

Hawthorn Primary Pupil premium strategy statement (October 2022)

Pupil premium is funding 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.

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	222
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	
Date on which it will be reviewed	
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	£157,890
Recovery premium funding allocation this academic year	£18,567
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£178,231

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 HPS 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 the 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 has been a significant rise in Early Help cases since returning to school in September. This is weighted disproportionately towards

	disadvantaged pupils and inevitably affects social and emotional challenges they need support with.
4	Our pupil wellbeing survey and return to school pupil safeguarding audit carried out with all pupils identified further support required for pp pupils who have emotional, social and mental wellbeing concerns.
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 unauthorised and is 90%, this 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
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 demonstrate high quality teaching and learning in all core subjects.
Improve progress and attainment in phonics for pupil premium pupils.	Strong teaching and learning throughout all phonics groups with staff displaying high expectations. PP pupils being challenged and assessed regularly, increasing percentage of pp pupils passing their y1 phonics test.
Improve reading outcomes for bottom 20% in each key stage.	All pp pupils including those that are part of the lowest 20% in reading make expected progress/ achieve targets based on prior learning/ in line with peers nationally.
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, Pupil progress data indicating positive outcomes. Increased percentage of pp pupils achieving age related expectation or above in reading, writing, maths and combined.
Improve PP pupils attitudes towards learning through pastoral support and change in culture by revisiting the behaviour policy and building pupils confidence, self-esteem and mental wellbeing.	Wellbeing survey and safeguarding audit indicate a positive impact.
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 number of Persistent Absences are 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: £85,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of data to identify lowest 20% of pp pupils to receive reading catch up intervention	Phonics and English lead to meet with staff and timetable catch up sessions across school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
<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
<i>Ensure pupils have access to wider opportunities and inspire their curiosity</i>	Closing the cultural capital gap by offering PP pupils opportunities beyond the curriculum. https://www.suttontrust.com/news-opinion/allnews-opinion/creating-cultural-capital/	5

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

Budgeted cost: £31,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of two additional tutors to focus on gaps identified in Years one, two, five and six</i>	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	1,2

Support the implementation of school led tutoring	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Review the behaviour policy with staff following training on trauma and shame and embed thrive intervention.</i>	Behaviour is school changes; children feel valued and are given opportunities to develop their social and emotional skills. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	4,6
<i>Monitor and support families to improve attendance and therefore decrease the number of persistent absences in school</i>	Attendance fast track approach to improve attendance /improve attainment for pupils, who are persistently absent www.birmingham.gov.uk/download/downloads/id/9013/fasttrackguidance.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921 https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064	5, 6
<i>Employment of an unqualified teacher to work with the pastoral team to promote children's emotional wellbeing and support with Early</i>	Evidence shows that strong emotional wellbeing and resilience is conducive to learning and improve outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3,4,5,6

<i>Help assessments</i>		
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Total budgeted cost: £157,902

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Priority Number	Outcomes
1 - Teaching	<ul style="list-style-type: none"> • End of KS2 data improved across all subjects compared to previous years
2 – Targeted Academic Support	<ul style="list-style-type: none"> • School led tutoring had higher impact than the National Tutoring Programme. This was partly due to the timings of the National Tutoring Programme and how it was managed. • School led tutoring focused on writing for 15 pupils in Y5. % were PP and PP pupils were chosen for additional phonics intervention % of the group passed their phonics test. • Reading interventions have had a significant impact across school. Data in all classes highlighted reading as the strongest core subject with % of PP pupils reaching expected standard in KS2 SATs compared to in 2019. •
3a – Wider Strategies (attendance)	<ul style="list-style-type: none"> • School Worked hard to build relationships with parents, holding coffee mornings, fitness classes and made themselves available at the beginning and end of the school day. • A range of support was offered to families such as breakfast club, and picking children up for a period of time • The HT held meeting with parents to establish why attendance had become an issue. Within each meeting and Early Help assessment was offered.
3b- Wider Strategies (educational visits)	<ul style="list-style-type: none"> • All classes went on an educational visit (we aim to increase this next year) • The whole school took part in a Commonwealth Carnival • A group visited the Rep theatre to sing as part of a celebration for UNICEF Rights Respecting schools

	<ul style="list-style-type: none"> • A group of children sang at the Windrush celebration
3C – Wider Strategies (wellbeing, behaviour, social and emotional)	<ul style="list-style-type: none"> • Thrive attachment has been implemented • School culture is changing with more awareness of ACEs • Children’s voice is being listened to – through pupil ambassadors • Behaviour has significantly improved • We achieved rights respecting gold award

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
Bespoke writing curriculum	Grammasaurus
Trauma training	Cherished

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.