

Hawthorne Primary School Pupil Premium Strategy 2018-19

Summary information					
School	Hawthorne Primary School				
Academic Year :	2018-2019	Total PP Budget	£59,400	Date of most recent PP review	October 2018
Total Number of pupils	199	Number of pupils eligible for PP (in the Jan '18 census)	36 - 18% (45)	Date of next PP review	July 2019

Current Attainment July 2018		
	Pupil Premium (School)	All Pupils (national 2018)
% achieving the expected levels or above in reading, writing and maths combined	25%	67%
% achieving the expected levels or above in reading	50%	80%
% achieving the expected levels or above in writing	50%	83%
% achieving the expected levels or above in maths	50%	81%
% achieving the expected levels or above in EGPS	50%	
progress in reading	-5.72	0
progress in writing	-4.85	0
progress in maths	-3.68	0

Barriers to future attainment for PP children.	
In-school barriers	
1	Poor oral language skills in F2 and key stage 1
2	Low aspirations and self esteem
3	Attainment of pupil premium children was below that of non-pupil premium children nationally at the end of key stage 2 in reading, writing and maths.
External barriers	

4	Attendance	
5	Parental knowledge and ability to support	
Outcomes		Success Criteria
Improve oral language skills for pupils eligible for pupil premium in F2 and key stage 1.		Pupils eligible for pupil premium in F2 and key stage one make good progress in their language skills so that they are in line with the non-pupil premium children.
Raise the aspirations and self-esteem of pupil premium children.		Pupils will have high expectations of themselves in all areas of the curriculum and believe that they can achieve. This will be reflected in their attainment and progress at the end of the year.
Higher attainment for the pupil premium children by the end of KS2		The attainment of pupils eligible for pupil premium will increase so that it is more in line with pupils who are not pupil premium by the end of the year.
Increased attendance rates for identified pupils eligible for pupil premium.		Reduce the number of persistent absentees among pupils who are eligible for pupil premium so that the overall attendance percentage for the year is in line with the non-pupil premium children and meets the school target of 96%.

Planned expenditure					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How we will ensure that it is implemented well.	Staff lead	Review date
Improve oral language skills for pupils eligible for pupil premium in F2 and key stage 1.	Employ a qualified speech and language therapist for the Spring term to work with identified children and to train	We want to invest some of the pupil premium funding into long term change and targeting the children as early as possible. Research proves that good language skills enable children to	Weekly feedback from the speech therapist. TAs to train others to embed learning	Philippa Jackson	July 19

	<p>TAs to continue this support throughout the year.</p> <p>TAs to ensure that children receive weekly speech and language interventions</p>	<p>make better progress and attain higher - EEF toolkit.</p>	<p>TAs to record progress in interventions on the class intervention record.</p>		
<p>Raise the aspirations and self-esteem of pupil premium children.</p>	<p>A trained member of staff to deliver positive play 1:1 with identified children with low self-esteem.</p> <p>A trained TA to deliver nurture sessions every morning and afternoon for identified groups of PP children.</p> <p>All teachers to use 'Mood Monsters' to support children identify and address their different emotions, and enable school staff to make sure identified children are ready to learn</p>	<p>Research has proven that children with high aspirations and high self-esteem perform better than those who have lower aspirations and self-esteem.</p> <p>In school research has shown that some of our children are coming to school feeling upset and are not always ready to learn.</p>	<p>PP lead and SLT to monitor the engagement and aspirations of the pupil premium children through a variety of monitoring activities throughout the year.</p> <p>PHSE lead to monitor the use and effectiveness of 'Mood Monsters'</p>	<p>HT</p> <p>DHT</p> <p>PHSE lead</p>	<p>July 19</p> <p>July 19</p>

<p>To raise the attainment of pupil premium children at the end of each year group in reading, writing and maths.</p>	<p>1:1 tuition for identified pupils. Targeted reading, writing and maths interventions for identified pupils with trained TAs or teachers.</p>	<p>We want to provide extra targeted support to raise the attainment of pupils. 1:1 and small group interventions with highly qualified staff have been shown to be effective as discussed in evidence resources such as 'Visible Learning' by John Hattie and the EEF toolkit. We want to combine this additional provision with 'aspiration' building work.</p>	<p>Some of the pupil premium budget used to employ extra support staff. Impact of the interventions measured by the relevant curriculum coordinators. Engagement with parents to address any concerns or questions that may be raised through the interventions.</p>	<p>Maths coordinator English coordinator Pupil Premium lead</p>	<p>July 19</p>
<p>To increase the % attendance for identified pupils eligible for pupil premium so that it is in line with non-pupil premium pupils and the school target of 96%.</p>	<p>Absences monitored and followed up daily with first response provision. Attendance rewards in place for all children in the school.</p>	<p>Attainment will not improve if children are not attending school regularly.</p>	<p>Designated member of staff to monitor attendance daily. Teachers to promote the importance of good attendance and monitor including discussions with parents. Head teacher/pupil premium lead and family support worker to collaborate to ensure</p>	<p>Head Teacher/pupil premium lead Family support worker</p>	<p>July 19</p>

			that provision and processes are working effectively.		
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