



Pupil Premium Policy

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Signed by PP Governor: Mrs S Roxby

Date approved by Governors: October 2018

To be reviewed annually: October 2019

What is the Pupil Premium?

The Pupil Premium is funding provided by the Government that is additional to main School funding. The Government believe that it is 'the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantaged reaches the pupils who need it most' 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 socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially 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 socially 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 all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors may consider include:

- Provision for pupils and families to be supported by our skilled Learning Mentor to ensure high levels of attendance, high levels of emotional well-being, self-esteem and self-efficacy and also support to ensure positive family well-being overall. This ensures a positive impact on the well-being of our children and ensures that they are supported to achieve their potential.
- Reduce adult/class ratio or class sizes were identified, through additional teacher or adult support, thus improving opportunities for effective Assessment for Learning (AFL) and accelerating progress.
- Providing small group work with an experienced teacher or highly skilled member of support staff focussed on overcoming gaps in learning.

- 1-1 support and intervention.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations or beyond to achieve a child's potential. Initially this will be in Literacy and Numeracy.
- Pupil Premium resources may also be used to target able children on FSM to achieve higher levels of expectation at the end of EYFS, KS1 or at the end of KS2.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'diminishing the difference' for socially disadvantaged pupils.

Pupil Premium Grant (PPG) Allocation for 2018/19 is: £139,760 (93 pupils)

Having evaluated this enhanced provision and its outcome in 2017-18 we have continued to fund interventions from Teacher's, HLTA's/TA's.

The Governors have targeted the PPG to:

- Continue to fund a full time highly skilled Learning Mentor to support both children and families. A specific focus this year will be to look at ways to improve our attendance outcomes.
- A dedicated allocation of time for both the new Deputy Head Teacher & new Pupil Premium Governor. We will continue to focus on leading and improving both progress and attainment of all disadvantaged pupils, leading on improving Teaching and Learning throughout the School, especially within interventions (progress and attainment). Head Teacher to up-skill and support both members of the PP team accordingly.
- To maintain buying into the SILVER service level agreement with the Wallsend Intervention Team to ensure a smooth transitional package for year 6 children within their journeys into High School, as well as providing bespoke interventions managed by the upper KS2 Lead and other Y5 & 6 Class Teachers.
- To fund our participation into the Nuffield Early Language Intervention Trial, TA's to continue to run this intervention across Reception. In the study, Elkan will train Teachers and teaching assistants from Reception classes in the NELI programme. The NELI is an evidence-based oral language intervention for children in Reception who show weakness in their oral language skills. These children are at risk of experiencing difficulty with reading. The programme aims to improve spoken language skills such as vocabulary knowledge, story-telling and listening skills.
- To fund our participation within the working partnership between North Tyneside Schools and the Early Excellence - 'The Hundred Review'. This program is now being

rolled out across the EYFS unit, via The Acting Early Years Lead to further strengthen our practice, in order to secure attainment and progress.

- Fund a TA to deliver NELI across Reception classes where it's needed.
- Fund a TA to deliver First Class @ Number in KS1 where it's needed.
- Fund a TA to deliver Success @ Arithmetic (Calculation) in upper KS2 where it is needed.
- Fund a TA to deliver Success @ Arithmetic (Number Sense) in lower KS2 where it is needed.
- Fund a TA to deliver First Class @ Number in KS1 & lower KS2 where it's needed.
- Through continuation of 2-form entry throughout School, this reduces overall adult/child ratio and class size, especially within upper KS2. These classes have some of the highest percentage of pupil premium pupils, e.g. Y6=32%.
- Reduce adult/child ratio or class size by providing specific support for literacy and mathematics sessions (T & TA to lead and provide support as and when required).
- Provide additional booster support for Y2 & Y6 pupils in Autumn 2 and Spring 1 & 2 terms, which is lead and managed by the Class Teachers and clearly focused on diminishing the difference between FSM6 and Non-FSM6 pupils.
- Fund TA's to enable targeted EYFS/KS1 & KS2 pupils to receive personalised intervention in phonics, reading, writing and maths.
- Provide targeted TA/Teacher support to increase the number of FSM6 pupils attaining ARE (age related expectations) and exceeding ARE, which are in-line with both Local and National outcomes.
- Provide financial support on a case by case basis for children to access residential activities, music activities or to support voluntary contributions for visits, as well as reimbursing the costs of public transport to access school. This is to ensure that all children have access to the number of high quality experiences, we offer, to support their learning.
- Fund Mathletics and Spellodrome programmes to increase both the progress and attainment in Maths and Spelling across the School. Teaching staff to ensure that these are fully utilised.
- To fully fund the introduction of a RWI Spelling Program throughout School (Y2-Y6) to provide resources and structured teaching program to raise the standards within spelling application across School. The RWI spelling program is based on the sound-based writing system and builds on phonics knowledge. Through daily explicit teaching the children practice sounds and are therefore reinforced until they are committed to the children's long term memory.
- To partially fund the introduction of the Accelerated Reader Program to raise the standards within Reading across School. This online resource will enable children to develop reading miles, alongside comprehension skills providing teachers with monitoring tools needed to offer instant intervention.
- To partially fund the continuation of the Prince William Award program (Yr4) to help build their character, resilience and confidence to empower them to "be their best".

The Impact of the PPG for 2017/18 was: via in-year teacher assessment data from the Autumn, Spring and Summer Terms. All work was moderated by SLT (1 of which is an EYFS Work Moderator), Local authority consultants and LA end of Key stage moderators in EYFS, KS1 & KS2. All staff year groups also participate in multi-school moderation and the end of Key Stage Year Group Teachers also attend the LA ran moderated events. The percentages/bands/steps provided are accurate and robust.

- The most recent published data for attendance (September 2018) confirms the continual impact that School leaders have on attendance. Overall absence is lower than the North Tyneside average. Attendance remains above National average and is in the third quartile of schools nationally. The rate of persistent absence is also low compared to the most recent North Tyneside percentages. The proactive Learning Mentor is aware of these children who are FSM6 and will continue to work with them and their families on a weekly basis, our SEND percentages reflect the nature of the SEND need and the requirement to work even more closely with these families.
- We continue to manage punctuality effectively on a daily basis. We continue to work endlessly with our families and the community in which we reside. Punctuality and attendance is tackled proactively through the impact of team work, between all staff members working seamlessly together and the lead from the Learning Mentor and School Office administrator.
- The continued work with our local High Schools ensures that transition is seamless, productive and proactive to meet the required needs of the learners, whether transitioning onto High School, or transferring via in-year transfer requests between Primary Schools. We have developed self-esteem/self-efficacy, confidence and positive behaviour from identified children as a result of improvements in learning, support from the Learning Mentor, joined up teamwork with our local High Schools/in-year transfers from other Primary Schools and focused support for identified pupils with behavioural barriers to learning. Continuation of no fixed term exclusions due to proactive support systems for pupils
- 56% of Reception FSM6 pupils achieved a good level of development, which is in-line with all Schools Nationally.
- 91% of FSM6 pupils achieved level expected in the Year 1 national phonics screener 2018, which is in-line with our Non-FSM6 pupils in School and above Non-FSM6 Locally and Nationally. The percentage of FSM6 in school scoring 32+ is significantly higher than FSM6 across North Tyneside and Nationally scoring 32+.
- In Year 2, 70% of FSM6 pupil's attained the Expected Standard in all areas of learning (combined RWM), this was greater than the local comparison of 52% and National at 50%. Non-FSM6 pupils also achieved higher than both the Local and National % with 77%.

- 75% of FSM6 achieved the Expected Standard in Reading, 75% in Writing & 75% in Maths, these percentages were in-line with those attained both locally and nationally.
- 25% of FSM6 attained a greater depth in Reading, 25% in Writing and 25% in Maths these results were significantly above those of other local and national benchmarks. Combined RWM attaining a greater depth was 20%, which is significantly higher than both Local and National outcomes.
- Whole school 'in-year' progress data identified that all of our FSM6 pupils made better than expected progress in all areas of learning. FSM6 pupils 'in-year' (Average Point Score) progress showed that on average, FSM6 pupils achieved better than Non-FSM6 in both Reading & Maths and in-line within our Writing progress.
- Within Year 6 SATs, disadvantaged pupils made the following average scaled scores and % outcomes:
 - Reading 103.1 (102.9 Local & 102.6 National), 75% of FSM6 pupils met or exceeded the expected standard which was above both Local and National percentages (67% Local & 64% National).
 - Writing 65% met the expected standard, which was broadly in-line with National outcomes, (71% local & 67% National).
 - GPS-grammar, punctuation and spelling, 104.1 (103.5 Local & 103.6 National) 76% met expected standards, which was above both the Local and National outcomes (68% Local & 67% National).
 - Maths 105.2 (102.5 Local & 101.9 National). 82% of FSM6 attained the expected standard, which was significantly above both Local and National Outcomes (68% Local & 64% National)
 - Combined RWM 65% of FSM6 pupils met or exceeded the expected standard, which was above both the Local and National outcomes (55% Local & 51% National).
- The gap between disadvantaged pupils in the School and non-disadvantaged pupils nationally in combined RWM, is +1%. Therefore, resulting in disadvantaged pupils in the School performing better than non-disadvantaged pupils Nationally. The in-School achievement gap between disadvantaged pupils and others (non-disadvantaged) achieving expected standards in combined RWM, by the end of Key Stage 1 is (-7%), this is significantly above compared to both National and Local percentages which were -22% and -19%. This is a reflection and result of the innovation and change coupled with the drive and focus of monitoring achievements and delivering appropriate interventions.

- The achievement gap between disadvantaged pupils and others Nationally achieving expected standards in combined RWM, is closing by the end of key stage 2 (-6%), this is significantly above both National and Local percentages which were -20% and -15%. This is a reflection and result of the innovation and change coupled with the drive and focus of monitoring achievements and delivering appropriate interventions. However, the gap in-School is showing -28%, against 19% Locally and 20% Nationally, therefore this will continue to be a major focus within the next academic year.
- PWA - The children have developed their problem solving skills and their ability to reflect upon their own behaviour within different situations. They have experienced the impact they themselves make on the overall group performance and how groups can influence decision-making. This has brought the class together to achieve results that have required mental and physical strength. As a result of this, 70% of the children have noticed an increase in their own confidence and self-esteem.

Expected progress for Y1 pupils was 5 steps per year, and for pupils in Y2-Y6 was 6 steps per year. Across School, a significant majority of our FSM6 pupils made above expected 'in-year' progress in Reading, Writing and Maths.

Year Group	Subject	Free School Meals - average Steps Progress
Year 1	Reading	5.5
	Writing	5.5
	Maths	5.5
Year 2	Reading	6.6
	Writing	6.6
	Maths	6.3
Year 3	Reading	6.5
	Writing	6.4
	Maths	6.3
Year 4	Reading	6.0
	Writing	5.1
	Maths	5.8
Year 5	Reading	6.6
	Writing	6.9
	Maths	6.8
Year 6	Reading	6.4
	Writing	7.1
	Maths	7.2



Hadrian Park Primary School

Pupil Premium Strategy Statement 2018-2019

1. Summary information					
School	Hadrian Park Primary School				
Academic Year	2018/19	Total PP budget (funding for 86 pupils)	£139,760	Date of most recent PP Review	July to September 2018
Total number of pupils	388 (Including Reception but not Nursery)	Number of pupils eligible for PP Providing a breakdown of:- LAC FSM6 Service Special Guardianship Order	105 (current) 1 102 2 7	Date for next internal review of this strategy	Every half term with full report evaluation in September 2018
				Date of most Recent full OFSTED Inspection	28/11/17
2. Current attainment					
Based on 2018 results at the end of Key Stage 2			<i>Pupils eligible for PP (school)</i> <i>(National average)</i> (Taken from Data Pack & ASP 2018)	<i>Pupils not eligible for PP (school)</i> <i>(National average)</i> (Taken from Data Pack & ASP 2018)	
% achieving expected standard or above in reading, writing and maths (RWM Combined)			65% (51%)	92% (70%)	
% achieving expected standard or above in reading			76% (64%)	96% (80%)	
% achieving expected standard or above in writing			65% (67%)	100% (83%)	
% achieving expected standard or above in grammar, punctuation and spelling			76% (67%)	92% (82%)	
% achieving expected standard or above in maths			82% (64%)	96% (81%)	
Average scaled score: reading			103.1 (102.6)	107.4 (106.1)	
Average scaled score: maths			105.2 (101.9)	107.2 (105.4)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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 1 Looked After Children (LAC) on our register and a number with a Special Guardianship Order (7).
C.	Attainment on entry: 1/3 rd of Children enter Nursery with below expected levels. 2018-2019 nursery assessment on intake identified that 41% of children were below the expected level of 22-36 months Secure in any one area. The vast majority of children that join our School in-year (throughout the academic year) are eligible for Pupil premium. 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. This year is our lowest intake into Nursery.
D.	SEND: School currently (ex. Nursery) has 9.8% 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 (2 children with Education, Health and Care Plan). Many have specific needs – including Dyslexia, ADHD, Autism and Asperger's, hearing/visual impairment. SEN cohorts vary across Key Stages.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance: The most recent published data for attendance (September 2018) confirms the impact that School leaders have on attendance. Overall absence is lower than the average of Schools in North Tyneside and Nationally. Attendance remains above National average and is in the third quartile of schools nationally. The school's 2017-2018 figures show overall absence as 3.8%. Persistent Absence (% of pupils absent for 10% or more sessions) The rate of persistent absence is also lower than Schools in North Tyneside. In 2017-18 there were 7.99% persistent absentees. Attendance for pupils eligible for PP absence in 2017/2018 was 5.2%, with 14.6% of PP pupils in the persistent absence category - Overall School absence is 3.8% (PP = -1.4%) 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.
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Accelerate pupils' progress from the childrens starting point through to the end of KS2, so that the end of EYFS, KS1 and KS2 sustain the recent improvements and meet, at least, National Standards.</p> <p>Increase the childrens progress and 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 - our current Y6 cohort has a 32% FSM6 entitlement.</p> <p>Our current Year 6 cohort has a 32% FSM6 entitlement, this percentage has increased over the last 3 years, excluding last years which was at 40%.</p>	<p>Pupils eligible for PP in Year 6 make rapid progress so that 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, in-line with local and national benchmarks.</p>
C.	<p>Continue to ensure that teaching, learning and assessment across the school is at least good with a proportion of 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 and attainment.</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> <p>HT, DHT and PP Lead Governor to be focused on leading and improving both progress and attainment of all disadvantaged pupils. They will lead on improving teaching and learning across the school, especially within interventions (progress and attainment).</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, 2017/2018 was 14.6% and NT was 16.5%)</p>	<p>Overall attendance rates for pupils eligible for PP will maintain to be below 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

2018-2019

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 32% FSM6 entitlement)	<p>Continue to implement pure year group classes across Key Stage 2 (part funded by pupil premium)</p> <p>Continuation of Pre and Post Tests/Trio Time within Maths.</p> <p>Continuation of 'Cold' and 'Hot' writing tasks in English.</p> <p>Continue the focus on handwriting and presentation and high expectations,</p> <p>Introduction of new RWI spelling program from Y2-Y6.</p> <p>Introduction and training within Accelerated Reader Program for various staff members to impact upon pupil outcomes within Y2, 5 & 6. Only 3 x year groups during trail process.</p>	<p>Our Key Stage 2 results (2018) for all pupils:-</p> <table border="0"> <tr> <td></td> <td>School:</td> <td>National:</td> </tr> <tr> <td>Reading</td> <td>= 88%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>= 86%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>= 91%</td> <td>76%</td> </tr> <tr> <td>RWM combined</td> <td>= 81%</td> <td>64%</td> </tr> <tr> <td>GPS</td> <td>= 86%</td> <td>78%</td> </tr> </table> <p>GD in above subjects=</p> <table border="0"> <tr> <td>Reading</td> <td>= 21%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>= 21%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>= 26%</td> <td>24%</td> </tr> <tr> <td>RWM combined</td> <td>= 12%</td> <td>10%</td> </tr> <tr> <td>GPS</td> <td>= 42%</td> <td>34%</td> </tr> </table> <p>Government set KS2 Floor Standard = 85% School = 81% National = 64% The gap between FSM6 and Non-FSM6 (RWM) was below Local & National %: School = -6% LA = -15% National = -20%</p> <p>More opportunities for mastery of maths including problem solving, enquiry based learning/group work to develop independent learning skills/resilience. 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>		School:	National:	Reading	= 88%	75%	Writing	= 86%	78%	Maths	= 91%	76%	RWM combined	= 81%	64%	GPS	= 86%	78%	Reading	= 21%	28%	Writing	= 21%	20%	Maths	= 26%	24%	RWM combined	= 12%	10%	GPS	= 42%	34%	<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>Half-termly development meetings with all Teachers with DHT and Key Stage Leads to discuss progress and attainment of FSM6 pupils.</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>DHT Miss Martin</p> <p>PP Lead Mrs S Roxby</p> <p>Senior Leadership Team</p>	<p>Pupil progress meetings with Head Teacher and SLT</p> <p>Half-termly development meetings with DHT, Key Stage leads and teacher.</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 2019 final review</p>
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	Continuous CPD focused on Basic Skills (Trio time and SWOT)	32% of the current year 6 cohort is entitled to PP. Implementing pure classes keeps class sizes small to enable more intensive teaching.	Opportunities for staff to observe 'Best' practice both internally and externally.		
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<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>Maintain a 2-form entry across School</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 2017 were as follows:- R = 8% above national W = 8% above national M = 15% above national GPS = 27% above national RWM = 8% above national. However, for disadvantaged pupils we were:- R = 11% above national W = 2% below national M = 18% above national GPS = 9% above national RWM = 14% above national Across the school, in-year progress is improving, Whole school 'in-year' progress data identified that all of our FSM6 pupils made better than expected progress in all areas of learning, except for 1 year group. FSM6 pupils 'in-year' (Average Point Score) progress showed that on average, FSM6 pupils achieved better than Non-FSM6 in both Reading & Maths, but were in-line within Writing.</p> <p>Targets are rigorously set and monitored. Last year, the focus was to raise standards in core subjects, of which we will continue upon this journey. We achieved this at the end of EYFS, Key Stage 1 and Key Stage 2 in 2018.</p> <p>Attainment in Phonics has continued to show an increasing trend, 2018 = 91%, 2017 = 89%, 2016 = 91%; above local (84%) and National (83%) standards (NA).</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>Governor monitoring (termly by assessment and Data Governor meetings linked to achievement and regular visits by PP Lead Governor).</p>	<p>HT Miss Gibson</p> <p>DHT Miss Martin</p> <p>PP Lead Governor Mrs S Roxby</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 2019 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 continued 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 100% by July 2018. 20% of teaching is now considered outstanding.</p> <p>Regular book moderation both, in school and externally for English and Maths confirms these judgements of at least good teaching and learning across school.</p> <p>Continue to further embed Talk for Writing in all classes to show consistent progress within Writing and across curriculum so that this impacts upon standards across School (Foundation subjects).</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 lesson 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>DHT Miss Martin</p> <p>PP Lead Governor Mrs S Roxby</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 2019)</p> <p>July 2019 final review</p>
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ii. Targeted support					
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 32% 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>Whole school 'in-year' progress data identified that all of our FSM6 pupils made better than expected progress in all areas of learning. FSM6 pupils 'in-year' (Average Point Score) progress showed that on average, FSM6 pupils achieved better than Non-FSM6 in both Reading & Maths. However, within Year 6 SATs, disadvantaged pupils made the following average scaled scores;</p> <p>Reading 103.1 (102.9 Local & 102.6 National), Writing 65% met the expected standard (71% local & 67% National), GPaS 104.1 met expected standards (103.5 Local & 103.6 National) & Maths 105.2 (102.5 Local & 101.9 National). 65% of FSM6 attained the expected standard in the combined RWM (55% Local & 51% National). 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>Focused interventions led by trained staff with specific children. (Eg: Dyslexia)</p> <p>Fund 'Mathletics', 'Spellodrome' & RWI Spelling programmes to increase the attainment in Maths and Spelling across school.</p> <p>Fund 'Accelerated Reader' to increase the attainment in Reading across the 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 of time for both the Deputy Head Teacher &, new to PP Lead Governor. This time will be focused on leading and improving both progress and attainment of all disadvantaged pupils. They will lead in improving Teaching and Learning throughout the School, especially within interventions (progress and attainment). Head Teacher to up skill and support both members of staff accordingly.</p>	<p>HT Miss Gibson</p> <p>DHT Miss Martin</p> <p>PP Lead Governor Mrs S Roxby</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 2019 final review</p>

Targeted support continued

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
<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>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.</p> <p>Make class teachers accountable for target setting and monitoring of intervention and liaise with Key Stage leads.</p>	<p>91% of FSM6 pupils achieved level expected in the Yr 1 national phonics screener 2018, which is in-line with our Non-FSM6 pupils in School and significantly above Non-FSM6 Locally and Nationally. The percentage of FSM6 in school scoring 32+ is higher than FSM6 across North Tyneside scoring 32+.</p> <p>End of Key Stage 1 results for all pupils in 2018 were significantly above local and national percentages. In year two, 70% of FSM6 pupil's attained the Expected Standard in all areas of learning (combined RWM), this was greater than the local comparison of 52%. Non-FSM6 pupils also achieved higher than the local and national % with 75%. 75% of FSM6 achieved the Expected Standard in Reading, 75% in Writing & 75% in Maths, these percentages were higher than those attained both locally and nationally.</p> <p>Key Stage 2 results for all pupils in 2018 were above both the Local and National figures for the % of children attaining the expected standard in combined RWM. The trend over time shows an in-school % rise of 26% since 2016. Whole school 'in-year' progress data identified that all of our FSM6 pupils made better than expected progress in all areas of learning. FSM6 pupils 'in-year' (Average Point Score) progress showed that on average, FSM6 pupils achieved better than Non-FSM6 in both Reading & Maths and in-line in Writing. Within Year 6 SATs, disadvantaged pupils made the following average scaled scores; Reading 103.1 (102.9 Local & 102.6 National), Writing 65% met the expected standard (71% local & 67% National), GPS 104.1 (103.5 Local & 103.6 National) & Maths 105.2 (102.5 Local & 101.9 National). 65% of FSM6 attained the expected standard in the combined RWM (55% Local & 51% National). Due to time constraints there has not been a significant difference made from the end of Key Stage 1 to the end of Key Stage 2. However, in year progress has evidenced that FSM6 outperform non-FSM6.</p> <p>Majority of CPD is now focused on PACE of learning and the delivery of transferrable skills e.g. Basic Skills – Trio Time and SWOT.</p>	<p>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.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Intervention tracking and analysis, including entry and exit data.</p> <p>Half termly data input and analysis.</p>	<p>HT Miss Gibson</p> <p>DHT Miss Martin</p> <p>PP Lead Governor Mrs S Roxby</p> <p>Senior Leadership Team</p> <p>All teaching and support staff</p>	<p>Half termly pupil progress meetings with Head Teacher and Phase Leaders</p> <p>Half term data input and analysis</p> <p>July 2018 final review</p>

	Total budgeted cost £139,760
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iii. <u>Other approaches</u>					
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?
D. Continue to 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>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>The most recent published data for attendance confirms the positive impact that school leaders have on attendance. Overall absence is lower than the average and Hadrian Park has one of the highest rates of attendance in North Tyneside.</p> <p>The school's 2018-2019 figures show overall absence as 3.8%.</p> <p>Persistent Absence (% of pupils absent for 10% or more sessions) The rate of persistent absence is also lower than Schools in North Tyneside. In 2017-18 there were 7.99% persistent absentees. Attendance for pupils eligible for PP absence in 2017/2018 was 5.2% (PP pupils persistent absence = 14.6%) - Overall School absence is 3.8% (PP = -1.4%) 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.</p>	<p>Provision for pupils and families to be supported by our skilled Learning Mentor. Learning Mentor liaises with office staff to tackle any attendance issues swiftly, working with the Attendance and Placement Services, where necessary. Specific focus on persistent absentees – in particular PP pupils. 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). 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>DHT Miss Martin</p> <p>PP Lead Governor Mrs S Roxby</p> <p>Senior Leadership Team</p> <p>Mrs Reed (Learning Mentor – attendance input)</p>	<p>Regular attendance reviews</p> <p>July 2018 final review</p>

6. <u>Review of expenditure</u>				
<u>Previous Academic Year</u>		Please refer to our 2017-2018 Impact Statement, pages 5-7, 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
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
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

7. <u>Additional detail</u>
<ul style="list-style-type: none"> We will review our strategy for how we use the premium in July 2019 and will report to the full governing body and relevant committees. Head Teacher (Miss A Gibson) will up skill both new PP leads; Miss J Martin (Deputy Head Teacher) and Sharron Roxby (PP Lead Governor) who will also attend Pupil Premium Review training and all planned Networks 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 2017–2018, on pages 5 to 7)