

# Timothy Hackworth Primary School Pupil Premium Strategy Statement 2017-2018



## CRC Article 28 - All children have the right to be the best that they can be.

<b>Summary Information</b>		<b>CRC Article 28 - All children have the right to be the best that they can be.</b>			
<b>School</b>	Timothy Hackworth Primary School				
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£273,240	<b>Date of most recent PP Review</b>	3-4 March 2016
<b>Total number of pupils</b>	467	<b>Number of pupils eligible for PP</b>	207	<b>Date for next internal review of this strategy</b>	Summer 2018

### 1. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

- |           |  |
|-----------|--|
| <b>A.</b> | Early language and communication skills. |
| <b>B.</b> | Reading                                  |
| <b>C.</b> | Attendance                               |

#### External barriers

- |           |  |
|-----------|--|
| <b>D.</b> | Attendance   |
| <b>E.</b> | Support in the home environment; links with outside agencies to support vulnerable families; PSA involvement |

### 2. Desired outcomes (*Desired outcomes and how they will be measured*)

#### Success criteria

- |           |  |                             |
|-----------|--|-----------------------------|
| <b>A.</b> | To improve outcomes in Reading, Writing and Maths for disadvantaged pupils.        | Improved outcomes 2017/2018 |
| <b>B.</b> | To improve attendance, particularly the attendance of Persistent Absentees.        | Improved PA attendance.     |
| <b>C.</b> | To work with parents and carers to improve the attendance of Persistent Absentees. | Improved PA attendance.     |

### 3. Planned expenditure

<b>Academic year</b>	Targeted Intervention Programmes; School-Funded Attendance Officer; Attendance rewards for pupils and parents; School-Funded Parent-Support Adviser; Lexia Reading Intervention Programme; Literature Works Project involvement ; Breakfast Club support; BLAST early speech and language intervention programme; Phonics additional pupil tuition and CPD; Enrichment experiences; Sedgefield Sports Partnership involvement; Enterprise and Careers programmes and resources; Parent Pod; Family Learning Programmes; recently-appointed SENDCO intervention and support for identified disadvantaged/SEND pupils. Please see 'Pupil Premium Planned Spend 2017/2018' and 'Pupil
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Premium Context' documents on school website for further information.

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**

<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>
To improve outcomes in Reading, Writing and Maths for disadvantaged pupils.	EEF Reading Project involvement. Literature Works programme. Embedding of Teaching Assistant CPD 2016/2017 and 2017/2018.. Targeted intervention programmes in Reading, Writing and Maths. Targeted marking and feedback.	Robust school self-evaluation involving the school's Governing Body and the Local Authority. Rigorous analysis of school data sets. Rigorous monitoring and intervention by school leaders in conjunction with the Local Authority. Education Endowment Fund Reading Project Durham LA involvement. TA CPD and Marking and Feedback Review based on Education Endowment Fund's Teaching and Learning Toolkit. Recently-appointed SENDCO to monitor provision and practice for disadvantaged/SEND pupils.	Rigorous monitoring by Senior Leaders and the Governing Body.	LB – Head Teacher JS – Deputy Head Teacher	Half-termly
<b>Total budgeted cost</b>					£132,025

**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>
To improve outcomes in Reading, Writing and Maths for disadvantaged pupils.	Targeted intervention programmes delivered by teachers. Lexia Reading Intervention Programme.	Rigorous analysis of school data sets. Rigorous monitoring and intervention by school leaders. Education Endowment Fund Reading Project Recently-appointed SENDCO to monitor provision and practice for disadvantaged/SEND pupils.	Rigorous monitoring by Senior Leaders and the Governing Body.	LB – Head Teacher JS – Deputy Head Teacher	Half-termly

<b>Total budgeted cost</b>					£137,025
<b>iii. Other approaches</b>					
<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>
School-funded Attendance Officer.	Targeted support for at-risk families.	Analysis of attendance data; persistent absentees disadvantaged pupils issue. Collaboration with other schools.	Rigorous analysis of attendance data.	DR – Attendance Officer	Half-termly
School-funded Parent Support Adviser	Targeted support for vulnerable families.	Early language deprivation; parenting skills support requirements; attendance.	Rigorous monitoring of attendance data and pupil outcomes.	NS – Parent Support Adviser	Half-termly
<b>Total budgeted cost</b>					£50,833

<b>4. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016 - 2017</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To improve outcomes in Reading, Writing and Maths for disadvantaged pupils.	Targeted intervention programmes in Reading, Writing and Maths. Targeted marking and feedback. Literature Works programme.	Improved pupil outcomes for all pupils in Foundation Stage, End of KS1, End of KS2 progress. See school data sets on school website for further details.  Disadvantaged pupils at the end of KS2 in Maths outperformed non-disadvantaged pupils by +13.2%. Improved outcomes for disadvantaged pupils at the end of Foundation Stage and gaps closing at end of KS1. Improved Persistent Absentee attendance rates.	These approaches will be continued. This is because of the improved data sets at the end of Foundation Stage, Year 1 and Year 2 Phonics and end of KS1.	£129,025
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To improve outcomes in Reading, Writing and Maths for disadvantaged pupils.	Targeted intervention programmes delivered by teachers.	Improved pupil outcomes for all pupils in Foundation Stage, End of KS1, End of KS2 progress. See school data sets on school website for further details.  Disadvantaged pupils at the end of KS2 in Maths outperformed non-disadvantaged pupils by +13.2%. Improved outcomes for disadvantaged pupils at the end of Foundation Stage and gaps closing at end of KS1. Improved Persistent Absentee attendance rates.	These approaches will be continued. This is because of the improved data sets at the end of Foundation Stage, Year 1 and Year 2 Phonics and end of KS1.	£129,025

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
School-funded Parent Support Adviser	Targeted support for vulnerable families.	Improved attendance and behaviour of vulnerable pupils and their families. Improved attendance at Family Learning events. improved attendance at Parent Pod.	Parent Support Adviser role will continue to be funded.  Increase number of families who access PSA events and subsequent support.	£42,983
School-funded Attendance Officer.	Targeted support for at-risk families.	Improved attendance across the school and improved attendance of identified persistent absentee / disadvantaged pupils. Persistent absentee list reduced to 24 pupils by end of Summer 2017 from 86 in November 2015.	The Attendance Officer will continue to be funded. This is because of the positive impact on attendance rates across the school.  Attendance continues to be a fluctuating picture, so this will continue to be closely monitored. Vulnerable pupil groups as a result of robust analysis include pupils taking holidays in term-time and disadvantaged persistent absentees.	£7850

## 5. Additional detail

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

Please refer to the following documents available on the school website:

Pupil Premium Planned Spend 2017/2018

Pupil Premium Context

Results for Website 2016-2017

Area for Development, Barrier & Proposed impact	Strategy (Including rationale)	Cost	Evaluation	Impact
<p>Too few pupils are reaching and exceeding the expected level in reading, writing and maths by the end of Year 6.</p> <p>Further close the gap between disadvantaged and non-disadvantaged pupils across the school.</p>	<p>Targeted intervention programmes are positively impacting on standards. This is because of the high quality of teaching intervention.</p> <p>The Lexia Reading Intervention Programme recently purchased appears to be effective for readers as a catch-up intervention based on evidence from the Education Endowment fund. Programme can also be linked to 'out of school' use and will help develop links with parents.</p> <p>The Literature Works Programme appears to have improved standards in Reading as observed through the improved quality of the teaching and learning of reading across the school. This programme will be used in conjunction with a greater focus on Reading into Writing in 2017-2018 as analysis of the programme indicates that writing opportunities need to be maximised to make a greater impact on standards in both reading and writing.</p>	<p>Targeted Intervention Programmes: £129,025</p> <p>Lexia Reading Intervention Programme: £8,000</p> <p>Literature Works Programme: £8,000</p>	<p>Intervention has been particularly successful for those pupils who have attended school regularly, therefore, have not missed learning opportunities.</p> <p>Frequent exposure to the programme both at school and at home has had a positive impact. Staff report that even reluctant readers are more engaged and pupil response is positive. Pupil and staff feedback has been positive leading to targeted school-funded support tailored to meet the school's specific needs.</p> <p>Disadvantaged pupils with SEND need closer monitoring and intervention.</p>	<p>Proposed impact is to further reduce the gaps between disadvantaged and non-disadvantaged pupils, particularly in Reading and Writing. In 2016, disadvantaged pupils outperformed non-disadvantaged pupils in Maths.</p> <p>Proposed impact of the recently-appointed SENDCO will support the improvement of standards in this area.</p>

<p>The attendance levels of pupils overall is too inconsistent.</p> <p>Persistent Absentee rates of attendance have reduced, and this needs to be sustained.</p>	<p>The school-funded Attendance Officer will continue to target identified at-risk families in order to sustain improvements and to further reduce levels of persistent absence of disadvantaged pupils and attendance of pupils and their families re: term-time absences.</p>	<p>Attendance Officer: £7500</p>	<p>Positive impact from school attendance data.</p> <p>Reduced PA levels with a focus on term-time holiday absences.</p>	<p>Proposed impact is to further improve and sustain attendance levels and to further reduce persistent absence levels.</p>
<p>Pupils enter school with poor early language skills.</p>	<p>Outcomes for pupils at the end of Foundation Stage, and in Phonics and Reading at the end of KS1 have improved, however, too many pupils enter school with poor speaking , listening and reading skills.</p>	<p>Parent Support Adviser and Learning Mentor: £42, 983</p> <p>BLAST Speech and Language Intervention Programmes: £290</p> <p>Literature Works Programme: £3000</p>	<p>Outcomes for pupils have improved at the end of Foundation Stage, Phonics in Y1 , and in Reading and Writing at the end of KS1, however, this needs to be built upon and sustained.</p> <p>Disadvantaged pupils with SEND need closer monitoring and intervention.</p>	<p>Disadvantaged pupils outperformed non-disadvantaged pupils in Y1 Phonics in 2017.</p> <p>Proposed impact is for this to be sustained and built upon and to close the gap between disadvantaged and non-disadvantaged pupils in Y2 phonics resits.</p> <p>Proposed impact of the recently-appointed SENDCO will support the improvement of standards in this area.</p>