



## Hawes Primary School Pupil Premium Report 2019

The Pupil Premium is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC). Nationally the statistics show that these pupils achieve less well than other children. The aim of the Pupil Premium money is to try to close that attainment gap.

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”. (DFE)

Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

**Provision:** The range of provision the School may consider, include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1 support.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pupil premium resources may also be used to target able children on FSM to achieve ‘mastery’ of their age related expectations.
- The school will publish information on how they have used their Pupil Premium Grant to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.
- Setting up a wide range of extra-curricular clubs and other enrichment activities which provide opportunities to extend skills.
- Providing extra teaching hours to support some of our youngest children, enabling them to achieve their learning goals sooner.

Allocation:

- Pupil premium funding will be allocated following a needs analysis, which will identify groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



# Hawes Primary School - Pupil premium strategy statement (primary) 2019-2020

1. Summary information					
<b>School</b>	Hawes Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£9,500.00	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	87	<b>Number of pupils eligible for PP</b>	8 pupils	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
<b>EYFS GLD % (1 child)</b>	100%	88%
<b>Year 1 Phonics % (1 child)</b>	100%	80%
<b>Attaining the expected standard in reading in KS1 (1 child)</b>	0	84%
<b>Attaining the expected standard in writing in KS1 (1 child)</b>	0	84%
<b>Attaining the expected standard in maths in KS1 (1 child)</b>	0	86%
<b>Attaining the expected standard in reading in KS2 (1 child)</b>	0	69%
<b>Attaining the expected standard in writing in KS2 (1 child)</b>	100%	88%
<b>Attaining the expected standard in maths in KS2 (1 child)</b>	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Poor literacy skills on could potentially affect pupils' ability to reach end of year expectations.
<b>B.</b>	Low self-esteem and reduced learning skills could affect attainment and progress rates and affect transition to the next key stage.
<b>C.</b>	Poor fine motor skills for Y4 pupil preventing him from reaching potential

<b>D.</b>	Gaps in learning due to absence	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Attendance and punctuality	
<b>F.</b>	Support for reading, homework etc. from home	
<b>G.</b>	Access to extra –curricular activities. Lack of confidence to tackle new things- resilience in learning.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Literacy skills are significantly improved	Improved reading progress. Improved writing progress. Improved spelling progress. Assessment identifies that PP pupils make good progress. Pupils eligible for PPG make progress so that they can access the next stage of their learning.
<b>B.</b>	Improved learning skills and attitudes to learning for all pupils, including those eligible for PPG	Increase in self-esteem for pupils, shown in pastoral records and pupil attitude. Improved attendance for pupils in receipt of PPG and other pupils shown in attendance data. Transition to next key stage is effective and smooth, shown in pastoral records and pupil attitudes.
<b>C.</b>	Increased fine motor skills enables pupil to express himself adequately	Pupil has developed fine motor skills such that they are able to produce writing which is legible. Pupil is able to type so that he can use a laptop to write. Monitoring will show the continual improvement of the fine motor skills.
<b>D.</b>	Gaps in learning are identified and appropriate interventions are planned to enable pupils to catch up with their peers.	Pupils have been given appropriate intervention and the pupils have caught up with their peers. Assessment identified gaps and the diminishment of the gaps.
<b>E.</b>	Increased attendance and punctuality	Pupils have an attendance of above 95% and arrive in time for school in the mornings. Monitoring shows that PP pupils have required attendance and are regularly on time for school.
<b>F.</b>	Increased access to extra- curricular activities	Pupils eligible for PPG have increased number of opportunities to attend after school provision including after school clubs, school trips

		including residential trips and swimming and other extra-curricular opportunities that may arise throughout the year. Monitoring of group lists show that PP children are attending and accessing opportunities.
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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.					
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?
Literacy skills are significantly improved	Part fund provision of teaching assistants to support Wave 1/2 teaching	ATAs to provide support to class teacher to support Wave 1/2 teaching. Working in small groups and 1:1 provision where appropriate. This leads to increased progress rates. Teacher to deliver intervention to pupils not making expected progress to enable them to catch up. Focus on feedback leads to high impact and increased progress. (4h15 mins per week per class)	Termly action plan reviews. Class teacher to oversee provision and progress of individuals. Weekly team meetings and pupil progress meetings to discuss provision. Pupils to complete pre and post learning assessments to quantify progress made and recorded on provision maps. Discussed in Pupil Progress staff meetings.	AC/HV	Ongoing. Weekly team meetings. Pupil progress meetings. Final review July 2020.
Improved learning skills and attitudes to learning for all pupils, including those eligible for PPG	Promotion of growth mind set. Class teachers to promote and value the importance of the attitudes to learning.	Whole school approach towards learning and improving learning.	Review progress of pupils. Pupil surveys	HV	Ongoing. Weekly team meetings. Pupil progress meetings. Final review July 2020.
Gaps in learning are identified and appropriate interventions are planned to enable pupils to catch up with their peers.	Same or next day intervention	Pupils are able to access learning	Review progress of pupils	Class teachers	Ongoing. Weekly team meetings. Monthly pupil progress meetings. Final review July 2020.
<b>Total budgeted cost</b>					<b>£8,228.52</b>
ii. Targeted support					

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased fine motor skills enables pupil to express himself adequately	1:1 support for pupil	Pupil requires a specific programme to support the development of fine motor skills. Laptop available for regular practice to gain the necessary typing skills.	Regular monitoring of intervention and its impact.	MT	Ongoing. Weekly team meetings. Pupil progress meetings. Final review July 2020.
Increased attendance and punctuality	Regular contact with parents when child is absent. Follow whole school policy -promotion of good attendance Recommend and sign post support for parents.	Pupils need to be in school to be able to access their education.	Monthly checks of attendance and punctuality.	HV	Monthly attendance review.

**Total budgeted cost** £80.15

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased access to extra- curricular activities	Financial support for families for residential trips, school visits, uniform, equipment	Previous discussions with families and personalised knowledge of our pupils. Opportunities increase pupils' confidence and self-esteem.	Discussions with families, children and CTs to evidence impact across the curriculum.	HV/DA	Termly
Access to milk so that children do not miss out	Subsidise milk 12p per day	Children who are in receipt of pupil premium come from lower social economic and do not always have access to milk.	Offer to parents as a matter of course- ensure that parents are told what they are entitled to.	HV/DA	Termly

**Total budgeted cost** £300

6. Review of expenditure				
Previous Academic Year 2018-2019		Income £8,520.00		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Literacy skills are significantly improved	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.	Children are resilient in their learning Children are willing to take risks and try new activities Children's confidence has increased	Whole school approach is vital- all staff need to be developing the resilience and confidence of pupils. We will continue with this approach and it is steadily improving children's resilience and their attitude to learning.	
Improved learning skills and attitudes to learning for all pupils, including those eligible for PPG	Planning and delivery of lessons closely monitored to ensure all pupils remain engaged CPD on teaching and planning expectations	Children's engagement has improved towards learning.	When needs of the child are clearly identified- a tailored approach is developed, shared and closely monitored impact can be seen. We will continue to focus on the engagement of the children- this ties into our knowledge rich curriculum where we are trying to reduce unnecessary distractions.	
Gaps in learning are identified and appropriate interventions are planned to enable pupils to catch up with their peers.	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	There are fewer gaps in learning of basic skills  Gaps are diminished between PP children and other children.	Pre-teaching and post teaching sessions need to be clear between class teacher and TA. There needs to an opportunity for CT and TA to plan. –This has been planned for Class teachers and TAs to have planning time on a Monday am – for an extended assembly time. Interventions which were taken by experienced TAs had the greatest impact. This will continue and TAs will be given an opportunity to share and learn from each other. Same or next day interventions reduced gaps in learning and prevented the gaps rom widening. This has had a good impact on learning- pupils are identified quickly and the intervention is given at the point of learning. Lesson plans need to identify more clearly what the children need to learn/ know/understand – have clearer teaching points/ stem sentences/ success criteria.	4x TA –4 hours a week £8,228.52

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased fine motor skills enables pupil to express himself adequately	Provide access to laptop for all work. Intervention to support touch typing skills.	The skills of the pupil developed as a result of access to the laptop. Enabled pupil to access and demonstrate his abilities.	Continue with this approach as it was beneficial. Other pupils with similar difficulties also would benefit from this approach.	TA hours £234.58
Increased attendance and punctuality	First day of absence response provision. Direct contact between HT and identified parents	Attendance has improved and is at least 95% Not all PP Pupils attendance has improved. However, tracking and monitoring does have an impact.  2 chn were absent for 2 weeks at the beginning of the year due to a term time holiday.	Target families early on in the year – especially when those children have previously had poor attendance. Opportunities for support for parents need to be discussed early on. Direct contact with parents to supports pupils. TA to be used as a point of contact between school and family.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased access to extra- curricular activities	Financial support for families for residential trips, school visits, uniform, equipment	Enabled PP to attend a residential for the first time. It increased his confidence which has impacted on his classroom work. Enabled PP chn to access swimming – travel to pool was at a reduced rate.	Speak directly to parents to offer this support- citing the benefits of the effects of going on the residential. Speak directly to parents citing the benefits for attending an after-school club as often parents lack knowledge or confidence to allow their children to attend.	£25
Access to milk so that children do not miss out	Subsidise milk 12p per day	Enabled children to have access to milk which they wouldn't have had. Children's diets are supplemented which has an impact on their concentration.	Speak directly to parents to offer this support.	£41.80 per child for a year

Total spend	£8529.90
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.