



# Pupil Premium Strategy Statement

## Hawksworth Wood Primary School

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	Hawksworth Wood Primary School
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	51.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Eleanore Pickard Headteacher
Pupil premium lead	Eleanore Pickard Headteacher
Governor lead	Julie Parr Chair of Resources Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 212 510
Recovery premium funding allocation this academic year	£ 11 455
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 223 965

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## Part A: Pupil premium strategy plan

### Statement of intent

Our main intention for all of our pupils is to have equality of opportunity. This means that we want all pupils, regardless of their background or challenges have the same opportunities to:

- be ready to learn
- achieve well academically
- make excellent progress
- learn well in all areas of the curriculum, including extra- curricular activities

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school – led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

When writing out pupil premium plan, we take into account the following model:

#### **Knowing our children**

We pride ourselves on knowing our children and families well and understand that there is not a 'one size fits all' approach to meeting pupils' needs. We use a range of high-quality assessments, and we plan to develop this even further to support us in pin pointing what pupils' needs are. We know that pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs. In addition, we recognise that there is a need to continually reflect upon these needs, this is particularly important as we are still learning the impact of the Covid-19 restrictions on pupils' health, wellbeing and education.

#### **High expectations**

We firmly believe in all children being able to succeed. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. This is fundamental to how we plan to spend our pupil premium funding.

#### **Broad and balanced curriculum**

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital' to ensure that all of our pupils have access to wider experiences.

#### **Evaluation**

We regularly review how effective our previous strategy is. The last two years has seen disruption caused by the pandemic, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants and support us to ensure we are supporting all of our pupils in the best way that we can.

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## Challenges

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

Challenge number	Detail of challenge		
1	Our early assessment information, tells us that many of our pupils have under developed writing and physical development skills on entry to EYFS.		
2	School’s attendance data shows that we have too many of our pupils and particularly disadvantaged pupils are Persistently Absent from school		
	Academic Year	% PA	% Disadvantaged PA
	2018-19	13.7%	17.61%
	2019-20	31.41%	30.86%
	2020-21	15.41%	17.49%
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths in key stage 2.		
4	In general, reading attainment and progress is improving, however, assessment and discussion tell us that English skills across school are lower for disadvantaged children than non-disadvantaged pupils		
5.	Our observations and discussions with children and families have identified that there are a great deal of social and emotional issues for many pupils, which have been increased significantly during the pandemic		
6.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.		

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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
More pupils are 'Year 1 ready' after targeted supported in EYFS	Increase in the % pupils meeting ELG in writing Increase in the % pupils meeting ELG in reading Increase in the % pupils meeting ELG in pupils meeting a good level of development
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in over the next 3 years meet and disadvantaged pupils meet FFT targets: 2022: FFT50, 2023: FFT 20, 2024: FFT5 Progress scores in Maths are above 0 for all pupils and for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant reduction in bullying</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li><li>• a reduction in the number of behaviour incidents at all levels</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"><li>• Attendance overall improves by at least 1%</li><li>• PA reduces by at least 4%</li><li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li></ul>
Increased number of pupils passing the Phonics Screening Check	The percentage of pupils passing the phonics screening check is at least in line with national expectations (82%)
Improved English outcomes at all key stages	This will be measured against national assessment information: <ul style="list-style-type: none"><li>• Increase in % pupils meeting ELG in reading and writing</li><li>• Increase in the % of pupils at KS1 meeting ARE in reading and writing</li><li>• Achieve FFT targets reading and writing at KS2 Reading, writing and SPaG.</li><li>• Achieve above national averages in progress across KS2 in reading and writing (above 0)</li></ul>

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## 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: £ £61, 023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle ( <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ) to secure stronger phonics teaching for all pupils. £7,663	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,6
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and the school pastoral team. Pastoral staffing costs = £44,360	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.  Tracking systems are used to target pupils through 'class action plans' £7,000	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,3,4,6
Staff CPD for English: using high quality texts and the use of them to develop excellent writing  CPD £1200 + Resources £800 = £2,000	Bob Cox 'Opening Doors' is about making challenging texts and a high-quality curriculum. <a href="#">Pitching High – Searching for Excellence</a> Examples of impact from Impact from other schools: <i>Opening Doors is embedded at StMatts! Love</i>	4

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	<p><i>everything he stands for, particularly high challenge using classic texts!</i></p> <p>Also, thanks to Sam Collier, Head at Christ Church, Upper Armley:  <i>Engagement levels are amazing and the vocabulary that weaves its way beautifully through texts for months to come is truly amazing and we are based inner city with lots of life challenges. Buy Bob's books and / or join a network or come to CPD, you won't regret it.</i></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £94, 735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>£7,760 HLTAs 3 afternoons wk  £10,708 teacher 1 day wk</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>32 weeks @ £900 = £28,800</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3,4

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Small Class Teaching £42,467	Provide a greater ratio of Teachers to children in UKS2, keeping class sizes below 20 pupils.  <a href="#">Reducing class size   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>	3,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73, 451

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer in place to embed the new attendance policy and to implement principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Attendance officer costs£13,819  Attendance Rewards, resources and CPD. £3,500	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Improving School Attendance</a>	2
Wider Curriculum offer supports pupil's in developing broader knowledge and skills, developing cultural capital. Examples include: <ul style="list-style-type: none"> <li>• Subsidising education al visits</li> <li>• Peripatetic music teaching</li> <li>• After school clubs and activities</li> <li>• Visits to art galleries</li> </ul> Yr5/Yr6 residential £10,500 Subsidy trips £4,000 ASC £5,000	It is important that all of our pupils have the same opportunities to learn outside of the national curriculum.  EEF evidence: those who participate in the arts can make 3 months' extra progress. <a href="#">Life skills and enrichment   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a>  <a href="#">What does Ofsted mean by cultural capital? (tes.com)</a>	All
Contingency fund for acute issues. £1,580 Free Uniform	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet	All

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£3,952 KS1 Milk £10,000	been identified.	
Free breakfast available for all pupils (Magic Break- fast) £1,000 SLA Magic B'fast £6,500 Free B'fast £13,600 Staff Costs	All children are 'ready to learn' much more effectively when they are not hungry. <a href="#">Why we are needed   Magic Breakfast</a>	All

**Total budgeted cost: 224,209**



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## 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.

We have reviewed the previous 3-year strategic plan after the first year.

The previous strategy has 4 main priorities in line with the school improvement plan:

#### 1) **Pastoral Care**

##### Rational

Pastoral care remains a high priority in school due to a variety of needs including: SEMH, social care involvement,

##### Impact

By the end of July 2021, we had successfully recruited a Pastoral Team: Pastoral Support Leaser and 2 x Pastoral Support Workers. Their roles and responsibilities have been defined giving time and accountability for supporting pupils.

##### Next Steps

Now that the team are in place, support for social and emotional wellbeing and learning can continue to be implemented and assessments in place to measure the impact of their work. See Challenge 5.

#### 2) **Reading**

##### Rational

All pupils, including disadvantaged pupils at the end of KS2 were making less than average progress across the key stage in reading (2019). In particular, prior middle attaining disadvantaged pupils are making less progress (-4.85). In addition, pupils' phonics results over time are less than the school's aim to achieve 90% of pupils meeting the expected standard at the end of year 1. Disadvantaged pupils performed less well in the phonics screening check. All Key Stage 1 pupils are achieving as well as, or better than other pupils in the cohort. Ofsted identified pupils' reading books as an area to develop.

##### Impact

As a direct result of the improvements in the quality of teaching reading and the use of more challenging texts, reading outcomes improved from 44% in 2019 to 61% in 2021. This is despite the challenges faced by Covid-19 and reading because the strongest subject area based upon KS2 internal SATs tests.

##### Next Steps

It is important that we continue to see improvement both with pupils' reading and writing attainment. This remains an area to continue to develop - See challenge 4

#### 3) **Attendance**

Rational Ofsted identified attendance as an area to develop as attendance rates need to improve quickly and the proportion of persistent absence declined.

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Impact

Due to the significant disruption to pupil's education over the last 2 academic years, it is not possible to measure the impact of this area of school's work with attendance data. However, a new Attendance Policy has been created and one of the Pastoral Support Workers has attendance as an area to lead on.

Next Steps

Continue with current plans in place and track progress half termly in line with the revised policy – see Challenge 2

**4) Early Years Foundation Stage**

Rational Some pupils enter EYFS with skills below age and stage development, particularly in CLL. The percentage of pupils who achieve GLD is below average over the last 3 years and SLT have targeted the EYFS for early support and intervention.

Impact

Our assessment information shows good progress across EYFS, however, current outcomes have been disrupted by the impact of Covid-19. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. In addition, school monitoring shows that the CPD in place for staff in EYFS impacted very positively on the quality of education in the EYFS.

Next Steps

Continue to develop: Writing and Physical Development in EYFS – See challenge 1