

## Pupil Premium and Recovery Premium

### Aims

All members of staff and governors are committed to meeting the pastoral, social and academic needs of every pupil at Hawthorn Primary School. As with every child in our care, a child who is deemed to be "socially disadvantaged" is valued, respected and entitled to develop his/ her true potential, irrespective of need.

### Background

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). This should not be confused with the recent government initiative to provide free meals for all KS1 and EYFS pupils.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their non-Pupil Premium peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Schools are also currently receiving additional funding to support the recovery of education as a result of the Covid-19 pandemic. This is known as the Recovery Premium. You can read more details in the DfE's [recovery premium funding guidance](#).

### Recovery Premium Spend

As a school we identified the gaps from the Covid-19 pandemic and prioritized the actions in line with the School Development Plan.

As a school we identified gaps in key subjects such as reading and maths that were suitable subjects for intervention. We reached out to a company called Connections and began working closely with two tutors across the week for a period of the Autumn term. These tutors came in daily to deliver additional support in Phonics in Key Stage One and Maths in Key Stage 2. They delivered small groups and 1:1

sessions throughout the day to focus children, and led after school intervention each evening.

Funding through Recovery Premium was also used to drive pupils' teamwork, resilience, and mental health and wellbeing, areas within personal development we felt as a school had been impacted by time out of school. These interventions included training staff to become Thrive Practitioners and building individualized programs of support for pupils who were observed to have difficulties within these areas. In addition to this, we funded lunchtime sports equipment to develop team spirit and resilience.

Additional support was provided for key pupils/families through The Pastoral Team who worked with families to support social, emotional, mental health, finance support, behavior support, as well as signposting to support within the local community.

Finally, as a way to ensure pupils have up to date technology to support learning, we bought additional resources including iPads and chrome books that will have impact over time for all out pupils.