

Summary information					
<b>School</b>	<b>Hookstone Chase Primary School</b>				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£92 400 approx	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	305	<b>Number of pupils eligible for PP</b>	70 52 FSM 18 Ever 6	<b>Date for next internal review of this strategy</b>	Autumn 2019

Outcomes						
	Children eligible for PP (School)			2017 -2018	Children eligible for PP (National - 2017)	Children not eligible for PP (national - 2017)
	2015-16	2016-17	2017-18	Progress		
% achieving ARE or above in reading, writing and maths in Y6 (9 children)	25%	50%	44%	Reading: +4.12 Writing: +1.38 Maths: +1.76	48%	67%
% achieving ARE or above in reading, writing and maths in Y2 (9 children)	56%	50%	33%			
% achieving GLD at the end of Reception (10 pupils)	33%	70%	70%			
% reaching required standard in Y1 phonics (11 children)	50%	83%	55%			

Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	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>B</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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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
<b>A.</b>	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>B.</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.
<b>C.</b>	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 reduced and is below the National Average. Punctuality is improved.
<b>D.</b>	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.
<b>E.</b>	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.
<b>F.</b>	Parents are confident to support their children in their learning and 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		2018/19		
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?
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>Quality First Teaching in place and successful approaches to teaching and learning are established and underpinned by a robust Teaching &amp; Learning Policy. (NFER/DFE research)</p> <p>Continue to improve reading focusing on improving comprehension skills. (EEF Toolkit Reading Comprehension Strategies: high impact for very low cost based on extensive evidence)</p> <p>Improve the acquisition and use of vocabulary in both reading and writing.</p> <p>Whole School Review of the teaching &amp; learning of mathematics in order to improve outcomes.</p> <p>Refine I/ We / You steps as a Teaching &amp; Learning Strategy so that children are supported in their learning by initial explicit modelling leading to a gradual release of responsibility given to the pupil developing independence. (School Improvement Priorities 1,3 &amp; 5 2018 -2019)</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</p>	<p>Termly pupil progress reviews and analysis of Summative Assessments.</p> <p>Monitoring &amp; Evaluation Programme</p> <p>Appraisal Programme</p> <p>Curriculum Plans</p> <p>Parent Questionnaire</p>	<p>VW KP CH CB</p> <p>£ 36 000</p>	<p>Termly and Summative Analysis of Assessment Data: Autumn 2019</p>

	<p>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. ( 97% parents agree that the school provides a an interesting, relevant &amp; exciting curriculum.)</p> <p>Marking &amp; 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 or in line with the National Average.) Language interventions are accurately targeted using evidence based interventions. Narrative, Speech &amp; Language, Active Literacy Kit. Policy (EEF Toolkit ; Oral Interventions, moderate impact for very low cost based on moderate evidence)</p> <p>Current Year 6 Cohort has 40% PP children some of whom have significant SEMH &amp; other SEN. Based on evaluation, complete Action Plan to address complex needs. Following Governors Meeting enhance staffing to provide targeted support.</p> <p>Continue to maintain enhanced Staffing Levels in Foundation Stage (1: 10 Adult / Pupil Ratio. (Achievement of GLD for disadvantaged pupils demonstrate sustained improvement.)</p>			
<p>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</p>	<p>Champion Minds Metacognition Programme embedded across the school. This is focused on developing resilience and self-efficacy. Displays, language and self assessment embedded across the curriculum. Performance Poetry to be used as a vehicle to develop children's confidence and competence in speaking to a range of audiences. (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 investigate, research and present their learning in a way that they want to. Parents will be involved with their children's learning.</p>	<p>Termly pupil progress reviews</p> <p>Curriculum Plans</p> <p>Evaluation of Homework Challenges</p> <p>Reading Ages Analysis (June 2019)</p> <p>Parent Questionnaire</p>	<p>KP GKlidd KMCC</p> <p>£7450</p>	<p>Autumn 2019</p>

<p>understanding through a wide range of enrichment and extra-curricular activities.</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. (92% of parents indicate that the school provides an interesting range of clubs and trips 2017 -2018 )</p> <p>Improve the range of Outdoor Learning across Key Stage 1 to promote active, experiential learning. Extend residential visit to Year 4 cohort. (EEF Toolkit ; moderate impact, moderate cost based on moderate evidence.)</p> <p>Peer Mentor Scheme in place and takes place weekly .(EEF Toolkit ; moderate impact, very low cost based on extensive evidence.)</p>			
<b>Total budgeted cost</b>		£ 43450		

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 & cost	When will you review implementation?
<p>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>	<p>Attendance Strategy in place. Support given by Parent Support Adviser to improve attendance and resolve any barriers to good attendance.</p> <p><b>In addition:</b> Reduce the % of persistent absenteeism amongst PP children. Improve the analysis of attendance; increase from half termly analysis to monthly analysis and act on findings. Rigorously apply Fast Track Attendance Procedures. (DFE Research: overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.)</p> <p>CPoms is introduced and embedded across the school and is used to record and respond to absence and welfare trends more efficiently.</p>		<p>Attendance is monitored on a monthly basis. Individual attendance is analysed.</p> <p>Monthly 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>	<p>VW/Pastoral Leader</p> <p>Pastoral Leader/Parent Support Adviser Role CPOMS</p> <p>£25 000</p>	<p>July 2018</p>

<p>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.</p>	<p>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)</p>	<p>Parent Support Adviser works closely with Headteacher and has regular informal discussions.</p> <p>Impact of work in termly Headteacher Reports to Governors.</p> <p>Vulnerable Learners is focus of Spring Term Governors Children and Curriculum Meeting.</p>		<p>July 2018</p>
<p>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.</p>	<p>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. Lunchtime Club Provision</p>	<p>THRIVE Assessment Tool is used to chart progress.</p> <p>Termly CPD Meetings for all staff.</p> <p>Half termly feedback from TAs to Parent Support Adviser.</p>	<p>£24 000 Pastoral Leader</p>	<p>July 2018</p>
<p>Parents are confident to support their children in their learning as there are high levels of parental engagement.</p>	<p>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 Used</p>	<p>Termly analysis of attendance at events and feedback from parents.</p> <p>Regular updates on Marvellous Me parental engagement.</p> <p>Feedback from termly homework challenges.</p>	<p>£1000 Pastoral Leader</p>	<p>July 2018</p>
<p><b>Total budgeted cost</b></p>				<p>£50000</p>
<p><b>Other approaches</b></p>				

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><b>Northern Lights TSA &amp; Northern Star Academy Trust</b> 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.</p> <p>Commission an external Pupil Premium Review to evaluate the effectiveness of Pupil Premium Provision across the school analysing impact in each Key Stage. Implement changes as recommended.</p>		VW	July 2018
<b>Total budgeted cost</b>					£1000

**Review and Impact of Expenditure: 2017 -2018: Total Budget: £ 76560**

Desired Outcome	Action/ Approach	Impact	Next Steps	Cost
<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 Curriculum Design Review and update approach to teach reading. Marking &amp; Feedback Phonics Teaching Lanaguge Interventions Homework Club Peer Mentor Scheme focusing on reading.</p>	<p>Following the Peer Mentor Reading Scheme PP children have accelerated their progress in reading making 11.5 months progress in 8 months. (NFER Reading Tests)</p> <p>PP children achieved well in the Foundation Stage with 70% PP Children achieving ELG.</p> <p><b>Year 6 2018</b> There are only small differences between diasadvantged pupils and others pupils and 100% disadvantaged pupils achieved the expected standard in Punctuation, Grammar &amp; Spelling. Pupil Premium Children made positive progress in reading, writing and mathematics; this is particularly marked in Reading with a progress score of +4.2 representing the impact of approach to reading.</p>	<p>Continue to improve achievement and closing all gaps with non-disadvantaged children. Focus on strategy to improve outcomes for disadvantaged KS1 Pupils.</p>	<p>£15675</p>



		<p>All pupils made significant progress in the ALK Intervention.</p> <p>Specialist TA has delivered individual Speech &amp; Language Programmes ensuring that the children work on targets set.</p> <p>All children in Reception were screened for SLCN Needs using Talk Boost. This was to give early identification of need and provide timely intervention. 4 pupils were identified and were supported through narrative intervention. All pupils made progress in their scores in the 6 areas of language.</p>		
<p>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</p>	<p>Champion Minds Metacognition Groups Termly Homework Challenge Extra Curricular and Enrichment Opportunities in place</p>	<p>Champion Minds groups have taken place focusing on the theme of resilience through a range of activities including puzzles &amp; games, maths, drama and PE. The children have enjoyed working with different age groups and learning and interacting with peers. As well as building the children's resilience, valuable</p>	<p>Use Champion Minds Groups to develop children's confidence and competence in speaking to a range of audiences.</p> <p>Continue to develop the range of extra curricular and enrichment activities available; improving the percentage of PP Children</p>	<p>£6000</p>

<p>experiences and skills, knowledge and understanding through a wide range of enrichment and extra-curricular activities.</p>		<p>social skills have been practised and teamwork enhanced across the school.</p> <p>All disadvantaged children attended the Year 6 Residentail Visit as well as all other educational visits across the school.</p> <p>31% of club places were taken up by PP Children; an increase from the previous year and greater than the % of PPChildren in the school.</p>	<p>who participate.</p> <p>Continued financial support for enrichment activities.</p> <p>Encourage PP children to attend extra curricular clubs.</p>	
<p>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>	<p>Attendance Strategy</p>	<p>Attendance for PP Children has increased from 2016 - 2017 and stands at 94.3%.</p> <p>53% PP Children improved their attendance rates from last year.</p> <p>School Review (Jan 18) stated that:</p> <p>“There is a close analysis of the reasons behind the absences and a good range of rewards to promote good attendance, including meeting and greeting at the start of the day, letters and visits to the home, certificates and a cup. The</p>	<p>Continue with attendance strategy to promote improved attendance of PP Children.</p> <p>Rigorously apply Fast Track Attendance Policy.</p> <p>Analyse attendance monthly for improved early intervention.</p> <p>Reduce the % of Persistent Absenteeism.</p> <p>Introduce CPOMS.</p>	

		<p>school also provides parents with information about their child's absence and its possible impact on learning and seems to help parents understand why good attendance is important. Data shows that these strategies are having a good impact on improving attendance."</p>		
<p>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.</p>	<p>Parent Support Adviser Role Homework Challenge Marvellous Me App</p>	<p>There was a positive response to the parent questionnaire with 100% respondents recommending Hookstone Chase to another family.</p> <p>School Review (Jan 18) stated that:</p> <p>"This detailed knowledge of the pupils means that the school is well placed to put in the additional support needed for these pupils and their families."</p>	<p>Parent Support Adviser role continues.</p>	<p>£25000</p>
<p>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.</p>	<p>THRIVE Approach Pupil Premium Champions Lunchtime Club Provision</p>	<p>THRIVE Approach is embedded across the school. All children are welcomed by name in the morning and this creates a calm, safe and secure environment. All classes complete Class</p>	<p>Continue THRIVE APPROACH</p> <p>Continue to develop the role of the Pupil Premium Champions to support disadvantaged children and remove barriers from</p>	<p>£30584</p>

		<p>Profiles and individual action plans are created following this.          61% children with individual action plans were diasdantaged children.          Children have made good progress through the developemental strands and in FS &amp; KS1 children made on average 27% improvement progress.</p> <p>Pupil Premium Champions established and provide regular support for PP children in their learning; removing barriers. All PP Children have access to a key adult and will regularly make informal to share and discuss areas for both celebaration and concern. Focus is placed on developing the children's behaviour for learning, completing homework and appropraiet social skills.</p> <p>Lunchtime Club Provision is effective and clearly focused on children's individual targets. Little learning time is lost in the afternoon, lunchtimes are positive with few incidents of poor</p>	<p>learning and acheivment.</p> <p>Provide bespoke 1 to 1 support for identified vulnerable children.</p> <p>Lunchtime Club to continue; providing focused targets to work on.</p>	
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		<p>behaviour and children are supported to improve their social skills and relationships with peers.</p> <p>School Review (Jan 18) stated that: Lunchtimes provides a very positive experience for the pupils..."</p>		
<p>Parents are confident to support their children in their learning as there are high levels of parental engagement.</p>	<p>Parent Support Adviser Role Homework Challenge Marvellous Me App</p>	<p>90% parents agree that school communicates effectively about how to support their child's learning.</p> <p>89% Pupil Premium Children Parents access Marvellous Me.</p> <p>There is high engagement in the termly homework challenge. Children who find it difficult to complete work at home are supported in school through attendance at Homework Club.</p>	<p>Continue to engage parents in their children's learning.</p>	<p>£1000</p>

