

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hawthorn Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	57.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jane Dube
Pupil premium lead	Jane Dube
Governor / Trustee lead	David Drewe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,585
Recovery premium funding allocation this academic year	£19,120 School Lead Tutoring Allocation £21,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,755
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£219,410

Part A: Pupil premium strategy plan

Statement of intent

At Hawthorn Primary School, we aim to provide opportunities for all children, irrespective of background, to develop as independent, confident, successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The intent of our Pupil Premium Strategy, is to support all pupils, both disadvantaged and non-disadvantaged to achieve in the same way, by identifying need and developing effective strategies to support, whether this is through Quality First Teaching or additional interventions. The strategies outlined in this statement are intended to support all children irrespective of their additional needs or levels of disadvantage; providing high-quality, focused teaching to all pupils; focusing on areas of learning and support that best meet the needs of the community that we serve. By working in this way, we are able to work towards closing the disadvantage attainment gap while providing benefits for all pupils. Our strategy is integral to wider school plans, including Education Recovery, including through the National Tutoring Programme.

Staff know our pupils well, recognising need and intervening at an early stage. Progress of all pupils is carefully tracked and staff are supported to develop appropriate interventions or adapt teaching styles to ensure this. Staff also focus on the continued development of whole school strategies that support staff and pupils to develop meaningful relationships and manage challenging situations effectively. Key to the success of this strategy is the training and support offered to staff to enable them to recognise and understand both learning and social and emotional needs of all pupils, especially those needs that can adversely effect learning and progress over time.

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring 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
- When 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. As a result, funding received is used to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged

- Limited Pupil Premium funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better, resulting in continued improvement in the quality of teaching experienced by all children
- To allocate 'Catch Up' teaching staff to key phases of school - providing small group work focussed on overcoming gaps in learning, including
 - 1-1 and small group support
 - Pupil premium resources are to be used to target able children on Free School Meals to achieve at least Age-Related Expectations
 - Additional learning support, including through the National Tutoring Programme
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech and language delay, impacting on access to reading, writing and the wider curriculum.
2	Significant lack of vocabulary knowledge which limits pupils' access to the wider curriculum.
3	Many parents require support to help their children with learning, especially reading; pupils are not always encouraged to read and families require support to develop reading for pleasure.
4	Limited life and cultural experiences for many of our disadvantaged children restricts understanding of many of the curricular areas.
5	Emotional wellbeing, develop social skills, resilience, character building and career skills.
6	Catch up for children with SEND – underdeveloped fine motor skills, stamina for writing, lost learning.

7	Attendance – poor attendance habits for some families impact on levels of Persistent Absence.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children can access a broad and balanced curriculum and have access to high quality teaching and learning	<ul style="list-style-type: none"> *Disadvantaged children can make sense of what they are learning and articulate their learning across all curriculum areas. *Progress across the curriculum is good or better for disadvantaged children. *Increased % for disadvantaged children in meeting national expectations at the end of EYFS, Phonics, KS1 and KS2.
Children become fluent readers and foster a love of reading	<ul style="list-style-type: none"> *Children read fluently, talk enthusiastically about what they have read and can make sense of what they have read. *Phonics outcomes are very good for disadvantaged children and books are matched to their phonics ability in KS1. *Children in KS2 are accessing phonics interventions if required and good progress is demonstrated. *Children achieve national standards in reading, in line with their non-disadvantaged peers.
<p>A significant improvement in language and communication skills</p> <p>Children will have more developed oracy skills and a richer vocabulary</p>	<ul style="list-style-type: none"> *All children can communicate effectively at an age appropriate level and understand a wealth of vocabulary relevant to their learning. <p>Staff will be confident in their practice to develop children's speech, language and vocabulary skills.</p> <ul style="list-style-type: none"> * Opportunities in the curriculum to apply these skills and knowledge. * Improved Reading, Writing and Oracy progress and attainment. * Interventions ie. NELI will have a positive impact on progress.

Attendance for disadvantaged children is in line or better than National statistics	<p>*Disadvantaged children improve their attendance so that their attendance is in line with non-disadvantaged children.</p> <p>*Persistent Absentees continues to decrease.</p> <p>*Parental engagement increases to raise the profile of the importance of education.</p>
<p>Children are safe, happy, healthy (both physically and mentally) to enable them to become confident learners. They develop positive relationships and learn to manage their emotions and overcome challenging situations.</p> <p>Children will be more resilient and more able to self-regulate when faced with challenges. They will have developed skills for life and employment</p>	<p>*Progress is good or better across the curriculum for all disadvantaged children.</p> <p>*Disadvantaged children fully engage in school life and become happy, confident and independent learners.</p> <p>Increased the % of pupils eligible for PP in EYS, KS1 and KS2 meeting and exceeding the national standard.</p>
Children will be given the opportunity to visit a range of places and take part in a number of activities to develop their cultural capital and knowledge of the world.	<p>* Increased numbers of PP children attending breakfast and afterschool clubs.</p> <p>*PP children and families engage with trips and visits both during term time and holidays.</p>

Activity in this academic year 2022/2023

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 103,900

RWI £1850 (consultant) + £750 (Online training, support and resources)

National College £745

Literature Works – Training and Support £1,200

Voice 21 Training and Support £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching (QFT) Strengthen QFT across school by: <ul style="list-style-type: none"> ➤ Developing subject knowledge and pedagogy through a programme of CPD ➤ Subject leads to attend Local Authority Networks, training opportunities and access release time to work alongside external support ➤ Subject Leaders to monitor and plan for leading their subject area and provide training and support for other staff ➤ Bespoke support for staff in identified areas through Literature Works, Maths Mastery Project and Mastering Number Project ➤ Develop teachers' expertise in inclusive practices.ie. to develop bottom 20% 	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3 Whole school
Purchase of standardised tests - NFER, Test Base Training and support for staff to ensure test are administered and interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1,2,3,6 Whole school
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as	1,2,3

<p>consolidate understanding and extend vocabulary.</p> <p>Programme of internal CPD lead by English Lead and Early Reading and Phonics Lead</p>	<p>high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	Whole school
<p>Phonics and Early Reading</p> <p>Access to a DfE validated phonics Programme – Read Write Inc (RWI)</p>	<p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base.</p> <p>Read Write Inc. Phonics fits a number of other EEF suggested uses of PP funding, e.g. small group tuition, oral language intervention, behaviour intervention, feedback.</p> <p>We have been involved in the Teaching and Leadership Innovation Fund (TLIF) project which offered training and support for our Reading Leader and all staff. We continue to buy in support from RWI through termly development visits and online support.</p>	1,2,3,6 Whole school
<p>Deployment of Teaching Assistants</p> <p>Increased Number of Teaching Assistants to support Teaching and Learning</p> <p>Focus on EY and KS1 to improve early language development.</p>	<p>‘TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes’</p> <p>EEF Effective deployment of TA Deliver interventions, RWI groups, support in class as well as 1:1/small group interventions and support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,6 Whole school

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the SEND / inclusion team to ensure timely, effective support is in place for identified vulnerable children	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Targeted support from experienced and trained staff to ensure interventions are timely and effective.</p>	1,5,6
To ensure there are opportunities to train teaching assistants in delivering interventions.	<p>Teaching assistants who have been trained to deliver interventions can have a greater impact on outcomes for children. Use support from speech and language and occupational therapy services to develop a programme of 1:1 support and training for Teaching assistants and 1:1 support staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,5,6
Targeted 1:1 support for Early Language development (Early Talk Boost, NELI) Enhance the Early Years environment to ensure a language rich environment. All staff to have further training in language development	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,5,6
Additional support through LEAPS (SALT), OT and Educational Psychologist to ensure staff have knowledge and skills required to support	Research shows that early intervention is key – well trained staff can give additional support in EYFS and KS1 gives the children the best	1,2,5,6

children and appropriate interventions are in place.	start to their school life and prepares them for next stage of learning.	
Development of school lead tutoring to target identified children.	<p>After analysing cohorts, we have identified Year 4 and Year 5 for additional school lead tutoring. Impact of this in previous year showed that the tutor works closely with the teacher to identify targets and ensure progress supporting catch up.</p> <p>Additional tutoring has been identified with class teachers working with small groups to provide support. As the teachers already know the children well, this support will have the required impact and lead to progress.</p>	6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Lead to develop approaches to working with parents and families including the development of a wider range of family learning opportunities	<p>EEF research</p> <p>The involvement of parents in supporting their children's academic learning.</p> <p>This can include:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities including after school clubs and trips. • more intensive programmes for families in crisis. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,5,6,7 Whole school

	https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already	
Attendance officer to track and monitor attendance across school. Develop attendance initiatives to support families.	Clear link between poor attendance and low academic achievement (DFE)	3,5,6,7 Whole school
Development of opportunities to extend clubs, trips and visits to allow children to extend their learning and increase their cultural capital and support wellbeing.	Social and emotional skills are essential for children's development – they support effective learning and are linked to positive outcomes in later life. The use of our outdoor area promoted, resilience, physical development etc post lockdown and these strategies are being extended to include wider families.	4,5 Whole school

Total budgeted cost: £ 219,413

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

2021/2022 context

122 of the school's 217 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 56.2% of the cohort. **This is 29.7% higher than the national average of 26.5%.**

56.3% (63) of girls are disadvantaged, **29.8% higher than the national of 26.5%.**

56.2% (59) of boys are disadvantaged, **29.6% higher than the national of 26.6%.**

63.6% (35) of pupils with a SEN EHC Plan or Support provision are also disadvantaged, **21.9% higher than the national of 41.7%**

Impact

EYFS

- 66.7% of the school's Disadvantaged cohort achieved a good level of development, (8/12). **This is 17.3% higher than the national Disadvantaged cohort at 49.4%.**

Phonics

- 100.0% of the school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, (12/12). **This is 20.9% higher than the national Non-Disadvantaged cohort at 79.1%.**
- The school's gap to Non-Disadvantaged pupils nationally has improved by 12.4% from +8.5% in 2018/19, to +20.9% in 2021/22.

KS1

- 62.5% of the school's Disadvantaged cohort achieved the expected standard in Reading, (10/16.) This is 11% higher than the national Disadvantaged cohort at 51.5%
- 31.3% of the school's Disadvantaged cohort achieved the expected standard in Writing, 5 pupils out of 16. This is 31.4% lower than the national Non-Disadvantaged cohort at 62.7%.
- 43.8% of the school's Disadvantaged cohort achieved the expected standard in Maths, 7 pupils out of 16. This is 28.8% lower than the national Non-Disadvantaged cohort at 72.6%
- 18.8% of your school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, (3/16). National Disadvantaged was 36.8%.

KS2

- 47.1% of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, (8/17) This is 4.3% higher than national Disadvantaged cohort at 42.8%
- Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 15.5% from 31.6% in 2018/19, to 47.1% in 2021/22
- 64.7% of the school's Disadvantaged cohort achieved the expected standard in Reading, (11/17).
- Our Disadvantaged cohort's Reading Expected Standard has increased by 17.3% from 47.4% in 2018/19, to 64.7% in 2021/22

Focus on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 was impacted by Covid. Year 1 screener did not go ahead in June 2021. The cohort completed this in December 2021.

Improve attendance of disadvantaged pupils to be in line with National Average and reduce the number of persistent absentees among pupils eligible for PP.

Attendance

- Our Disadvantaged cohort's Overall Absence has decreased by 0.6% from 4.4% in 2020/21, to 3.8% in 2021/22.
- The school's Disadvantaged cohort of 110 enrolments (12 in Reception were summer births after May census) have an Overall Absence of 3.8%. **This is 1.3% lower than the national Non-Disadvantaged cohort at 5.1%**

Wellbeing support through Family support lead was essential throughout the year, especially during lockdowns. This included further development of our food bank, hygiene resources for families as well as additional financial support to offset fuel poverty.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Phonics	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.