



Pupil Premium Strategy Statement

Hawksworth Wood Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	330
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021 Reviewed November 2022
Date on which it will be reviewed	November 2023
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	£ 243 928
Recovery premium funding allocation this academic year	£ 11 455
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	£ 255 383

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.

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	<p>School’s attendance data shows that we have too many of our pupils and particularly disadvantaged pupils are Persistently Absent from school</p> <table><tr><th>Academic Year</th><th>% PA</th><th>% Disadvantaged PA</th></tr><tr><td>2018-19</td><td>13.7%</td><td>17.61%</td></tr><tr><td>2019-20</td><td>31.41%</td><td>30.86%</td></tr><tr><td>2020-21</td><td>15.41%</td><td>17.49%</td></tr></table>	Academic Year	% PA	% Disadvantaged PA	2018-19	13.7%	17.61%	2019-20	31.41%	30.86%	2020-21	15.41%	17.49%
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3	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths in key stage 2.</p>												
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.												

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"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in the number of behaviour incidents at all levels
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • Attendance overall improves by at least 1% • PA reduces by at least 4% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
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"> • Increase in % pupils meeting ELG in reading and writing • Increase in the % of pupils at KS1 meeting ARE in reading and writing • Achieve FFT targets reading and writing at KS2 Reading, writing and SPaG. • Achieve above national averages in progress across KS2 in reading and writing (above 0)

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: £88 616

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle reading books (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>£6 221</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4,6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and the school pastoral team.</p> <p>Use off assessment (PASS) to ensure impact if SEL interventions and support, and to target pupils who may be in need of support.</p> <p>Pastoral staffing costs = £51 229</p> <p>PASS = £966</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Tracking systems are used to target pupils through 'class action plans'</p> <p>£7,000</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,3,4,6

<p>Staff CPD for English: using high quality texts and the use of them to develop excellent writing</p> <p>CPD £200</p> <p>Consultancy £2 200</p> <p>Resources £800</p> <p>TOTAL: £3 200</p>	<p>Bob Cox 'Opening Doors' is about making challenging texts and a high-quality curriculum.</p> <p>Pitching High – Searching for Excellence</p> <p>Examples of impact from Impact from other schools:</p> <p><i>Opening Doors is embedded at StMatts! Love everything he stands for, particularly high challenge using classic texts!</i></p> <p>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>	4
<p>More opportunities for open ended play and leaning through play:</p> <p>Year 1 Provision £7000</p> <p>Outdoor 'Loose Parts' Play (Scrap Shed) £12000</p>	<p>It is widely recognized that opportunities for play based, exploratory play develops social and emotional skills, language development, problem solving and reasoning.,</p> <p>Play-based learning EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £70, 225

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 HLTA 3 afternoons wk</p> <p>£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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>£24, 137</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3,4
<p>Wider offer of Wave 2 and 3 interventions for Literacy and Maths:</p> <p>£27, 620</p>	<p>Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	3,4

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

Budgeted cost: £71, 540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer in place to review the new attendance policy and to implement principles of good practice set out in the DfE's Working</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working Together To Improve School Attendance</p>	2

<p>Together To Improve School Attendance guidance.</p> <p>Attendance officer costs £13,819</p> <p>Attendance Rewards, resources and CPD. £3,500</p>		
<p>Wider Curriculum offer supports pupil's in developing broader knowledge and skills, developing cultural capital. Examples include:</p> <ul style="list-style-type: none"> • Subsidising educational visits <p>Peripatetic music teaching</p> <p>After school clubs and activities</p> <p>Yr5/Yr6 residential £10,500</p> <p>Subsidy trips £4,000</p> <p>ASC £5,000</p>	<p>It is important that all of our pupils have the same opportunities to learn outside of the national curriculum.</p> <p>EEF evidence: those who participate in the arts can make 3 months' extra progress. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>What does Ofsted mean by cultural capital? (tes.com)</p>	All
<p>Contingency fund for acute issues.</p> <p>£2,800 Free Uniform</p> <p>£821 KS1 Milk</p> <p>£10,000</p>	<p>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 been identified.</p> <p>https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/</p> <p>https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</p> <p>With 4.3 million children living in poverty in the UK, one in five are living in households for whom buying food and other essentials is a constant struggle. As a result, we see children sent to school in unclean and uncomfortable uniforms, or clothes that aren't uniform</p>	All

	at all. These young people face being left out, feeling embarrassed, or being disciplined through no fault of their own.	
Free breakfast available for all pupils (Magic Breakfast) £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. Why we are needed Magic Breakfast	All

Total budgeted cost: 257 391

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 our 3-year strategic plan after the first year.

During 2021- 2022 our assessments and observations indicated that pupil and parent wellbeing and mental health were significantly impacted, primarily due to COVID-19 related issues. The impact was particularly acute for our vulnerable learners – including our disadvantaged children. We used pupil premium funding to provide wellbeing support for our young people, targeted interventions and set up a nurture provision in consultation with external agencies (Mind Mate and Cluster support). Pupil and parent voice stated that children were very happy coming to school and that they felt very safe at all times.

All children attended school trips and experiences. Those children who chose to attend the December 2022 residential who are vulnerable have had payments made towards the cost by school, or had this fully paid for. Clothing was purchased for those that needed this, including warm clothes, winter coats, shoes and boots for Autumn 2022.

In order to support pupils in the EYFS particularly with writing a physical development, there has been progress towards developing the outside learning environment to provide pupil with more opportunities to develop their gross motor skills. In addition, ‘Squiggle While you Wiggle’ and “Dough Disco” are used in EYFS as strategies to support pupils more specifically with the physical skills they need to improve their writing. Internal assessment information shows that Physical Development was one of the highest areas of need (28% of pupils on track for PD which increased to 77% by the end of the year). Similarly, low starting points in Writing 31% of pupils on entry were on track increasing to 49% by the end of the year). Whilst this represents good progress, particularly of Physical Development, EYFS leaders have clear plans in place to enable this to translate to Writing outcomes. Plans are in place to improve opportunities for writing further so that the number of pupils achieving GLD and ELG in these areas increase in 2023.

Attendance continues to be an ongoing challenge across school. Attendance is led by the Headteacher alongside an attendance officer who has detailed knowledge of the needs of each family that struggles to attend well. Family support, Mind Mate and Cluster support are directed at these families along with the use of school policies. The school’s attendance policy will be reviewed in line with the most recent DfE guidance and launched.

The introduction of Little Wandle has had a positive impact on outcome for all in phonics. 64% attained the appropriate mark in their phonic screening, despite large absences in EYFS due to COVID lockdowns. In addition, the year 1 cohort was heavily impacted by Covid-19 in the Spring term 2022

followed by further absences due to chicken pox. The intervention quickly identifies the gaps in children's learning and provides specific interventions to be utilised over a short period of time. From September 2022, school purchased 'real' home reader books to replace the eBooks which had increased the number of pupils who read and practice a phonetically decodable book at home. It is anticipated that phonics outcomes will improve in 2023 as the children have followed the full Little Wandle programme.

Tutor Trust was the most effective targeted intervention in 2021-22 as school led tuition was heavily impacted by high staff absences (COVID). Therefore, in 2022-23, we have increased the use Tutor Trust this year for English and Maths across Key Stage 2. As part of a wider, whole school approach, a number of Maths and English interventions have been implemented this year which have proven to be highly successful in other schools at improving pupils literacy and maths skills. These include: Dyslexia Gold, Number Stack and Doodle.