



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	321
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2024 Reviewed November 2025
Date on which it will be reviewed	November 2026
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	£ 252 206
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 252 206

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

We target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our strategy is also integral to wider school improvement plans and our school vision and values.

When writing our pupil premium plan, we consider 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.

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. We will track and monitor this through our rigorous approach to assessment. Using precisely focused and measured interventions we will narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school.

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 strategy is. We use our assessment information and data to measure the impact of our work. 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	<p>Attendance and Punctuality</p> <p>School's attendance data shows that too many of our pupils are persistently absent from school. This is particularly noticeable for our disadvantaged pupils.</p> <p>Our attendance is low compared to attendance nationally, we are very aware of the impact this has on pupils' academic achievement as well as socially and emotionally.</p>
2	<p>English Attainment</p> <p>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.</p>
3	<p>Maths Attainment</p> <p>Whilst Maths attainment has improved since 2022, this has not returned to pre-pandemic outcomes. Many of our disadvantaged pupils have gaps in their learning and do not have key mathematical concepts embedded.</p>
4	<p>Phonics</p> <p>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.</p>
5	<p>Social, emotional and mental health</p> <p>Our observations and discussions with children and families have identified that there is a great deal of social and emotional issues for many pupils. There is evidence that mental health issues have been exacerbated by the cost of living crisis.</p>
6	<p>Education Outcomes</p> <p>Our assessments show that the education and wellbeing of our pupils is impacted by the challenges many of our pupil face. However, we believe that all pupils should achieve well, particularly those who are disadvantaged as we strive to ensure that more pupils achieve the expected standard in Reading, Writing and in Maths at the end of Key Stage 2.</p>
7	<p>Access to Wider Opportunities</p> <p>Many of our parents struggle financially to provide resources and opportunities to attend trips and visits. The cost-of-living crisis means that families are experiencing an increased financial struggle and we know that this directly impacts pupils' broader knowledge and cultural capital.</p>

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
<p>Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance to be in line with current national averages. Children attend school on time, well equipped and ready to learn. Children are happy to attend school and feel included in all aspects of the curriculum. Views ascertained through pupil voice as well as data analysis. Attendance by the end of 2025 to be at higher levels than the same time in 2024 for pupil premium. Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 2% higher than their peers. ABIE target met
<p>English: To improve Reading and Writing attainment at all Key Stages</p>	<ul style="list-style-type: none"> Increased number of pupils achieving the ELG in literacy Teacher assessment in writing in 2027 shows that disadvantaged pupils met their FFT 50 target. KS2 reading outcomes in 2027 show that disadvantaged pupils met their FFT 50 target. Internal tracking shows evidence of excellent progress
<p>Maths: To improve Maths attainment at all Key Stages</p>	<ul style="list-style-type: none"> Increased number of pupils achieving the ELG in mathematics Internal tracking shows evidence of excellent progress KS2 maths outcomes in 2027 show that disadvantaged pupils met their FFT 50 target.
<p>Phonics: To increase the number of children who pass the PSC</p>	<p>90%+ pass phonic screening check by end of KS1 2027 for all pupils. Children are reading fluently, have a deep-rooted love of reading and are appropriately skilled to engage with academic texts in KS3.</p>
<p>Social, Emotional and Mental Health: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, experiencing a minimum of one extra-curricular activity a significant increase in the number of pupils attending residential trips improved levels of attendance a reduction in the number of behaviour incidents at all levels

<p>Education Outcomes: To improve Reading, Writing and Maths attainment among disadvantaged pupils at the end of KS2</p>	<p>Progress in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2027.</p> <p>Children are aspirational and are ready to engage well in the next stage of their education</p>
<p>Access to Wider Opportunities: Children to apply a wider range of experiences in their work and resilience when facing challenges</p>	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, experiencing a minimum of one extra-curricular activity • a significant increase in the number of pupils attending residential trips • qualitative data from student voice, student and parent surveys and teacher observations • Impact on educational outcomes

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: £22 163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to 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>£2 500</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, 2</p>
<p>Bespoke CPD for middle leaders to develop coaching modelling and CPD for middle leaders.</p> <p>Costs of additional coaching time.</p> <p>£ 5 800</p>	<p>Individual coaching and peer support to share good practice improves the quality of teaching and learning.</p> <p>Coaching for teaching and learning: practical guide for schools</p>	<p>2, 3, 6</p>

<p>Purchase of standardised diagnostic assessments.</p> <p>£2 560</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Tracking systems are used to target pupils though 'class action plans'</p> <p>£513</p> <p>CPD for SLT on data analysis</p> <p>£1 290</p> <p>Total £12 663</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>2,3, 6</p>
<p>Continue to develop and resource the Faster Reading Project: class sets of novels to be purchased.</p> <p>£6 000</p>	<p>'Faster Read' Impact & Research : What is the 'Faster Read'? : ... : Centre for International Education</p> <p>Reading For Pleasure Research National Literacy Trust</p> <p>The Sussex Faster Reading study found that when using the Faster Read approach, on average, students made 8.5 months progress during their 12 week term, but most surprisingly, 'disadvantaged' readers made 16 months progress.</p> <p>Children who enjoy reading have higher standardised reading scores than those that don't.</p>	<p>2,6</p>
<p>Implement Mastery Mathematics.</p> <p>£2 000</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> <p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</p> <p>Ark Mathematics Mastery: Primary EEF</p> <p>Mathematics Mastery For KS1 & KS2 Curriculum - Ark Curriculum Plus</p>	<p>3,6</p>

<p>CPD for teachers (refresher and training for new teaching staff on the Bob Cox Writing strategy.</p> <p>£1500</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 other schools: <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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94 141

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>Tutor Costs £28 350</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>	<p>2, 4, 6</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£20 000</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: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3, 6</p>

<p>Wider offer of Wave 2 and 3 interventions for Literacy and Maths:</p> <p>£42 791</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>	2,3,6
<p>Purchase bespoke 'Hi Lo' reading books purchased for pupils who are reading below age related expectations</p> <p>£3 000</p>	<p>When pupils are able to access an age appropriate text at their reading level, then they are supported to feel successful as a reader and foster a love of reading, Teacher and Librarian Resources – Collins</p>	2, 6

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

Budgeted cost: £144 203

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 Together To Improve School Attendance guidance.</p> <p>Attendance officer costs and attendance Rewards, resources and CPD.</p> <p>TOTAL £42 752</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>	1.
<p>Wider Curriculum offer supports pupil's in developing broader knowledge and skills, developing cultural capital. Examples include: Subsidising educational visits Peripatetic music teaching</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</p>	6, 7

<p>After school clubs and activities Yr5/Yr6 residential Subsidy trips TOTAL £45 000</p>	<p>and enrichment EEF (educationendowmentfoundation.org.uk) What does Ofsted mean by cultural capital? (tes.com)</p>	
<p>Free breakfast available for all pupils (Magic Breakfast) TOTAL £23 350</p>	<p>All children are 'ready to learn' much more effectively when they are not hungry. Why we are needed Magic Breakfast</p>	6
<p>Social and Emotional Support: Educational Psychology Support for SEL interventions and pupil support £6 720 Cluster Costs for Family support and counselling: £3 010 Staffing costs: £18 371 Resources: £5 000 Total £33 101</p>	<p>Children are able to focus on learning. Attendance and behaviour continue to improve which positively impact on pupils' wellbeing and attainment. Improving Social and Emotional Learning in Primary Schools EEF Case Studies The Thrive Approach</p>	6, 7

Total budgeted cost: £260 507

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 2024 to 2025 academic year.

We review our 3-year strategic plan annually.

Attendance continues to be an ongoing area for improvement 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 has been reviewed in line with the most recent DfE guidance. The current partnership with BCL consultancy to improve attendance has been proactive in improving systems, processes and use of data to support families and children. So far, there has been a positive impact: Attendance has increased to 92.4% (92.3% in 2024), and Persistent Absence has reduced to 17.3% (25.9% in 2024).

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

In order to support pupils in the EYFS particularly with writing and physical development, there have significant improvements in the outside learning environment to provide pupils with more opportunities to develop their gross motor skills. In addition, 'Squiggle While you Wiggle' and 'Dough Disco' have been implemented 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 when our children start in Reception and have increased year on year. By July 2025, 97% of children met the ELG in Gross Motor Skills and 82% children met the ELG for Fine Motor Skills. And 55% of children achieving the ELG in Writing.

The introduction of Little Wandle has had a positive impact on outcome for all in phonics. Since the post pandemic 'dip' in phonics attainment, there has been an improving trend in the percentage of pupils passing the PSC in year 1 and an increase in the average pass mark. Much of this can be attributed to the improvement in the quality of interventions through our partnership with Tutor Trust. The interventions quickly identify the gaps in children's learning and provides specific interventions to be utilised over a short period of time.

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. Literacy 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 was 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.