



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 Reviewed October 2023
Date on which it will be reviewed	November 2024
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	£ 254 705
Recovery premium funding allocation this academic year	£ 13 110
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 257 933

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's 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 incredibly 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 exactly 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. We know that this positively impacts on pupil's academic successes too, for example by widening their knowledge of the world around them.

Evaluation

We regularly review how effective our previous strategy is. The last three years have seen disruption caused by the pandemic, making it hard to reliably measure impact. Through our research, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants who 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 too many of our pupils and particularly disadvantaged pupils are Persistently Absent from school</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>% PA</th> <th>% Disadvantaged PA</th> </tr> </thead> <tbody> <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> </tbody> </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. This is more prevalent in writing.												
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	<p>Increase in the % pupils meeting ELG in writing</p> <p>Increase in the % pupils meeting ELG in reading</p> <p>Increase in the % pupils meeting ELG in pupils meeting a good level of development</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes over the next 3 years meet and disadvantaged pupils meet FFT targets ^{*School Targets based on KS1}</p> <p>2022: FFT50, 2023: FFT 20, 2024: FFT5</p> <p>Progress scores in Maths are above 0 for all pupils and for disadvantaged pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in bullying and bullying allegations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in the number of behaviour incidents at all levels • increased levels of engagement and activity at social times
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <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	<p>The percentage of pupils passing the phonics screening check is at least in line with national expectations (82%)</p>
Improved English outcomes at all key stages	<p>This will be measured against national assessment information:</p> <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, wiring 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: £106 622

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional reading books, (including Catch-Up books and 7+) Little Wandle reading books (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils and improved phonics and reading outcomes.</p> <p>£2 691</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>	<p>4,6</p>
<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>Staffing costs = £83 345 PASS = £966 Educational Psychology Support for SEL interventions and pupil support £6 720 Cluster Costs for Family support and counselling: £3 010</p> <p>TOTAL £ 94 041</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>	<p>5</p>

<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>£2 481</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>	<p>1,3,4,6</p>
<p>Staff CPD for English: using high quality texts and the use of them to develop excellent writing</p> <p>CPD to embed strategies and refine curriculum plans</p> <p>Consultancy £3 000</p> <p>Resources £800</p> <p>TOTAL: £3 800</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 can be evidenced.</p>	<p>4</p>
<p>More opportunities for open ended play and leaning through play:</p> <p>Year 1 Provision £1 200</p> <p>Year 2 Provision £1 200</p> <p>Outdoor 'Loose Parts' Play (Scrap Shed) £3 900</p> <p>TOTAL £6 300</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: £55 323

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</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>4</p>

<p>be delivered in collaboration with our local English hub.</p> <p>Tutor Costs</p> <p>£16 340</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<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>£14 846</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: £95 988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer in place to review the new	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

<p>attendance policy and to implement principles of good practice set out in the DfE's Working Together To Improve School Attendance guidance.</p> <p>Attendance officer costs and attendance Rewards, resources and CPD.</p> <p>TOTAL £22 517</p>	<p>Working Together To Improve School Attendance</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 £27 500</p> <p>ASC £5,000</p> <p>TOTAL £38 500</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>	<p>All</p>

<p>Contingency fund for acute issues.</p> <p>£2, 800 Free Uniform</p> <p>£821 KS1 Milk</p> <p>£10,000</p> <p>TOTAL £ 13 621</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.childrensociety.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 at all. These young people face being left out, feeling embarrassed, or being disciplined through no fault of their own.</p>	<p>All</p>
<p>Free breakfast available for all pupils (Magic Breakfast)</p> <p>£1 250 SLA Magic B'fast</p> <p>£6,500 Free B'fast</p> <p>£13,600 Staff Costs</p> <p>TOTAL</p> <p>£21 350</p>	<p>All children are 'ready to learn' much more effectively when they are not hungry.</p> <p>Why we are needed Magic Breakfast</p>	<p>All</p>

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 each of the first two years.

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 all school trips and experiences. All educational enhancements have been carefully planned to connect to curriculum learning with costs planned and paid for by school. Clothing was purchased for those that needed this, including warm clothes, winter coats, shoes and boots for Autumn 2022 and 2023.

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 Physical Development which increased to 77% by the end of the year in 2022). Similarly, low starting points in Writing 31% of pupils on entry were on track increasing to 49% by the end of the year 2022. Whilst this represents good progress, particularly of Physical Development, the EYFS leader has developed clear plans to enable this to translate to Writing outcomes. The number of children who achieved the ELG in writing increased from 27% in 2022, to 66% in 2023. The percentage of children who achieved the Physical Development ELGs increased. Also, the number of children achieving the Good Level of Development increased from 49% in 2022 to 55% 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. Attendance continues to steadily rise and the number of pupils who are persistently absent from school has reduced significantly – moving much closer towards National.

Academic Year	Attendance (FFT National)	Persistent Absence (FFT National)
2021-22	91% (92.8%)	34.2% (23%)
2022-23	92.6% (93.8%)	23% (19%)

The introduction of Little Wandle has had a positive impact on outcome for all in phonics. 64% in 2022 attained the appropriate mark in their phonic screening, despite large absences in EYFS due to COVID lockdowns. By 2023, this increased to 78%. With 60% of passing the resit compared to 0 in 2022. 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 again in 2024 as the children have followed the full Little Wandle programme and interventions have been firmly embedded.

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 increased the use Tutor Trust 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. There was evidence of impact of Tutor Trust in year 6 for English and Maths, we will continue to use this again next year for this year group. Dyslexia Gold and Number Stacks also had demonstrable impact, these interventions will be targeted towards pupil who need extra support in reading and maths – particularly for our disadvantaged pupils.

Our evaluations show that Spot On With Number was less impactful, and will therefore be replaced with Number Stacks for KS1.

Tracking systems have been developed so that we can ensure all disadvantaged pupils are accessing targeted support.