their education fully. This support continued virtually during the partial re-opening of the school during the summer two half-term. * The educational psychologist support has supported teaching and nurturing staff in supporting an individual in returning to the classroom after a long period of refusal; with this pupil now attending full-time.   **Continue with strategies?** Yes | £60,345 |
| Total Spend | | | £126,425 |