

# Pupil Premium Strategy Statement – Hawkinge Primary School 2019 – 2020

1. Summary information					
School	Hawkinge Primary School				
Academic Year	2019-2020	Total PP budget	£107,000	Date of most recent PP Review	July 2019
Total number of pupils	397	Number of pupils eligible for PP	70	Date for next internal review of this strategy	Nov 2019

## 2. Current attainment

### Yr 6 Expected +

	Hawkinge	FSM Hawkinge	National (all children)
Reading	80%	75%	73%
Writing	91%	83%	78%
GPS	96%	92%	78%
Maths	85%	83%	79%

### Yr 2 Expected +

	Hawkinge	FSM Hawkinge	National (all children)
Reading	81%	63%	80%
Writing	80%	50%	75%
Maths	85%	63%	81%

## 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	Low prior attainment (particularly in Year 6)
B	Poor emotional well-being / poor emotional resilience / resilience for learning overall
C	Poor speech and language on entry hinders progress for EYFS pupils +
D	High level of complex needs on entry for EYFS cohort 2018-2019 – moving into Year 1
E	High level of complex needs on entry for EYFS cohort 2019 - 2020
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for PP pupils (94.06% for PP and 96.13% for all children 2018/2019 Terms 1-5)
F.	Support for parents in meeting the mental health needs of their child alongside their learning needs.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Rapid progress in targeted year groups (Y6) in R,W &M	Pupils eligible for PP identified to make as much progress as 'other pupils' across KS2 in maths, reading and writing. Tracked throughout in Yr 6 by teacher assessments and successful moderation practices established across the school/in our hub of schools, and finally by SATs
<b>B.</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.
<b>C.</b>	EYFS pupils with Speech and Language delay will make rapid progress and have improved language skills	Speech and language problems quickly identified, provision actioned (internal and external) and learners supported
<b>D.</b>	Y1 pupils with low starting points in social and emotional development, physical development, reading and maths to be well supported to make strong progress	Pupils have been identified in this Y1 cohort 2019-2020 who will continue to need high levels of support to attain the expected level by the end of Year 1. Support needs to build on high levels of support throughout EYFS and be in place rapidly for these pupils and provisions planned for
<b>E.</b>	EYFS pupils with low starting points and complex needs in social and emotional development, physical development, reading and maths to be well supported to make strong progress	Pupils identified through discussions with pre-schools and prior to entry, rapid support to be put in place including quality CPD for new EYFS TAs (some external and some internal) to ensure high quality, bespoke interventions are in place in a timely manner to support pupil development
<b>F.</b>	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 94.06% to 94.3%
<b>G.</b>	Parents well supported in meeting the mental health needs of their child alongside their learning needs.	Parent workshops to be held for parents to attend addressing curriculum areas they feel they need support and wider parenting issues (including anxiety, behaviour, emotional regulation etc)

## 5. Planned expenditure

Academic year

2019-2020

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.

### 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 for targeted groups, particularly current year 6 children whose prior attainment (inc data on entry is low) especially in reading and writing Children to make accelerated progress in all areas and to be in line with 'other' pupils	Staff meeting/INSET Curriculum updates/training Quality First Teaching providing challenge for all pupils TA CPD Languagelink interventions Oral rehearsal for written work	PP results in KS1 for this cohort were significantly lower than other year groups, therefore further support to was deployed in year 5 which had some impact. Additional support to be added into Year 6 to continue and extend this impact Interventions to be led by teacher and experienced TA  <i>Research shows (EEF toolkit) that structured oral language interventions / extending pupils vocabulary has a positive impact on progress (+5 months)</i>	INSET days/staff meetings to deliver Training Peer observations after inset/courses etc Monitoring quality of teaching/books (PP focus) Language interventions PPA cover focus – extending language development Clear links to T&L policy	Head/DHT	Termly
Children who enter EYFS will have improved speech and language skills by the end of the year	Speech link screening Language link screening Changes to SALT support  TA appointed to focus on EYFS speech x3 PMs / week and work closely with the SALT service as nominated person alongside the SENCo	The poor speech of some pupils and poor 'on entry' language is a barrier for them not achieving a GLD at the end of the year.  <i>Research shows (EEF toolkit) that structured oral language interventions / extending pupils vocabulary has a positive impact on progress (+5 months)</i>	CPD for new TAs to EYFS and TAs delivering additional interventions Robust tracking	TI SENCo	Termly

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?
Pupils have been identified in the Y1 cohort 2019-2020 who will need high levels of support to attain the expected level in English and Maths	Quality first teaching Guided groups introduced earlier Good quality TA support Structured approaches to teaching Storytelling being high profile Introductions to different kinds of writing Earlier parental involvement	Pupils have been identified in this cohort prior to the academic year starting, who will need high levels of support to attain the expected level in English and Maths – without this they will not attain the expected level by the end of Y1  <i>Research shows (EEF Early Years toolkit) that structured early literacy and numeracy approaches have a positive impact on progress (+4-6months)</i>	Quality First Teaching Review of processes CPDF for TAs to ensure they can support accelerated progress Reviewing current systems in place Reviewing parental involvement Close tracking of progress made and interventions in place to support accelerate progress.	CM LY	Termly
Upskilling teachers to improve practice – to be at least good but to maintain 60% of practice to be outstanding	Good quality CPD Strong T& L policy  Sharing of good practice	We want our teachers to be the best teachers they can be – improving their practice in all areas of the curriculum	Appraisal reviews Target setting Monitoring QOT and clear feedback	HT / DHT	Term 3 and 5
<b>Total budgeted cost</b>					£27,000

i. Targeted support					
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?
<p>Children to make accelerated progress in reading/writing/maths</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><i>Evidence sources (EEF Toolkit) suggest small group tuition is an effective way of improving attainment (+4 months) – including being led by a TA who is well trained.</i></p>	<p>Organise timetable to ensure staff delivering timetable have an allocated room and sufficient preparation and delivery time.</p> <p>Monitor effectiveness of KUCU</p> <p>Key TA to lead interventions only 4 days / week</p> <p>A further TA to lead interventions only 4 days a week</p>	<p>HT TA – KUCU</p> <p>TA – MD</p> <p>TA – TI</p>	<p>Termly at PPMs</p>
<p>Ensure the more able PP make at least expected progress and are well supported in this – English, Maths and Science.</p>	<p>Appraisal targets set by teachers</p> <p>Quality First Teaching</p> <p>Pupil progress meetings</p> <p>Inter school MA PP sessions – English / Maths / Science termly</p>	<p>Focused tracking – based on high prior attainment for PP will ensure they continue to meet targets</p> <p>Working with other high attainers from other schools in an ‘enrichment’ type way for English, Maths and Science will improve their self-esteem, offer them additional intervention and progress.</p> <p><i>Research shows (EEF toolkit)that Mastery learning is more effective when used as an occasional / additional teaching strategy (+5 months)</i></p>	<p>Monitor effectiveness of the sessions</p> <p>Book scrutiny</p> <p>Monitor through PPMs</p>	<p>HT / DHT</p>	<p>Termly</p>
<p>Ensure the more able PP make at least expected progress and are well supported in this – English, Maths and Science.</p>	<p>Working closely with the organisation ‘Authors Abroad’ host Shepway wide More Able workshops x5 / year targeting children from ‘PP More Able’ Y2-Y6</p>	<p>See above – but wider group of pupils</p> <p><i>Research shows (EEF toolkit)that Mastery learning is more effective when used as an occasional / additional teaching strategy (+5 months)</i></p>	<p>Monitor effectiveness of the sessions</p> <p>Book scrutiny</p> <p>Monitor through PPMs</p>	<p>HT / DHT</p>	<p>Termly</p>

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?
<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 etc</p>	<p>Continue to build on success of these Interventions last year to ensure children have tailored support for specific needs.</p> <p><i>Evidence sources (EEF Toolkit) suggests that digital technology has a positive impact on learning (+4months)</i></p>	<p>Staff organise timetables to ensure they have allocated preparation/ delivery time.</p>	<p>TAs</p>	<p>Pupil progress meetings</p>
<p>Reading - 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 &amp; 4</p> <p>Book Club group after school club</p> <p>– termly (various year groups)</p> <p>Extreme reading challenges</p>	<p>Continue to build on success of these Interventions last year to ensure children have tailored support for specific needs.</p> <p><i>Evidence sources (EEF Toolkit) suggest small group tuition is an effective way of improving attainment (+4 months)EEF also suggest reading comprehension strategies is an effective way to improve reading – particularly with older pupils (8years +) who are not making expected progress.</i></p>	<p>Organise 6+ after school sessions in the spring term for targeted children</p>	<p>TH &amp; BD</p> <p>KM</p>	<p>May 2020</p>
<p>All pupils in Year 1 meet phonic screening targets and pupils in Year 2 continue to attain well in reading</p> <p>HIGH LEVEL OF SUCCESS FOR PUPILS TAKING 'Phonics RE-Takes' in Y2</p>	<p>Phonics intervention groups for pupils in year 1 and 2</p> <p>Carefully group pupils for phonics teaching based on prior learning and potential</p> <p>Well skilled teachers / TAs to lead interventions</p> <p>Targeted support for pupils moving into Y2 who did not meet standards for phonics screening at the end of Y1</p>	<p>Continue to build on success of these Interventions last year to ensure children have tailored support for specific needs.</p> <p><i>Evidence sources (EEF) suggest there is strong evidence that a systematic phonics instruction for children aged 4-7years old has a positive impact on progress (+4 months)</i></p>	<p>Monitoring of quality of teaching</p> <p>Regular half termly phonics meetings to review progress</p> <p>PPMs</p>	<p>KM</p>	<p>Termly</p>

<p>Pupils have been identified in this EYFS cohort 2018-2019 prior to the academic year starting, who will need high levels of support to attain the expected level by the end of the year in PSE / PD</p>	<p>Targeted support in small group intervention / highly supported classroom interventions and upskilling of staff</p>	<p>Establish clear interventions for PSD development using the support of The Contented Child, using clear measurable start and end data. <i>Evidence sources (EEF Toolkit) suggests that Social and Emotional Learning Strategies has a positive impact on learning (+3months)</i></p> <p>Ensure quality of provision for PD is reviewed and the outdoor learning environment provides strong opportunities for this re enforced by the Fizzy / Clever Hands programme <i>Evidence sources (EEF Toolkit) suggests that Social and Emotional Learning Strategies has a positive impact on learning (+3months)</i></p>	<p>Using external providers who can support this aspect of development well – supporting staff CPD, parents and pupils CPD for new TAs to EYFS and TAs delivering additional interventions Robust tracking</p> <p>Purchase new resources to support PD and raise profile of outdoor learning environment to support this CPD for new TAs to EYFS</p>		
<b>Total budgeted cost</b>					£50,000

ii. 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 <i>DFE research 'A profile of pupil absence in England' shows a direct correlation between pupils eligible for FSM with poor attendance of low attainment at the end of KS2.</i>	Targeted support for identified families /children.	DHT	Termly - PPMs
Improved attendance for PP in Years 4-6 with additional opportunities for improved well-being and attainment.	Pupils in Y4, 5, 6 who attend breakfast club (PP by invitation) will have access to sporting opportunities x3 / week led by a sports coach	See above <i>EEF research suggests sports participation has a small impact on learning – but also wider social benefits.</i>  <i>Research from Frontiers of Human Neuroscience – Importance of breakfast</i>	Monitor the participation rates of the pupils Monitor pupil progress Monitor attendance	HT / DHT	Termly
Upskilling parents to best support pupil learning at home	Workshops for parents Reading Phonics Maths ASD / SPAG Solihull Parenting Course Mindfulness Managing challenging behaviour Screen time Family Learning Days	Parental support at home is vital to support learning – parents would like to know how to do this <i>Evidence from EEF Toolkit suggests this can have an impact on pupil attainment of up to +3 months – although not conclusive.</i> Parents who engage will have a better understanding of how to support their child.	Workshops for parents throughout the year – Advertised in advance to meet parent needs	POB / KM/ AT / NG	Termly
Parents comfortable to come into school to ask for learning / social / emotional support for their child	Family Support Worker / Learning Mentor to support vulnerable families		Ensure website is up to date with how Family Support Worker can support families Regular updates and high visibility	AT	Termly



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?
<p>Improve children's emotional well-being/resilience</p>	<p>Funding places at After School Club/Holiday club for vulnerable pupils School visits/residential – part funded</p> <p>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. SLA agreement with New Romney Counselling Service</p> <p>Family Counselling work with New Romney Counselling Service x2 / week</p> <p>SLA with Educational Psychology Team</p> <p>Mindfulness programme to improve working memory</p> <p>Whole school focus on resilience – awarding in weekly assemblies</p>	<p>Children have structured opportunities to develop social and communication skills, in turn impacting on their learning skills and Improved standards of work. Term 1 PHSE SOW Y6 based around resilience in friendships</p> <p>Improved social and emotional wellbeing for pupils in school – resulting in a positive impact – being ready to learn.</p> <p><i>EEF research suggests +4 months progress based on good SEL interventions</i></p> <p>Improved social and emotional wellbeing and learning for pupils in school – resulting in a positive impact and being ready to learn</p> <p>Improved social and emotional wellbeing and learning for pupils in school</p>	<p>Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.</p> <p>Monitor improvements in children's well-being/behaviour and also monitor whether improvements translate into improved attainment.</p>	<p>HT / DHT</p> <p>HT / SENCO</p> <p>HT</p> <p>SENCO</p> <p>LR</p> <p>AT</p>	<p>Termly</p>
<b>Total budgeted cost</b>					£30,000