



<b>Hawes Primary School (YCAT)</b>		<b>Pupil Premium Strategy</b>				
Summary information						
Academic year	<b>2017/18</b>					
Total number of pupils	109 (7 children in Nursery)					
Current Attainment for year 2015/2016						
EYFS Good Level Development	School 78%			National 70%		
<i>We are <b>above national expectation</b> for Early Years Foundations Stage Development reaching <b>78%</b> of a Good Level of Development. This is a <b>9% increase on last year and 8% above the national expectation.</b></i>						
Year 1	Phonics screening: 69% achieved			National 81%		
<i>We are <b>12% below the national average for Phonics screening. However, this group of Y1 achieved 69% GDL when in EYFS.</b></i>						
	English Reading (sch)	National	English Writing (sch)	National	Maths (sch)	National
<b>KS1</b>	86%	76%	71%	68%	64%	75%
Greater depth	29%	25%	0%	16%	22%	21%
Boys	87%	72%	50%	62%	62%	74%
Girls	83%	80%	67%	75%	67%	77%
<i>We are <b>above national average in reading and writing in Key Stage 1.</b> We had higher than national average for reading and writing. Our greater depth is above national average in reading and maths but non-existent in writing. There is a gap of 17% between our boys and girls in writing.</i>						
	English Reading	National	English Writing	National	Maths	National
<b>KS2</b>	71%	71%	64%	76%	64%	75%
Greater depth	21%	25%	0%	18%	7%	23%
Boys	50%	68%	50%	70%	50%	74%
Girls	87%	75%	75%	82%	75%	75%
Combined score RWM	58%	61%				
<i>We are <b>equal to the national average in reading.</b> However, we are 12% below national average in writing and 11% below in maths. Our girls did very well in comparison with the national average and in comparison with our boys. The gap between boys and girls in reading is 50%. The gap between girls and boys in writing is even greater at 62%. The same can be said of maths.</i>						



Desired outcomes & how they will be measured		Success criteria
<b>A</b>	Increased resilience and confidence in their own ability which will help pupils to take more risks when meeting new challenges Measured by Pupil Surveys / Staff observations	<ul style="list-style-type: none"> <li>• Children are resilient in their learning</li> <li>• Children are willing to take risks and try new activities</li> <li>• Children's confidence has increased</li> </ul>
<b>B</b>	Improved engagement of pupils eligible for PP in Upper KS2 Measured by Pupil Surveys / Staff observations	<ul style="list-style-type: none"> <li>• Children's engagement has improved towards learning.</li> </ul>
<b>C</b>	Reduction in gaps in basic English and maths knowledge and skills results in an increase in the number of pupils who are working at or above the expected standard for their age Measured through basic skills tests	<ul style="list-style-type: none"> <li>• There are fewer gaps in learning of basic skills</li> <li>• Gaps are diminished between PP children and other children.</li> </ul>
<b>D</b>	Attendance for all pupils eligible for PP is at least 95% Attendance records	<ul style="list-style-type: none"> <li>• Attendance has improved and is at least 95%</li> </ul>
<b>E</b>	Improved levels of parental support Measured by the increased attendance to parents evening/meetings etc.	<ul style="list-style-type: none"> <li>• Children are supported by their parents.</li> <li>• Parents attend necessary meetings to support their child(ren).</li> </ul>

Desired outcome	Chosen action/ approach	What is the evidence or rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review impact?
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<p>A. Increased resilience and confidence in their own ability which will help pupils to take more risks when meeting new challenges</p>	<p>SLT monitoring by classroom observations, work scrutiny, appraisal objectives with clear progress and attainment expectations. Monitoring by attendance/PP lead, in classroom and 1 to 1.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to use a small number of relevant teachers and highly trained TAs to provide stretch and encouragement for these pupils.</p>	<p>Regular cycle of classroom monitoring to ensure level of challenge Regular work scrutiny by SLT with and without pupils Regular monitoring of use of identified maths strategies Use INSET days to deliver training. Regular 1 to 1 mentoring sessions by PP lead</p>	<p>HV</p>	<p>Feb 2018 July 2018</p>
<p>B. Improve engagement of pupils eligible for PP in Upper KS2</p>	<p>Planning and delivery of lessons closely monitored to ensure all pupils remain engaged CPD on teaching and planning expectations</p>	<p>The progress of pupils eligible for PP slows as they move through Key Stage 2.</p>	<p>Provision of i-pads for identified pupils, enrichment activities/trips out, milk, sports clubs, catch-up led by teachers Impact and effectiveness monitored by SLT.</p>	<p>HV</p>	<p>Feb 2018 July 2018</p>



<p>C. Reduction in gaps in basic English and maths knowledge and skills results in an increase in the number of pupils who are working at or above the expected standard for their age</p>	<p>Use classroom TAs to provide pre-teaching or follow-up sessions on the day of the lesson. Clear communication between class teacher and TA of progress made and barriers to reduce.</p>	<p>Pupils report that they often can't understand the language used by the class teacher or they can't remember information from previous lessons. Targeted group support can identify gaps in learning in key areas. The use of regular group catch-up sessions are planned and aims to result in improved results in basic English and maths skills in end assessment tests.</p>	<p>Regular 1 to 1 sessions with PP lead and pupil to reduce barriers to learning Class observations to feedback suggestions to class teacher Monitor planning to ensure needs of PP pupils are being met.</p>	<p>HV</p>	<p>Feb 2018 July 2018</p>
<p>D. Attendance for all pupils eligible for PP is at least 95%</p>	<p>First day of absence response provision. Direct contact between HT and identified parents</p>	<p>We can't improve attainment for children if they aren't actually attending school.</p>	<p>Regular monitoring of attendance data and sending out attendance letters Meet with families as soon as any attendance concerns occur. Set up parent contracts as required.</p>	<p>HV</p>	<p>Feb 2018 July 2018</p>



E. Improved levels of parental support	Information sent to parents, attendance letters sent out and phone calls to parents made.	Whole school attendance and attendance of pupils in receipt of Pupil Premium are below the national average. Lack of involvement of identified parents in homework, parents' evenings, assemblies etc	Weekly monitoring of <90% pupils, monthly monitoring of pupils whose attendance is between 90% and 94% clear systems for sending out attendance letters. High profile messages sent out and put on website.	HV	Feb 2018 July 2018
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	<b>What we hope will happen</b>	<b>What has happened so far?</b>
A	Higher rates of progress across KS2 for all pupils eligible for PP.	
B	Improved engagement of pupils eligible for PP in Upper KS2	
C	Improved attainment of identified pupils eligible for PP whose progress and attainment was less than expected last year.	
D	Attendance for all pupils eligible for PP is at least 95%	
E	Information sent to parents about new curriculum reinforcing importance of good attendance	