

Summary information					
School	Hookstone Chase Primary School				
Academic Year	2017/18	Total PP budget	£76,560 approx	Date of most recent PP Review	N/A
Total number of pupils	287	Number of pupils eligible for PP	69	Date for next internal review of this strategy	July 2018

Outcomes					
	Children eligible for PP (School)			Children eligible for PP (National - 2017)	Children not eligible for PP (national - 2017)
	2014-15	2015-16	2016-17		
% achieving ARE or above in reading, writing and maths in Y6		25%	50%	67%	67%
% achieving ARE or above in reading, writing and maths in Y2		56%	50%	49% ?	67%?
% achieving GLD at the end of Reception	50%	33%	70%	52%	69%
% reaching required standard in Y1 phonics	89%	50%	83%	84%	84%

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	Pupils in this cohort have historically got lower “on entry” scores than other children and enter school with skills, knowledge and understanding that are below the nationally expected level. 41% pupils identified on the SEN Register are in receipt of Pupil Premium.
B	Pupils’ behaviour for learning is not as embedded in comparison to other children with a number of children displaying low self-confidence, a lack of resilience and perseverance as well as limited curiosity about the world around them. Pupils can typically show a fixed mind set towards new areas of learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C	Attendance for this cohort of children (94%) is below that of others (96%) in the school. This group of children are also often late and this causes disruption to learning.
D	Some pupils have complex home backgrounds and some parents require support with parenting: e.g. boundary setting and routines. As a result, pupils may have experienced interruptions in their social and emotional development.
E	As a result of their own experiences, some parents find it difficult to engage with school and lack confidence in their ability to support their children’s learning: e.g. listening to their children read.

Desired Outcomes and how they will be measured		Success criteria
A.	From their individual starting points all children make good progress and wherever possible, achieve ARE in Reading, Writing and Mathematics. Individual needs are met.	Children in receipt of Pupil Premium achieve in line with similar group nationally. The gap in attainment and progress narrows across the school. Assessment is accurate, diagnostic and informs planning.
B.	Children demonstrate excellent behaviour for learning and show increased confidence and their attitudes to learning are consistently positive. They love the challenge of learning and are resilient to failure. They are curious and inquisitive and are keen to investigate and further their experiences and skills, knowledge and understanding through a wide range of enrichment and extra-curricular activities.	Feedback from Parents and Pupils show that children enjoy coming to school and are making good progress. Monitoring activities show that children's behaviour for learning is effective and is helping them to make excellent progress in their learning. 100% children in receipt of Pupil Premium attend an extra-curricular club and have had the opportunity to take part in enrichment activities.
C.	Children enjoy coming to school and want to attend school every day. They are punctual. Attendance Strategy supports parents and children to achieve excellent attendance that is sustained and embedded. There is no disruption to children's learning.	Attendance for children in receipt of Pupil Premium is in line with other children and they achieve the School Target of 97%. Persistent Absenteeism is below the National Average. Punctuality is improved.
D.	Parents feel supported to tackle difficult parenting issues and are confident to ask for help to address problems. They have access to a wide range of support and will actively engage with different agencies to support their children's development.	Feedback from parents show that they feel supported in school and communication is effective.
E.	Gaps in Social and Emotional Development are addressed. The Thrive Approach is embedded across the school; children feel safe and secure resulting in improved outcomes.	Thrive Assessments show that children's social and emotional needs are met leading to improved outcomes.
F.	Parents are confident to support their children in their learning are there are high levels of parental engagement.	A higher percentage of children read regularly at home and have help with their homework. Children are supported to complete Homework Challenges which challenge and inspire and engage parents and children in learning. 100% parents attend Parents' Evenings in the Autumn & Spring Terms. There is high attendance at School Performances, Class Assemblies and Information Evenings. 100% parents use the Marvellous Me App and become better informed about their children's learning.

Planned expenditure					
Academic year			2017/18		
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 & cost	When will you review implementation?

<p>From their individual starting points all children make good progress and wherever possible, achieve ARE in Reading, Writing and Mathematics. Individual needs are met.</p>	<p>Quality First Teaching in place and successful approaches to teaching and learning are established and underpinned by a robust Teaching & Learning Policy. (NFER/DFE research)</p> <p>Core Curriculum Leader appointed to lead Maths and English Teams across the school. This leads to a greater understanding of ARE and continuity and progression of provision across the school.</p> <p>White Rose Mathematics embedded and RIC Reading introduced with a particular focus on developing children's vocabulary and inference skills.(School Improvement Priorities 1 & 2 2017 -2018)</p> <p>Hookstone Chase Curriculum (Year 1 to Year 6) is characterised by termly whole school themes, adapted and differentiated to meet the needs and interests of individual classes and children. This motivates and engages the children and contributes to successful family learning. Children take part in "I know, I wonder" activities at the beginning of each theme to determine the specific programme of learning for each class. The curriculum is exciting and challenging and reflects and nurtures children's interests. Links between subjects are made to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. (93% parents indicate that the school provides an interesting, relevant & exciting curriculum 2016 -2107)</p> <p>Updated Marking & Feedback Policy (EEF Toolkit ; Feedback high impact, very low cost based on moderate evidence)</p> <p>Phonics teaching takes place in flexible targeted phase groups across Foundation Stage and KS1. (Phonics Attainment at Y1 consistently above the National Average.)</p> <p>Language interventions are accurately targeted using evidence based interventions. Narrative, Speech & Language, Active Literacy Kit.</p> <p>Headteacher to attend Dealing with Disadvantage Course.</p> <p>Homework Club</p>	<p>Termly pupil progress reviews</p> <p>Appraisal Programme</p>	<p>£15675</p> <p>AW</p> <p>CH</p>	<p>Termly</p>
<p>Children demonstrate excellent behaviour for learning and show increased confidence and their attitudes to learning are consistently positive. They</p>	<p>Champion Minds Metacognition Programme embedded across the school. This is focused on developing resilience and self-efficacy. (EEF Toolkit ; high impact, very low cost based on extensive evidence)</p> <p>Termly Homework Challenge is set to enhance the learning done in school as well as providing an opportunity for the children to</p>	<p>Termly pupil progress reviews</p>	<p>£6000</p> <p>KP</p> <p>GKlidd</p> <p>CG</p>	<p>January 2018</p>

love the challenge of learning and are resilient to failure. They are curious and inquisitive and are keen to investigate and further their experiences and skills, knowledge and understanding through a wide range of enrichment and extra-curricular activities.	<p>investigate, research and present their learning in a way that they want to. Parents will be involved with their children's learning.</p> <p>A broad range of enrichment and extra-curricular activities are offered. "21 things to do before you leave Hookstone Chase." Learning is brought to life through termly visits and visitors to school.</p> <p>Implementation of Outdoor Learning across Key Stage 1 to promote active, experiential learning.</p> <p>Peer Mentor Scheme in place and takes place weekly .(EEF Toolkit ; moderate impact, very low cost based on extensive evidence.)</p>			
Total budgeted cost		£ 21675		

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?
Children in receipt of Pupil Premium enjoy coming to school and they achieve the School Target of 97% and attendance is in line with other pupils. Persistent Absenteeism is below the National Average. Punctuality is improved.	<p>Attendance Strategy in place. Support given by Parent Support Adviser to improve attendance and resolve any barriers to good attendance.</p> <p>(Since strategy in place form September 2014; attendance has shown improvement and is now in line or above National Average. Persistent Absence is lower or in line with National Average.)</p>		<p>Attendance is monitored on a monthly basis. Individual attendance is analysed.</p> <p>Half Termly attendance figures are analysed and reported to Governors in the Headteacher's Report.</p> <p>Safeguarding Governor is updated regularly as well attending annual formal meeting.</p>	AW/GK	July 2018

Parents feel supported to tackle difficult parenting issues and are confident to ask for help to address problems. They have access to a wide range of support and will actively engage with different agencies to support their children’s development.	Parent Support Adviser offers bespoke support and advice for individuals and families and signposting and supporting referral to other agencies as appropriate. (EEF Toolkit ; Parental Involvement :moderate impact, moderate cost based on moderate evidence)	Parent Support Adviser works closely with Headteacher and has regular informal discussions. Impact of work in termly Headteacher Reports to Governors. Vulnerable Learners is focus of Spring Term Governors Children and Curriculum Meeting.	£25 000 GK	July 2018	
Gaps in Social and Emotional Development are addressed. The Thrive Approach is embedded across the school; children feel safe and secure resulting in improved outcomes.	Thrive Approach is embedded across the school, led by Parent Support Adviser. Individual assessments are completed and interventions put in place. (Evident Based Approach; based on Neuroscience research.) 3 Teaching Assistants are “Pupil Premium Champions” and meet regularly with PP children to discuss learning and to try to remove any barriers to learning. Parent Support Adviser to attend Family Thrive Course Lunchtime Club Provision	THRIVE Assessment Tool is used to chart progress. Termly CPD Meetings for all staff. Half termly feedback from TAs to Parent Support Adviser.	£30584 GK	July 2018	
Parents are confident to support their children in their learning as there are high levels of parental engagement.	Events are held to encourage parents to come into school to celebrate children’s achievements and gain more knowledge of the curriculum. (Celebration Assemblies, Catch Up Coffee, Curriculum Information Sessions.) Homework Policy has been reviewed to be accessible to all families to support their children. A termly family homework challenge is set. (EEF Toolkit ; moderate impact, moderate cost based on moderate evidence) Parent Support Adviser Role in place to support parents. Marvellous Me App introduced.	Termly analysis of attendance at events and feedback from parents. Regular updates on Marvellous Me parental engagement. Feedback from termly homework challenges.	£1000 GK	July 2018	
Total budgeted cost				£56584	
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 & cost	When will you review implementat

					ion?
Northern Lights TSA & Northern Star Academy Trust Research and Development work-streams all have an emphasis on the Pupil Premium cohorts of students in all our schools and what strategies and activities work best and the desirable impact on raising their achievement.				AW	July 2018
Total budgeted cost					£1000

Review and Impact of Expenditure: 2016 -2017: Total Budget: £ 69960

Desired Outcome	Action/ Approach	Impact	Next Steps	Cost
Families & pupils feel well supported and have their individual needs met. Parent Support Adviser Role is responsive and is more effectively targeted on vulnerable families.	Extension of Parent Support Adviser Role. Role is targeted on supporting vulnerable families.	<p>96% parents state that the school is welcoming and there are opportunities to become involved.</p> <p>83% parents feel confident to support their children in their learning.</p> <p>91% parents state that the school communicates effectively with them.</p> <p>The Parent Support Adviser has successfully completed and passed "Promoting the Mental Health of Children & Young People in School."</p> <p>Parent Support Adviser supported 68% Pupil Premium Children</p>	Improve the way in which we can support parents to engage with support their children in their learning.	£30000
Children in receipt of PP have improved attendance.	Attendance Strategy and systems in place to support children and parents with attendance.	<p>63% Pupil Premium Children have improved their attendance from last year. From the start of the year attendance improved from 93.67% to 94.15%</p> <p>Persistent absenteeism improved from 7.4% (2016) to 4% (2017)</p>	Attendance to be in line with other children in the school and is at least in line with similar groups nationally.	

Improved outcomes in English and Mathematics for PP children. (Attainment and Progress)	Literacy and Numeracy through Sport Programmes in place for KS2 children 1 to 1 and targeted intervention groups. Provision of Homework Club. Transition plans in place for vulnerable children.	Improvement in PP Children FS GLD from 33.3% (2016) to 70% (2017). 83.3% of PP children achieved Phonics Check 50% of KS1 PP children achieved Ex+ RWM- this is in line with national figures. 50% of KS2 PP children achieved Ex+ RWM- (based on TA assessment this would have been in line with national figures; however absence of 1 pupil distorts figures.) Better than expected progress made in maths. (+1.12) Transition plans helped to ensure a positive move to new classes.	Homework Policy to be reviewed. Ensure intervention programmes are linked to class learning for most impact.	£20500
Children show improved peer relationships and little time is lost resolving conflicts.	Provision of Lunchtime Club	Lunchtime Club is a positive experience for children who attend it. Through the use of personal targets provision has met individual needs. Focus has been on building friendships, playing games, sharing and turn taking and Speech and language development.	Lunchtime Club to continue.	£12500
Children have access to a wide range of extra-curricular and enrichment activities .	Extra Curricular Clubs Programme Financial Support for children in receipt of Pupil Premium for all educational visits	All Pupil Premium children have attended educational visits including Year 6 Residential Visit to Marrick Priory. 28% Club Places have been accessed by Pupil Premium children.	Continued financial support for enrichment activities. Encourage PP children to attend extra curricular clubs.	£6000
Children demonstrate improved behaviour for learning.	Metacognition and Champion Minds Project introduced.	Champion Minds has been a positive experience for staff and	Champion Minds Metacognition Approach to be continued.	£1000

	<p>Growth Mindset Vocabulary introduced across the school. Staff attend a range of training to develop confidence and expertise in delivering Metacognition Lessons and approaches.</p>	<p>children. Staff training delivered on Growth Mindset and Metacognition, which will help children gain a better understanding of how and why they learn. Champion Mind groups organised and vulnerable children identified. Mentoring/coaching trial with Y2 and Y5 children who have been supported by their peers; this focused on writing. Positive impact on self-esteem and attitude to learning. (Refer to Achievement Unlocked Report)</p>	<p>Peer Mentor Programme to be embedded.</p> <p>Pupil Premium Champions established and provide regular support for PP children in their learning; removing barriers.</p>	
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