

Pupil premium strategy statement – Hawthorn Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | Based on 212 (Current on roll 211) |
| Proportion (%) of pupil premium eligible pupils | 64.2% (136 pupils) (current on roll 68.7%; 145 pupils – November 2025) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | September 2026 |
| 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 | £206,040 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2630 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £208,670 |

Part A: Pupil premium strategy plan

Statement of intent

At Hawthorn Primary School, we aim to provide opportunities for all pupils, 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 pupils irrespective of their additional needs or levels of disadvantage; providing high-quality, focused quality first 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 support all pupils to make progress and achieve their full potential.

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 affect 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 mean that not all pupils 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 limited to:

- Ensuring all teaching is good or better, resulting in continued improvement in the quality first teaching experienced by all pupils,
- To allocate additional staff to all key phases of school - providing small group work focussed on overcoming gaps in learning, including 1-1, small group support and targeted interventions,
- Support payment for activities, educational visits and residential. Ensuring pupils have first-hand experiences that enhance and support learning in the classroom and beyond .

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. On entry many pupils have significant gaps in their vocabulary which limits their ability to communicate effectively and confidently. |
| 3 | Many parents require support to help their children with learning, especially reading; pupils are not always encouraged to read at home and families require support to engage with reading for pleasure activities. |
| 4 | Limited life and cultural experiences for many of our disadvantaged pupils restricts understanding of many curricular areas. |
| 5 | Emotional wellbeing, develop social skills, resilience, personal development and career skills to support the children in the next stage of their education. |
| 6 | Rising numbers of pupils with complex SEND who require high levels of specialist support and resources. |
| 7 | Attendance – term time holidays and prolong absences impact persistence absence data |

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 |
|--|---|
| Pupils receive targeted and timely support enabling them to develop speech and language skills to allow them to fully access the curriculum. | Through a carefully planned programme of CPD, staff develop the knowledge and skills to effectively support pupils with a range of additional needs. Pupils with identified needs will receive appropriate intervention to support their access to the curriculum and learning. Identified pupils will develop skills to access learning independently and make progress with their learning. |
| A significant improvement in language and communication skills | All pupils can communicate effectively at an age appropriate level and understand a wealth of vocabulary relevant to their learning across the wider curriculum. Language interventions i.e. NELI will have a positive impact on progress. |
| Pupils will have more developed oracy skills and a richer vocabulary | Staff will be confident in their practice to develop children's speech, language and vocabulary skills using Voice 21 Oracy framework. |

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| | <p>A range of opportunities are available in the wider curriculum, allowing the pupils to apply Oracy skills and knowledge in all areas of school.</p> <p>Improved Reading, Writing and Oracy progress and attainment for all groups of pupils.</p> |
| <p>All pupils can access a broad and balanced curriculum and have access to high quality teaching and learning</p> | <p>Disadvantaged pupils can make sense of what they are learning and articulate their learning across all curriculum areas.</p> <p>Progress across the curriculum is good or better for disadvantaged pupils.</p> <p>Increased % for disadvantaged pupils in meeting national expectations at the end of EYFS, Phonics and KS2.</p> |
| <p>Pupils become fluent readers and foster a love of reading</p> <p>Parents have better understanding of phonics and how to support their child with reading at home.</p> | <p>Pupils read fluently, talk enthusiastically about what they have read and can make sense of what they have read.</p> <p>Phonics outcomes for all pupils, including disadvantaged continue to be above National.</p> <p>Pupils in KS2 are accessing phonics interventions if required and good progress is demonstrated.</p> <p>Pupils achieve national standards in reading, in line with their non-disadvantaged peers.</p> <p>RWI phonics programme is successfully delivered and monitored with half termly data drops.</p> <p>Pupils who require additional support are quickly identified and targeted.</p> <p>Build on the success of the North East Combine Authority Family Reading Project (2024-2025), ensuring support for phonics and reading continue to have an impact on progress across each year.</p> <p>Continue to offer parent workshops and target attendance for identified families - increased proportion of children reading regularly at home.</p> |
| <p>Attendance for disadvantaged pupils is in line or better than National statistics.</p> | <p>Disadvantaged pupils improve their attendance so that their attendance is in line with non-disadvantaged pupils.</p> <p>Persistent Absentees are carefully tracked and monitored; support for families is in place.</p> <p>Parental engagement increases to raise the profile of the importance of education and the impact that absence can have on their child's learning.</p> |
| <p>Achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils and those with additional needs.</p> <p>Staff are well trained and equipped to support all pupils effectively; building positive relationships and supporting pupils to manage their emotions and overcome challenging situations.</p> | <p>Pupil surveys show they have a voice, are listened to and make a difference in school and the local community.</p> <p>All pupils are supported to build positive relationships and have a good understanding of their own wellbeing and that of others.</p> <p>All pupils fully engage in school life and become happy, confident and independent learners.</p> <p>Pupils with roles and responsibilities, such as school council, buddies, eco-warriors, are representative of our school context, including levels of disadvantage.</p> |

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| Pupils will be given the opportunity to visit a range of cultural venues and NE attractions; taking part in a number of activities to develop their cultural capital, knowledge of the world and explore a range of employment opportunities. | <p>Increased numbers of disadvantaged pupils attending breakfast and afterschool clubs.</p> <p>Disadvantaged pupils and families engage with trips and visits both during term time and holidays.</p> <p>All pupils will fully engage with a range of careers and employment experiences.</p> |
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £113,566

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---------------------------------|
| <p>Quality First Teaching (QFT) Strengthen QFT across school by:</p> <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 and Maths Hub Develop teachers' expertise in inclusive practices.ie. to develop bottom 20% <p>LA Networks £700 Other Training £1500, including Schools North East training White Rose Maths £220 TT Rock Stars £150 National College £1317 Literature Works –£750 Release time and cover for staff to attend training - £2000</p> | <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> | <p>1,2,4,6 Whole school</p> |

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|--|---|---------------------------------|
| <p>Purchase of standardised tests Training and support for staff to ensure test are administered and interpreted correctly. NFER £1,500 Testbase £300</p> | <p>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.</p> | <p>1,2,3,6 Whole school</p> |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Programme of internal CPD lead by English Lead and Early Reading and Phonics Lead Release time for staff to attend NELI training. (Funded programme) Voice 21 Training and Support release time £1500 (programme funded by NECA)</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | <p>1,2,3,6 Whole school</p> |
| <p>Phonics and Early Reading Access to a DfE validated phonics Programme – Read Write Inc (RWI) RWI £2129 Online training and development days Training for new staff £700 (x2) Release time for Early Reading and Phonics lead - £800</p> | <p>The EEF rates Phonics as a low-cost use of Pupil Premium (PP) funding with a very secure evidence base. 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. 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> | <p>1,2,3,6 Whole school</p> |
| <p>Deployment of Teaching Assistants Increased Number of Teaching Assistants to support Teaching and Learning Focus on EYFS and KS1 to improve early language development. Additional TAs x 4 £100,000</p> | <p>‘TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes’ EEF Effective deployment of TA Deliver interventions, RWI groups, support in class as well as 1:1/small group interventions and support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>1,2,3,6 Whole school</p> |

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

Budgeted cost: £39,494

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>To develop the SEND / inclusion team to ensure timely, effective support is in place for identified vulnerable children</p> <p>SENDCo time £8,500 HLTA 1 day a week £6,294 Interpreter £500</p> | <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> | 1,2,3,4,5,6 |
| <p>To ensure there are opportunities to train teaching assistants in delivering interventions.</p> <p>LEAPS £9,000 OT £3500 SENDCo time £3500 EP £5200</p> | <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> | 1,2,5,6 |
| <p>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> <p>LEAPS £1000</p> | <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> | 1,2,4,5,6 |
| <p>Additional support through LEAPS (SALT), OT and Educational Psychologist to ensure staff have knowledge and skills required to support children and appropriate interventions are in place.</p> <p>EP £2000</p> | <p>Research shows that early intervention is key – well trained staff can give additional support in EYFS and KS1 gives the children the best start to their school life and prepares them for next stage of learning.</p> | 1,2,5,6 |

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

Budgeted cost: £55,610

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-----------------------------------|
| <p>Family Support Coordinator to develop approaches to working with parents and families including the development of a wider range of family learning opportunities</p> <p>FSC £23,500 Family learning, warm hub, parent wellbeing £1,500</p> | <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> <p>https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already</p> | <p>3,4,5,6,7 Whole school</p> |
| <p>Attendance officer to track and monitor attendance across school. Develop attendance initiatives to support families.</p> <p>Attendance Officer - £7,000 Resources/ rewards - £1933</p> | <p>Clear link between poor attendance and low academic achievement (DFE)</p> | <p>3,5,6,7 Whole school</p> |
| <p>Development of opportunities to extend clubs, trips and visits to allow children to extend their learning and increase their cultural capital and support wellbeing.</p> <p>Support for trips: Transport for trips £4,500 Y6 Residential/leavers £7896</p> | <p>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.</p> <p>Extend use of forest school to support small groups of children with additional needs.</p> | <p>4,5 Whole school</p> |

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| Ocean Youth Trust trip £640 | | |
| CB release for outdoor learning and forest school £8,641 | | |

Total budgeted cost: £208,670

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Data taken from Perspective Lite Analysis (27.11.25)

2024/2025 context

146 of the school's 212 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 68.9% of the cohort. **This is 35.9% higher than the national average of 33%.**

- 69.7% (76) of girls are disadvantaged, **this is 36.7% higher than the national of 33%**
- 68% (70) of boys are disadvantaged, **this is 35.1% higher than the national of 32.9%.**
- 23.3% (34) of pupils with a SEN, EHC Plan or Support provision are also disadvantaged, **6.2% lower than the national of 29.5%**
- 65.8% (96) of disadvantaged pupils are minority ethnicity, **27% higher than the national of 38.8%**
- 67.8% (99) of disadvantaged pupils have a first language other than English, **45.2% higher than the national of 22.6%.**

Impact

EYFS

- 72.7% of the school's disadvantaged cohort achieved a good level of development, (8 /11). **This is 1.2% higher than the national non-disadvantaged cohort at 71.5% and 21.3% higher than national disadvantaged.**

Phonics

- 65% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, (13/20). **This is 18.4% lower than the national non-disadvantaged cohort at 83.4% and 1.8% lower than national disadvantaged at 66.8%.** This cohort has a high proportion of pupil premium children, 7 of these have an SEND.

KS1 (internal data)

- 71.4% of the school's disadvantaged cohort achieved the expected standard in Reading, (15/21). **This is the same as our non-disadvantaged children.**
- 66.7% of the school's disadvantaged cohort achieved the expected standard in Writing, (14/21). **This is 23.8% higher than our non-disadvantaged children.**
- 66.7% of the school's disadvantaged cohort achieved the expected standard in Maths, (14/21) **This is 23.8% higher than our non-disadvantaged children.**

KS2

- 88.8% of your school's disadvantaged cohort achieved the expected standard in Reading, (22/25). **This is 8.2% higher than national non-disadvantaged at 80.6%. This is 25.4% higher than national disadvantaged at 63.4%.**
- 72% of your school's disadvantaged cohort achieved the expected standard in Writing, (18/25). **This is 6.2% lower than national non-disadvantaged at 78.2%, however 12.4% higher than national disadvantaged at 59.6%.**

- 80% of your school's disadvantaged cohort achieved the expected standard in Maths, (20/25). **This is 19.3% higher than national disadvantaged at 60.7%.**
- 68% of your school's disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, (17/25). **This is 20.6% higher than national disadvantaged at 46.7%**

Attendance

- Our school's Disadvantaged cohort of 133 enrolments have an Overall Absence of 5.0%. This is 0.8% higher than the national Non-Disadvantaged cohort at 4.2%.
- The Disadvantaged pupil(s) in your school are in percentile 13 for Overall Absence when compared to other schools.
- 13.5% of your school's Disadvantaged cohort are persistently absent, 18 pupils out of 133. This is 4.6% higher than the national Non-Disadvantaged cohort at 8.9%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

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