

Hawkinge Primary School - Pupil premium strategy statement



Academic Year	2016-2017	Total PP budget	£120,490
Total number of pupils	377	Number of pupils eligible for PP	78

2. Current attainment

	<i>Y6 Pupils eligible for PP (10 children)</i>	<i>All Y6 pupils (33 pupils)</i>
% of pupils assessed to be working at expected or above in reading, writing and maths	40% (50% with absent pupil)	67% (70% with absent pupil included) National data: 53%
Average scaled score - reading	101.6	Y6 cohort - 103.6 National – 102.6
Average progress score - reading	0.36	Y6 cohort - 1.50
Average scaled score - writing	103.6	NA
Average progress score - writing	3.52	Y6 cohort - 3.84
Average scaled score - maths	104.0	Y6 cohort - 106.0 National – 103.0
Average progress score - maths	2.34	3.50

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

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| A. | Low prior attainment (particularly in Year 3) |
| B. | Poor emotional well-being / poor emotional resilience / resilience for learning overall |

External barriers

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| C. | Attendance rates for pupils eligible for PP are 93% (below the target for all children of 96.2%) |
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Rapid progress in targeted year groups (Y3) in R,W &M	<p>Pupils eligible for PP identified to make as much progress as 'other pupils' across KS2 in maths, reading and writing.</p> <p>Measured in Yr 3 by teacher assessments and successful moderation practices established across the school/in our hub of schools.</p>
B.	Improve children's emotional well-being/resilience	Improved social and emotional wellbeing for pupils in school – resulting in a positive impact – being ready to learn.
C.	Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.06% to 94%

5. Planned expenditure

Academic year

2016-2017

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher rates of progress – targeted groups, particularly current year 3 children Children make accelerated progress to be in line with ‘other’ pupils	Staff meeting/INSET Curriculum updates/training providing challenge for all pupils TA CPD Additional teacher to support in yr 3 where results (prior yr 2 for PP) were lower Additional TAs to support learning in the English and Maths lessons	PP results in KS1 last year were significantly lower than rest of cohort, therefore further support to be deployed in yr 3 this term/year.	INSET days/staff meetings to deliver training Peer observations after inset/courses etc Monitor impact of progress of yr 3 in particular Monitoring quality of teaching/books (PP focus)	Head/DHT	Termly reviews
Accelerated progress in reading Increase % of children achieving the higher standard in reading (Yr6) + ALL GROUPS	INSET Staff meeting Review current provision Targeting vulnerable groups with high levels of intervention Support reading development for pupils with specific learning difficulties	Reading progress and attainment last year in yr 6, although higher than national average, was lower than results in Maths and Writing. Number of children in yr 6 last year achieving the higher standard in reading was slightly lower than national 15.2% HPS v 19% National Disadv – 10%	INSET days/staff meetings to deliver training Peer observations after inset/courses etc Monitor quality of reading journal activities Guided reading observations	Head /DHT English lead All staff	Dec 2016 and termly
Upskilling teachers to be consistently outstanding	LEX training programme	Teachers are consistently good with elements of outstanding when observed. LEX training will support with upskilling	LEX training is a 6 day course with follow up between each session. Good practice shared.	Head / Deputy	Term 3 / term 5
Total budgeted cost					£22,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
<p>Children to make accelerated progress in reading/ writing/maths – at least 85% of pupils to be working at the level expected of them by July 2017</p> <p>-Children will be expected to make accelerated progress and achieve targets</p>	<p>-Keep up catch up intervention delivered in a timely fashion (daily) to children identified daily in small groups throughout school for writing and maths</p> <p>-Reading/phonics interventions</p> <p>-A TA to lead intervention groups to support the literacy development of pupils throughout the school from EYFS to yr 6</p>	<p>Continue to build on success on these interventions last year to ensure standards/attainment in these areas remains high for all groups</p>	<p>Organise timetable to ensure staff delivering timetable have an allocated room and sufficient preparation and delivery time. Monitor effectiveness of KUCU</p> <p>Key TA to lead interventions only 2.5 days / week</p>	<p>HT TA – KUCU</p> <p>TA - MD</p>	<p>Termly at Pupil Progress Meetings</p>
<p>PP children in Years 5-6 to make accelerated progress and achieve at least age expected targets in writing</p>	<p>Identified children will meet with writing mentors once a week – clear next step targets set and evaluation of work to date</p> <p>Writing mentor scheme (yr 5/6)PP</p>	<p>Continue to build on success on this support/ intervention last year to ensure standards/attainment in the area of writing remains high for all groups</p>	<p>Monitor that writing mentor sessions are being delivered weekly - check PP books</p> <p>Review progress of children having a writing mentor</p>	<p>HT/DHT All staff</p>	<p>Termly – pupil progress meetings</p>
<p>Children to make accelerated progress and achieve at least age expected targets</p> <p>Individual tailored support</p>	<p>Resources to support children's learning to be purchased – especially resources to support literacy development</p> <p>5 minute box</p> <p>Clicker 6</p> <p>Nessy/Maths</p> <p>Parent workshops – how to support your child at home</p> <p>Encourage parents to follow up interventions at home.</p>	<p>Continue to build on success of these interventions last year to ensure children have tailored support for specific needs.</p>	<p>Staff organise timetables to ensure they have allocated preparation/ delivery time.</p>	<p>TAs</p>	<p>Pupil progress meetings</p>
<p>Reading</p> <p>Children to make accelerated progress and achieve at least age expected targets</p>	<p>Small group out of hours tutoring</p> <p>Additional guided reading interventions in term 3 & 4</p> <p>Book Club group after school club – termly (various year groups)</p> <p>Extreme reading challenges</p>	<p>Reading progress and attainment last year in yr 6, although higher than national average, was lower than results in Maths and Writing.</p>	<p>Organise 6+ after school sessions in the spring term for targeted children</p>	<p>TH BD</p>	<p>May 2017 Results - July 2017</p>
Total budgeted cost					£54,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase attendance rates for pupils eligible for PP	Attendance (see SIP) Funding at breakfast club for vulnerable pupils	Children have structured opportunities to develop social and communication skills, arrive at school on time – this in turn impacts on their learning skills and improved standards of work Any interventions can start early/on time	Targeted support for identified families /children.	DHT	Termly - PPMs
Improve children's emotional well-being/resilience	Funding places at After School Club/Holiday club for vulnerable pupils <i>School visits/residential – part funded</i>	Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and improved standards of work	Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.	HT / DHT	Termly
	Opportunities for children to attend a 16 week Draw and Talk programme to help support their emotional wellbeing. Cost of training new members of staff.	Improved social and emotional wellbeing for pupils in school – resulting in a positive impact – being ready to learn.		HT / SENCO	
	SLA agreement with New Romney Counselling Service	Improved social and emotional wellbeing and learning for pupils in school – resulting in a positive impact and being ready to learn	Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.	HT	
	SLA with Educational Psychology Team	Improved social and emotional wellbeing and learning for pupils in school		SENCO	
Upskilling parents to best support pupil learning at home	Workshops for parents Reading Phonics Maths ASD	Parental support at home is vital to support learning – parents would like to know how to do this	Workshops for parents throughout the year	KM / POB	December / April
	Parents comfortable to come into school to ask for learning / social / emotional support for their child			Appointment of Family Support Worker / Learning Mentor to support vulnerable families – from 1:1 Pupil support / working with vulnerable families	
Total budgeted cost					£44,000