



Hadrian Park Primary School

Pupil Premium Strategy Statement 2017-2018

| 1. <u>Summary information</u> | | | | | |
|-------------------------------|-----------------------------|--|-----------------|---|-------------|
| School | Hadrian Park Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget (funding for 86 pupils) | £123,060 | Date of most recent PP Review | Half Termly |
| Total number of pupils | 418 (52 in FS1) | Number of pupils eligible for PP | 95 (current) | Date for next internal review of this strategy | July 2017 |

| 2. <u>Current attainment</u> | | |
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| Based on 2016 results at the end of Key Stage 2 | <i>Pupils eligible for PP (school)</i> <i>(National average)</i> (Taken from Data Pack & ROL March 2017) | <i>Pupils not eligible for PP (school)</i> <i>(National average)</i> (Taken from Data Pack & ROL March 2017) |
| % achieving expected standard or above in reading, writing and maths (RWM Combined) | 38% (39%) | 61% (61%) |
| % achieving expected standard or above in reading | 38% (53%) | 74% (73%) |
| % achieving expected standard or above in writing | 62% (64%) | 71% (79%) |
| % achieving expected standard or above in grammar, punctuation and spelling | 69% (61%) | 84% (79%) |
| % achieving expected standard or above in maths | 69% (58%) | 87% (76%) |
| Average scaled score: reading | 98 (100) | 104 (104) |
| Average scaled score: maths | 102 (101) | 106 (104) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | School Context of Deprivation: 60% of our children live in the 4 th /3 rd /2 nd /1 st deciles of deprivation although school is on the 4 th decile in ranking (where 10 is the most advantaged and 1 is the most disadvantaged) |
| B. | Social Care Needs: Our school has a number of families supported historically or currently by outside agencies including social care and family partners. A number of our children are subject to, or have been subject to, Child Protection Plans, Child in Need Plans, Team around the Child, Supporting Families or logged Initial Concerns or Operation Encompass. Homeless accommodation is available in Wallsend and we do have some transient children. Currently we have 5 Looked After Children (LAC) on our register and a number with a Special Guardianship Order. |
| C. | Attainment on entry: 1/3 rd of Children enter Nursery with below expected levels. 2016-2017 nursery assessment on intake identified that 36% of children were below the expected level of 22-36 months in any one area. The vast majority of children that join our School are eligible for Pupil premium and up to 75% are registered on our SEND register. Attainment on entry is checked within 2 weeks of joining our setting and the vast majority are below age related expectations and require immediate intervention. |
| D. | SEND: School currently has 11% of pupils at SEND support (SEND Register), however, across School we have a number of children who have outside agency advice around needs. A proportion of children have Special Needs (3 children with Education, Health and Care Plan, and 1 child with a Statement, which will transfer into an EHCP by the end of this academic year). Many have specific needs – including Dyslexia, ADHD, Autism and Asperger's, hearing/visual impairment. SEN cohorts vary across Key Stages. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance: The school's 2015-2016 figures show overall absence as 3.1% this places us within the top quartile nationally. 2014/2015 figures overall absence was at 2.8% which is in line with 2013/2014. Over a 3 year period the school has gone from 4.1%-2.8%. Although an improving trend, overall absence is below the national average. Persistent Absence (% of pupils absent for 10% or more sessions) In 2015-16 there were 5.2% persistent absentees (whole school), although lower than all pupils nationally at 8.8% and placing us in the national top quartile, this is still too high. Over a 3 year period the school has gone from 0%-5.2%. This year's results reflect the changes in the National measuring percentage decrease, from 15% to 10%. School identified a need to focus on FSM 14.5% (76) as extremely close to the highest national % of 14.57% and is too high. Attendance for pupils eligible for PP is currently 95.9% - School attendance is 97.2% (PP = -1.3%) % of sessions missed from September 2016 to 17.02.17 showed FSM6 = 4.15% Poor attendance rates for PP pupils, reduces their school hours and causes them to fall behind on attainment. The school continues to work hard to improve attendance with a proactive Learning Mentor employed. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | <p>Increase the children's attainment in Reading, Writing, Maths and GPS in our current Year 6 for pupils eligible for PP, including more-able disadvantaged pupils, to be in-line with their peers.</p> <p>To ensure the attainment gap between PP(FSM6) and Non-PP(FSM6) children is decreased.</p> <p>To ensure the attainment gap between current FSM and Non-FSM children is decreased.</p> <p>Continue to improve attainment in Maths at KS2 (2016=82% EXS+)</p> <p>Big focus on improving the attainment outcome in Reading</p> <p>Continue to improve the attainment outcome in Writing (Whole School Focus)</p> <p>(Our current Year 6 cohort has a 35% FSM6 entitlement)</p> <p>(Y6 2015 had 33% and Y6 2014 had 13%). This shows a 3 year trend in increasing numbers of PP within this year group.</p> | <p>Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.</p> <p>The attainment gap between PP(FSM6) and Non-PP(FSM6) children is decreased.</p> |
| B. | <p>Ensure that a higher % of PP children make expected and greater than expected progress to bring this in line with their peers.</p> <p>To ensure the progress gap between PP(FSM6) and Non-PP(FSM6) children is decreased.</p> <p>To ensure the progress gap between current FSM and Non-FSM children is decreased.</p> | <p>Pupils eligible for PP across school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.</p> <p>Increase the % of children attaining national standards in RWM combined.</p> |
| C. | <p>Continue to ensure that teaching, learning and assessment across the school is at least good with a large proportion outstanding and that this is impacting on PP achievement in all classes.</p> <p>Ensure that a higher % of PP pupils achieve the expected progress.</p> | <p>Teaching, learning and assessment across the school will continue to be good to outstanding over time ensuring that most pupils eligible for PP across the school will meet age related expectations at key benchmarks and all have made at least good progress from their starting points.</p> |
| D. | <p>Increase attendance rates for pupils eligible for PP across school ensuring that the number of pupils eligible for PP who are persistent absentees decreases.</p> <p>Continue to tackle any increase in absences. Specific focus on persistent absentees – especially since % drop from 15% to 10% (in particular PP pupils)</p> | <p>Overall attendance rates for pupils eligible for PP will improve to be in line with national and comparable with other pupil groups.</p> <p>There will be a decrease in the number of persistent absentees among pupils eligible for PP to be in line with national and comparable with other pupil groups.</p> |

5. Planned expenditure

Academic year

2016-2017

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? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|----------------|--------------------------------------|---------|-------|-----|---------|-------|-----|-------|-------|-----|--------------|-------|-----|-----|-------|-----|---------|-------|-----|---------|-------|-----|-------|-------|-----|-----|-------|-----|---|--|--|
| A. Improve attainment in reading, writing, maths and GPS in our current Year 6 for pupils eligible for PP, including more-able disadvantaged pupils. (Our current Year 6 cohort has a 35% FSM6 entitlement) | <p>Continue to implement pure year group classes across Key Stage 2 (part funded by pupil premium)</p> <p>Implementation of Pre and Post Tests within Maths. Introduction of 'Cold' and 'Hot' writing tasks in English.</p> <p>New focus on handwriting, spelling, presentation and high expectations</p> <p>Continuous CPD focused on Basic Skills (Trio time and SWOT)</p> | <p>Our Key Stage 2 results (2016) for all pupils:-</p> <table border="0"> <tr> <td></td> <td>School:</td> <td>National:</td> </tr> <tr> <td>Reading</td> <td>= 64%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>= 68%</td> <td>74%</td> </tr> <tr> <td>Maths</td> <td>= 82%</td> <td>70%</td> </tr> <tr> <td>RWM combined</td> <td>= 55%</td> <td>53%</td> </tr> <tr> <td>GPS</td> <td>= 80%</td> <td>73%</td> </tr> </table> <p>GD in above subjects=</p> <table border="0"> <tr> <td>Reading</td> <td>= 20%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>= 20%</td> <td>15%</td> </tr> <tr> <td>Maths</td> <td>= 20%</td> <td>17%</td> </tr> <tr> <td>GPS</td> <td>= 32%</td> <td>23%</td> </tr> </table> <p>Government set KS2 Floor Standard = 65%</p> <p>School = 55% National = 53%</p> <p>The gap between FSM6 and Non-FSM6 (RWM) was broadly in line with LA & National %: School = -23% LA = -21% National = -22%</p> <p>More opportunities for problem solving, enquiry based learning/group work to develop independent learning skills/resilience.</p> | | School: | National: | Reading | = 64% | 66% | Writing | = 68% | 74% | Maths | = 82% | 70% | RWM combined | = 55% | 53% | GPS | = 80% | 73% | Reading | = 20% | 19% | Writing | = 20% | 15% | Maths | = 20% | 17% | GPS | = 32% | 23% | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks by Head Teacher / SLT / Governors and drop ins by Head Teacher.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Data input and analysis (Pupil Progress records) each half term.</p> <p>Pupil Progress meetings with Head Teacher and SLT</p> <p>Class Teacher discussions with pupils to discuss personal targets.</p> <p>Opportunities for staff to observe 'Best' practice both internally and externally.</p> | <p>HT Miss Gibson</p> <p>DHT Mrs Hayward</p> <p>Senior Leadership Team</p> | <p>Pupil progress meetings with Head Teacher and SLT</p> <p>Data input and analysis every half term</p> <p>Outcomes of regular moderation meetings.</p> <p>Class Teacher discussions with pupils to discuss individual targets and progress made against these targets</p> <p>July 2017 final review</p> |
| | School: | National: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | = 64% | 66% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | = 68% | 74% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | = 82% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RWM combined | = 55% | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GPS | = 80% | 73% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | = 20% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | = 20% | 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | = 20% | 17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GPS | = 32% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>Plan to diminish the difference based upon accurate starting points and proactively track progress. Use of continuous formative assessment. High expectations will impact on attitudes to learning, reinforced by our 'rewards for all' practice.</p> <p>35% of the current year 6 cohort is entitled to PP. Implementing pure classes keeps class sizes small to enable more intensive teaching.</p> | | | |
| <p>B. Continue to improve progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.</p> | <p>Moved to a 2-form entry across School (Sept 2016)</p> <p>Continue to implement pure year group classes across the school (part funded by pupil premium)</p> <p>Continuous assessments to inform attainment and progress tracking, which highlights areas to improve.</p> <p>Half-termly tracking – ensures a proactive use of data, which informs and shapes planning resulting in a continuous rapid and sustained drive in standards.</p> | <p>All end of Key Stage 2 results for all pupils in 2016 were as follows:- R = 2% below national W = 6% below national M = 12% above national GPS = 7% above national RWM = 2% above national. However, for disadvantaged pupils we were:- R = 15% below national W = 2% below national M = 11% above national GPAS = 8% above national RWM = 1% below national Across the school, in-year progress is improving. Targets are rigorously set and monitored, last year, the focus was to raise standards in core subjects and in spelling, punctuation and grammar and this has been achieved in many of the areas (however, reading and writing for disadvantaged pupils still remains a whole School focus) as evidenced by KS data outcomes. Attainment in Phonics has continued to show a 3 year increasing trend, 2016 = 91%; significantly above local (79%) and National standards (80.5%)</p> | <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop ins by Head Teacher, SLT, subject leaders governors and the Local Authority.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Data input and analysis (Pupil Progress records) each half term.</p> <p>Pupil Progress meetings with Head Teacher and SLT.</p> <p>Class Teacher discussions with pupils to discuss personal targets.</p> | <p>HT Miss Gibson</p> <p>Senior Leadership Team</p> <p>All teaching and support staff</p> | <p>Pupil progress meetings with Head Teacher and SLT</p> <p>Data input and analysis every half term – outcomes to shape and drive planning/.next steps</p> <p>Class Teacher discussions with pupils to discuss individual targets and progress made against these targets</p> <p>July 2017 final review</p> |

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| <p>C. Continue to ensure that teaching, learning and assessment across the school is at least good with an increasing proportion outstanding and that this is impacting on PP achievement in all classes.</p> | <p>Maintain focused leadership time to continue to raise standards across the school.</p> <p>CPD training for staff to impact on teaching and learning. A specific focus on 'PACE' of learning and accessibility of tasks for all.</p> <p>Tighten Appraisal targets for support staff so that these also include data targets that feed into whole school data improvements.</p> | <p>The quality of teaching over time has more than doubled from 44% (09/2014) at good to outstanding in September 2014, to 93% by July 2016 and rising again to 100% in December 2016</p> <p>Regular book moderation for English and Maths confirms these judgements of at least good teaching and learning across school.</p> <p>Children's increased love of learning is supported by their views as shown in the outcome of the pupil questionnaires.</p> <p>All teachers and teaching assistants have been trained to now implement strategies in a consistent manner. As a result, there is a sustained and continued progression in learning for all pupils. Bespoke training is delivered to all those that require it – this is determined by the outcomes of a rigorous, ongoing and accountable form of performance management.</p> <p>Performance management cycle is well embedded. Robust and accountable performance management systems continue to impact on the quality of teaching.</p> | <p>Focused Leadership to drive standards and impact on teaching and learning key stages and school.</p> <p>Regular lessons observations on key focus areas.</p> <p>Regular focused learning walks and drop ins by Head Teacher, SLT and subject leads.</p> <p>Regular moderation of pupils' work in school and externally. Data input and analysis (Pupil Progress records) each half term.</p> <p>Pupil Progress meetings with Head Teacher and SLT. Class Teacher discussions with pupils to discuss personal targets.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p> <p>Continue to buy into the Wallsend Intervention Team at Silver Level to ensure a smooth transition and upskilling booster package for Yr6 children within their journeys in to High School.</p> | <p>HT Miss Gibson</p> <p>Senior Leadership Team</p> <p>All teaching and support staff</p> | <p>Monitoring process in place every half term</p> <p>Performance Management midterm reviews (March 2017)</p> <p>July 2017 final review</p> |
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| ii. Targeted support | | | | | |
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| 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>A. Improve attainment in reading, writing, maths and GPS in our current Year 6 for pupils eligible for PP, including more able disadvantaged pupils. (Our current Year 6 cohort has a 35% FSM6 entitlement)</p> | <p>Implementation of booster / intervention sessions in KS2 aimed at diminishing the difference and maximising achievement in both Literacy & Maths.</p> <p>Implementation Booster groups / Targeted intervention sessions including involvement with Wallsend Intervention Team for both Literacy & Maths 2x weekly.</p> <p>Identification of specific interventions using Target Tracker data in order to maximise bespoke learning opportunities.</p> | <p>In 2016, disadvantaged pupils were well below all pupils nationally in both reading and writing; however, with the specific interventions the impact on diminishing the difference will be evident. Monitoring procedures and half termly pupil progress meetings continue to clearly identify the effectiveness of the interventions and the impact these have on progress and attainment.</p> <p>This will be evident in the impact our pupil premium funding will have linked to the introduction and implementation of pure Year classes (in all KS2), booster sessions, 1:1 tuition and specific targeted interventions of 'proven' programs.</p> <p>Targeted intervention will support individual children in making at least 2 steps of progress each term from their individual starting points.</p> | <p>Focused interventions led by trained staff with specific children. (Eg: Dyslexia)</p> <p>Fund 'Mathletics' and 'Spellodrome' programmes to increase the attainment in Maths and Spelling across school.</p> <p>Fund a Teacher and TA to be trained in and deliver First Class @ Number in KS1, First Class @ Writing in LKS2, Success @ Arithmetic (Number Sense) in LKS2 & Success @ Arithmetic (Calculation) in UKS2.</p> <p>Provide additional after school (1hour) Booster support for Yr6 pupils in Autumn & Spring terms.</p> <p>A dedicated allocation (20%) of Deputy Head Teacher time to lead on PP – in improving Teaching and Learning throughout the School, especially within interventions.</p> | <p>HT Miss Gibson</p> <p>Senior Leadership Team</p> | <p>Pupil progress meetings with Head Teacher and SLT</p> <p>Data input and analysis every half term</p> <p>Class Teacher discussions with pupils to discuss individual targets and progress made against these targets</p> <p>July 2017 final review</p> |

| Targeted support continued | | | | | |
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| 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? |
| B. Continue to improve progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. | Continue to implement booster / intervention sessions in KS1 & KS2 aimed at diminishing the difference and maximising achievement. Continue to implement targeted intervention sessions in EYFS. Introduction of a new Early Years transition mentor | End of Key Stage 1 results for 2016 remained broadly in line with national percentages. Key Stage 2 results (with the exception of writing & reading for PP pupils) have also improved within the percentage of children achieving the 'national standard' in the combined score RWM. Majority of CPD is now focused on PACE of learning and the delivery of transferrable skills e.g. Basic Skills – Trio Time and SWOT Phonics results at Year 1 are on a 3 year upward trend due to increased teacher training in this area and a focused approach on PACE of learning in EYFS. The introduction of a Early Years transition mentor will allow us to provide a bespoke service to all targeted families and their children to ensure that children are School ready. | Focused Leadership time to drive and improve standards to have a positive impact on teaching and learning across school. Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by Head Teacher, Phase Leaders, Subject Leaders, Governors and the Local Authority. Regular moderation of pupils' work in school and externally. Intervention tracking and analysis, including entry and exit data. Half termly data input and analysis. | HT Miss Gibson Senior Leadership Team All teaching and support staff | Half termly pupil progress meetings with Head Teacher and Phase Leaders Half term data input and analysis July 2017 final review |
| Total budgeted cost | | | | | £119,420+ |

iii. 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? |
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| <p>D. Increase attendance rates for pupils eligible for PP across school ensuring that the number of pupils eligible for PP who are Persistent Absence decreases.</p> | <p>A Learning Mentor is employed to deal with a number of social issues including attendance, friendship groups and liaison with outside agencies.</p> <p>Maintain robust procedures for tracking attendance.</p> <p>A Breakfast Club is available on-site which is privately run by Hadrian Park Childcare provision.</p> | <p>School successful in being awarded the LPPA (Leading Parent Partnership Award) in September 2016.</p> <p>Maintained percentage at 96.8%, which was also the Top Quartile Nationally – 2015.</p> <p>Persistent absentees remained at 5.2% of which we are also now in the Top Quartile Nationally, this has dropped from the top 10% group, factors affecting this have been documented and are being addressed.</p> | <p>Provision for pupils and families to be supported by our skilled Learning Mentor</p> <p>Learning Mentor liaises with office clerks to tackle any attendance issues swiftly, working with the Attendance and Placement Services, where necessary.</p> <p>Specific focus on persistent absentees – in particular PP pupils.</p> <p>Our Learning Mentor ensures that she leads within this area. Working alongside our office team, allows all absences to be checked upon within 3 hours. A text is sent before 10am to ascertain the child's whereabouts. If there is no response to this text, repeated telephone calls are made and a letter is sent out to inform of our need to record the absence accurately. All absences are correctly reported via sims and this includes those pupils who are educated off-site (regular contact is made with regards to attendance, attainment and progress).</p> <p>Persistent absences are tracked and monitored to ensure that the parent is aware of and abides by our attendance expectations and home school agreement. Bespoke support is provided to those who require additional guidance and input.</p> | <p>HT Miss Gibson</p> <p>Senior Leadership Team</p> <p>Mrs Reed (Learning Mentor – attendance input)</p> | <p>Regular attendance reviews</p> <p>July 2017 final review</p> |

| 6. <u>Review of expenditure</u> | | | | |
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| <u>Previous Academic Year</u> | | Please refer to our 2015 -2016 Impact Statement in our Pupil Premium Policy on the school's website | | |
| i. <u>Quality of teaching for all</u> | | | | |
| 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 |
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| ii. <u>Targeted support</u> | | | | |
| 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 |
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| iii. <u>Other approaches</u> | | | | |
| 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 |
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| 7. <u>Additional detail</u> |
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| <ul style="list-style-type: none"> We will review our strategy for how we use the premium in June 2017 and will report to the full governing body and relevant committees. Head Teacher (Miss Angi Gibson) will attend Pupil Premium Review training alongside Mrs Carole Hayward (Deputy Head) Information on how we spent our last year's pupil premium and the impact this has had on identified pupils attainment and progress can be found on our school's website (Pupil Premium Policy 2016 – 2017) |