

Hawthorn Primary Pupil premium strategy statement (November 2024)

Pupil premium is funding school receives to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

This statement details our school's use of pupil premium (and recovery 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	225
Proportion (%) of pupil premium eligible pupils	56%
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)	
Date this statement was published	November 24
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs S Abraham
Pupil premium lead	Mrs S Abraham
Governor / Trustee lead	Mr C Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,965
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 18,567
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£ 197,532

Part A: Pupil premium strategy plan

Statement of intent

At Hawthorn Primary School (HPS), we aim to give all pupils the best start in life. We have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

The pupils in receipt of the Pupil Premium Funding at Hawthorn Primary School face specific barriers to reaching their full potential and we are determined to provide the support and guidance they need to help them overcome these barriers.

We aim to close the progress and attainment gaps between PP and non-PP children. We aim to close this gap via high quality teaching, targeted academic support, and wider strategies to provide cultural capital. Improving the teaching quality benefits all children and has a particularly positive effect for children eligible for the Pupil Premium. Our current strategy acknowledges this with high focus on effective instruction, tutoring, catch-ups and interventions.

A small number of priorities have a better chance of success than a long list that can be hard to manage, monitor and maintain. These priorities will be grouped through the tiered approach (teaching, targeted academic support and wider strategies) and monitored for impact termly.

Challenges

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

Challenge number	Detail of challenge
1	An analysis of school data highlighted an attainment gap between pp and non-pp in reading, writing and maths. All teaching staff need to demonstrate high impact on attainment and progress: the support pp pupils receive needs to be effective (appropriate and sufficient) to develop pupils' reading (including phonics), writing and maths knowledge, and skills.
2	PP pupils with additional needs need to receive high quality intervention that meets their needs and aids progress in reading (including phonics), writing and maths.

3	There are several families who require Early Help support. This is weighted disproportionately towards disadvantaged pupils and inevitably affects their social, emotional and mental wellbeing. Our assessments, observations and discussions with pupils (pupil voice) and families (pastoral team/Early help) have identified social and emotional issues for pupils. This is due to wider societal factors inc: Housing, finance, Mental health and wellbeing, health and an increase in domestic violence
4	The school monitoring of safeguarding and staff observation has highlighted a higher proportion of PP pupils requiring pastoral intervention to support their emotional and social development, alongside aid a positive attitude towards learning.
5	Our school is situated within high deprivation as indicated through the Income Deprivation Affecting Children Index. Regular discussions with parents, conversations with pupils and assessment for learning has highlighted the cultural capital divide between pp and non pp pupils.
6	There are individual PP pupils and families who have attendance below 95% and, in some cases, attendance is below 90%, this is classified as Persistent Absence. Attendance for individual pupils needs to be in line with local and national averages.

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
Improved oral language skills and vocabulary among disadvantaged pupils. Improve oral language among disadvantaged pupils by prioritising the teaching of vocabulary through the use of progressive subject vocabulary maps developed across the school.	Improved oral language skills and vocabulary among disadvantaged pupils. Improve oral language among disadvantaged pupils by prioritising the teaching of vocabulary through the use of progressive subject vocabulary maps developed across the school.
Improve progress and attainment in phonics for pupil premium pupils and reading outcomes for the bottom 20% in each class.	Strong teaching and learning throughout all phonics groups with staff displaying high expectations. 1:1 phonics tutoring. PP pupils being challenged and assessed regularly, increasing percentage of pp pupils passing their Y1 phonics test. Flexible phonics groupings. Whole staff training. PP pupils read to an adult at least 3x per week. Whole class reading daily. Pleasure for reading celebrated in assembly.

Improve progress for pupil premium pupils in reading, writing and maths in all classes across the academic year.	Book scrutiny, pupil voice, observation and feedback and data demonstrate high quality teaching and learning, with adapted activities to meet the needs of individuals in all core subjects.
Increase the percentage of PP pupils achieving age related expectation in reading, writing and maths as well as combined outcome, closing the gap with non-pupil premium.	High quality teaching across core subjects, Additional adults to support small groups. Pupil progress data indicating positive outcomes. Increased percentage of pp pupils achieving age related expectation or above in reading, writing, maths and combined.
Disadvantaged children engage regularly in reading	Pupils have read to an adult at least three times a week and more when possible. Reading is timetabled daily and whole class texts are read to each class daily.
Improve PP pupils social, emotional and mental wellbeing (improving self-esteem, and confidence), as well as aid a strong mental health and positive attitudes towards learning through pastoral support and forest school intervention.	Pupil voice and pupil wellbeing survey indicate happy, confident pupils who consistently display a positive attitude and strong mental health.
Improve the attendance of all PP pupils so that individual attendance is in line with PP pupils locally and nationally	Weekly, monthly, termly and annual data shows that the number of Persistent Absences has lowered and the number of PP pupils with PA has decreased. The attendance of PP pupils as individuals and as a group will also meet the national expectation of 95%.
To close the cultural capital gap between PP and non-pp (locally and nationally). To offer pupils opportunities as part of their learning and the wider curriculum	Pupils have opportunities to take part in wider curriculum activities; have access to a wide range of resources and have opportunities to a range of educational visits

Activity in this academic year

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: £ 54,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a progressive subject specific vocabulary mapping and opportunities to develop tier two and three vocabulary.	<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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2
<i>Improve the progress and attainment of PP pupils in reading, writing and maths</i>	<p>Evidence shows that effective CPD can have a significant impact on the quality of teaching and learning. Having senior leaders with responsibility for T&L will enable CPD to be relevant, timely and progressive, taking into account the context and needs of the school and the individuals. Senior leaders will work with teachers and teaching assistants, alongside external support where necessary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2
<i>Ensure pupils read to an adult at least 3x a week</i>	<p>Compared to passive reading, interactive reading requires children to adopt a more active role as, for example, the adult asks the pupil story related question and encourages them to respond to the story. Spoken interactions can develop their oral language skills and open questions encourages pupils to talk about their own experiences in relation to the story, stimulating conversations that children become inspired to engage in a story.</p> <p>https://educationendowmentfoundation.org.uk</p>	1,2
<i>Ensure pupils have access to wider opportunities and inspire their curiosity</i>	<p>Providing opportunities for children from disadvantaged backgrounds to participate in life-enriching events will support social and emotional resilience and help to develop a range of skills.</p> <p>https://www.suttontrust.com/news-opinion/allnews-opinion/creating-cultural-capital/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,4
<i>Improve the social and</i>	<p>Outdoor learning studies report wider benefits in terms of self-confidence and self-efficacy. It can provide</p>	3,4

<i>emotional wellbeing of pupils through forest school</i>	opportunities for disadvantaged pupils to participate in activities they otherwise might not be able to access. Outdoor learning can also support pupils to develop non-cognitive skills such as resilience and motivation. https://educationendowmentfoundation.org.uk https://forestschoollassociation.org/	
--	---	--

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

Budgeted cost: £ 10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of additional adults to create more capacity for targeted interventions</i>	Evidence shows that teaching assistants support is effective when deployed appropriately. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3,4,

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

Budgeted cost: £ 114,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidy for residential visits. Providing opportunities for children from disadvantaged backgrounds to participate in life-enriching events. This will support social and emotional resilience (see above) and help to develop</i>	Subsidy for residential visits. Providing opportunities for children from disadvantaged backgrounds to participate in life-enriching events. This will support social and emotional resilience (see above) and help to develop a range of skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5,6

<i>a range of skills.</i>		
<i>Ensure Families and pupils have access to pastoral support</i>	Evidence shows that strong emotional wellbeing is conducive to learning and improved outcomes. Evidence points towards improved outcomes when effective intervention is in place for families in crisis/ in need of support. https://educationendowmentfoundation.org.uk...social-and-emotional-learning	3, 4
<i>Improve attendance for pupils</i>	Poor school attendance is linked to poor academic attainment as well as antisocial characteristics, delinquent activity, and negative behavioural outcomes. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	6
<i>Cultural capital</i>	Closing the cultural capital gap enables pupils' opportunities beyond the curriculum. https://www.suttontrust.com/news-opinion/allnews-opinion/creating-cultural-capital/	5

Total budgeted cost: £ 178, 965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching staff accessed CPD for core subjects which has impacted the progress pp pupils made throughout the year and contributed towards outcomes at the end of the academic year. In KS2 80% met the expected standard or above in SPaG, 75%met the expected standard or above in writing,75% met the expected standard or above in reading and 80% met the expected standard or above in maths. However, after reviewing our data, talking to staff and monitoring of core subjects, we know there is still work to complete to ensure progress and attainment continues to move forward.

A group of volunteer readers came into school to read with the bottom 20% of readers across school. This included 2 of our governors who have committed to reading again next academic year. Additional adults employed by school also read with the bottom 20%.100% of pupils made progress in key stage one and moved up a band in their phonics. 100% made progress in lower key stage two and 75% made progress in upper key stage two.

We employed two tutors for a term to support key children identified through data analysis and pupil progress meetings. Pupils made progress, evidenced through phonics data, book scrutiny and impact of work completed within the sessions. Staff in school also committed to tutoring a group of children identified in year five to close gaps in their maths knowledge. Data analysis and pupil progress evidenced progress for all the children identified.

We extended the pastoral team with unqualified teachers. This created opportunities for interventions to take place, which has had a positive impact on behaviour to learning and reduced the number of pupils struggling during unstructured periods. It also enabled to carry out parental meetings to discuss attendance and Early Help. Attendance improved significantly for 73% of pupils who had been identified as persistent absent by the end of the academic year.

We planned a range of activities to enhance cultural capital across school. This included educational visits and visitors/workshops in school. Feedback from pupils included the following:

‘It was amazing, I’m going to work hard and go to university’.

‘The mosque was fun, we had to take off our shoes’.

‘I now have a library ticket so I can choose new books’.

‘I’ve never been to Sutton Park. We saw cows. Can we go again?’.

‘The theatre was massive. The dwarfs were so funny, best day ever’.

'I will never forget my day at the seaside. I loved the donkey ride, and we had ice cream'.

Externally provided programmes

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

Programme	Provider
Handwriting	ISHA
WellComm	GL Assessment
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Staff were committed to offering a wide range of high-quality extracurricular activities throughout the academic year, to boost wellbeing, behaviour, attendance, and aspirations. Activities focused on building life skills such as confidence, resilience, and social development. Disadvantaged pupils were encouraged and supported to participate. This will continue this academic year.

We also aim to further develop a healthy mental wellbeing within school, using the expertise from the mental health leads training/action plan and implementation of 'My Happy Mind'.