

Hawthorns Primary School

Belong, Believe, Achieve and Grow

Pupil Premium Strategy Statement 2018- 19

1. Summary Information

Academic Year	2018/2019	Total PPG budget	£29,433 (tbc)	Date of most recent PP review	July 2018
Total number of pupils	426	Total number of pupils eligible for PPG	19	Date of next internal review of strategy	July 2019

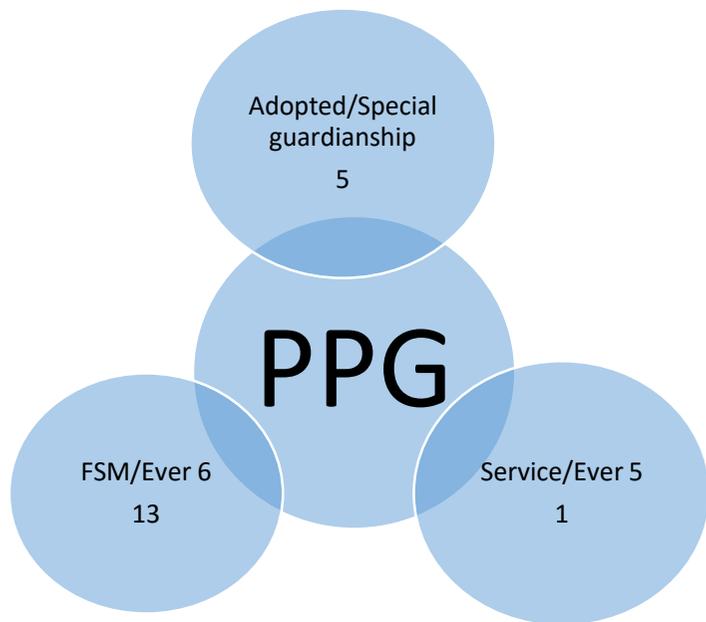
2. Current attainment and progress (EOY assessments)

July 2018	Attainment				July 2018	Progress	
	% at or above ARE		% above ARE			Children making 6 points or above	
	PPG	School	PPG	School		PPG	School
Reading	95%	85%	45%	39%	Reading	70%	67%
Writing	65%	76%	15%	23%	Writing	55%	58%
Maths	70%	81%	20%	33%	Maths	65%	65%
RWM combined	60%	71%	5%	16%	RWM	63%	63%

	KS2 SATs results			
	PPG (4 pupils)		School	
	EXS+	GDS	EXS+	GDS
Reading	100%	0	88%	37%
Writing (TA)	75%	0	65%	15%
Maths	75%	0	87%	25%
RWM	50%	0	70%	13%
GPS	100%	25%	93%	45%

Phonics Screening Check	PPG	School	Attendance	PPG	School
	33%	80%			97%

3. PPG Context



Ethnicity		
White British	17/19	89%
White and Asian	2/19	11%
Parental attendance at Parents' Evenings		
Autumn	18/19	95%
Spring		

Number of PPG on Special Needs Register: 3/19 (16%)

Groups: core				
FSM	FSM6	Adopted	Special guardianship	Service
8/19	5/19	3/19	2/19	1/19
42%	26%	16%	11%	5%

Funding for 2017-18 financial year: £33,753 (provisional)

4. Barriers to future attainment (for pupils eligible for PPG)				
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				
A	Access to extra- curricular activities such as school clubs, music lessons and sporting activities due to financial constraints			
B	Meta – cognition and Growth Mindset , particularly in independent learning skills in writing and maths.			
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)				
C	Parental engagement, attendance and lateness			
D	Pupils with specific social and emotional needs which affect their learning			
5.	Actions	Evidence and rationale	Success Criteria	Review
A	<p>These activities support children’s personal, social and emotional well-being by developing a sense of belonging and participation in school life.</p> <p>Priority is given to PPG children who wish to join clubs. Funding is set aside for families who require financial support to access extra- curricular activities such as after-school sports clubs and music lessons.</p>	<p>According to the evidence on the briefing paper: ‘ The value for after-school clubs for disadvantaged children’ 2016, clubs are of great value to children though improved self –esteem and confidence, greater benefits for health and fitness, social development and direct links to the curriculum.</p>	<p>All PPG children who express an interest in an activity have an opportunity to participate. Observations and monitoring show evidence of enhanced well-being of PPG children.</p>	<p>Termly</p>
B	<p>Programmes of support in place for children to boost their self –confidence and develop a growth mindset, especially in independent learning.</p> <p>Key workers and class teachers to engage with children in conversations about self- confidence and Growth Mindset.</p>	<p>Carol Dweck’s work on Growth Mindset links with our school values. Teaching staff are using the Growth Mindset ideals and strategies to support all pupils, including PPG pupils, in developing their learning skills and self-esteem. We anticipate this having a positive impact on attainment, progress and attitude to learning.</p>	<p>Pupils’ growth mindset is improved and they perform as well as non-PPG or better, particularly in writing and maths.</p>	<p>Ongoing</p>

	PPG lead to conduct learning walk and deliver questionnaire re children's attitudes to learning.			
C	<p>Increased contact with parents from class teachers and key workers.</p> <p>Track and follow up booking meetings;, staff to be flexible with times for Parent and Teacher consultations sessions. Telephone communication and meetings to share progress.</p>	<p><i>"Evidence indicates that parental involvement continues to have a significant effect on achievement into adolescence and even adulthood. Research using data from the National Child Development Study (NCDS) to explore the effect of parents' involvement on achievement at 16 in English and Maths (and average grades across all public exams) found that very high parental interest is associated with better exam results compared to children whose parents show no interest."</i></p> <p>(https://www.ucy.ac.cy/nursery/documents/ThemaVdomadas/DCSF-Parental_Involvement_1.pdf)</p>	<p>Increased parental engagement of all PP families – improved attendance at Parent/teacher consultations, support with reading, spelling and homework and support with their child's social and emotional needs.</p>	Termly
D	<p>Pupils with specific emotional and social needs are supported in class through their key person and through regular and frequent pupil conferencing time with the class teacher. Children requiring more focussed interventions are identified and offered specialist regular support through the SENDCo, PSA or outside agencies. Examples include Sensory Circuits for identified children, morning check-ins,</p>	<p>EEF 1:1 tuition research has noted the importance of small group work and its effectiveness in a suitable environment. We believe that meaningful conversations with significant adults allows children to stay on track with their learning and prepare for upcoming challenges effectively.</p>	<p>Pupils' self – esteem and well –being is enhanced and progress is age-expected or more than age-expected.</p>	Daily, weekly and termly.

	Bubble Time and external agency visits eg SALT.			
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Academic targets for PPG children 2018-19

- For PPG children capable of achieving at or above ARE to reach this goal in all three core subjects.
- For the PPG child to achieve as well or better than non-PPG in Y1 phonics test.
- For an increased percentage of PPG children to reach Greater Depth in writing and maths.