

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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	Hawley Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	44.5% (99)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Anne Fontaine
Governor	Resources Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 125,825
Recovery premium funding allocation this academic year	£ 0
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	£125,825

# Part A: Pupil premium strategy plan

## Statement of intent

It is our responsibility to use the Pupil Premium grant to improve educational outcomes for our disadvantaged pupils. We will do our best for those for whom the quality of education matters most.

In preparing our children for life beyond school, our aim is for all our pupils to make good, or accelerated, progress in maths and literacy and we will target pupil premium funding to ensure that we meet those aims for all our children regardless of their background.

We know that early intervention is key and will prioritise developing Language and Communication skills in the Early years.

We will provide a well-taught, high-quality wider curriculum which is engaging and relevant, thus ensuring that all pupils are effectively supported to develop the key skills that enable them to successfully access all subjects across the wider curriculum.

Our school will allocate spending across the following 3 areas:

- supporting high-quality teaching, for example, through staff professional development
- providing targeted academic support
- tackling non-academic barriers to academic success, such as difficulties in attendance, behaviour and social and emotional wellbeing

Supporting our disadvantaged pupils is a key priority for our Senior leadership team and for our governors. Our School Improvement Plan priorities are rooted in supporting the needs of our pupils and in developing the areas of learning in which they require the highest level of support.

Through rigorous assessment and monitoring, we aim to utilise our pupil premium resources to the utmost effect.

We are committed to developing strong relationships with families and to providing parents with the support that they need.

We are ambitious for our pupils, and we will strive for success for all.

## Challenges

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

	Detail of Challenge
1	Pupils enter Nursery and Reception with poor oral language skills, well below the expected standard for their age
2	Children need to develop both reading skills and engagement in reading across all Key stages

3	Children demonstrate gaps in mathematical knowledge and skills
4	Children's attainment and progress can be impacted by lower levels of punctuality and attendance
5	Some disadvantaged families do not have access to extra-curricular/ enrichment activities due to financial constraints
6	Many parents lack the confidence or knowledge to support their children with their learning and this lack of confidence increases as the children get older.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils across the EYFS	<p>Accelerated language development across the EYFS will be achieved through –</p> <p>Successfully training all staff in a whole class EYFS intervention – Tales toolkit – and monitoring its effective use, leading to more children working at ARE</p> <p>Children's vocabulary is extended and used effectively throughout the school day following the successful delivery of targeted small group interventions such as NELI, Box Clever and Active Stories.</p> <p>Staff in the EYFS will understand complex need and put in place and monitor targeted interventions to enhance the learning of these children with the support of the Initial Intervention Team.</p> <p>Most disadvantaged children will achieve age related expectations in Language and communication skills by the end of the EYFS.</p>

<p>Improved attainment for disadvantaged children in maths</p>	<p>The school will have successfully embedded and adapted the new Power maths scheme introduced in 2022-2023</p> <p>Staff will consistently deliver more effective maths sessions.</p> <p>Selected teaching assistants will have attended the NCTEM Maths training and will be delivering maths support to embed number fluency in Reception and KS1</p> <p>In termly, and end of year assessments, a higher percentage of disadvantaged pupils will make better than expected progress.</p>
<p>Disadvantaged pupils' acquisition, application and retention of phonics skills is on a par with non-disadvantaged peers</p>	<p>The percentage of pupils passing the phonics check in Y1 and Y2 will increase in 2024.</p> <p>Pupils in the EYFS and KS1 who are below ARE in phonics are supported effectively using Little Wandle's systematic phonics catch-up programme.</p> <p>Phonics interventions are in place for pupils in Y2 and above who did not pass the phonics check.</p>
<p>Parents enabled to support their children in improving and sustaining good learning outcomes</p>	<p>A programme of workshops will be delivered in consultation with parents to enable them to better support their children leading to more parental engagement in school.</p> <p>"Family Harmony" will be delivered to targeted families to help parents/carers to work together in supporting their children</p>
<p>Higher levels of reading across the school</p>	<p>The children will leave Hawley with a love of reading through our emphasis on reading throughout our school, including a consistent whole class KS2 approach to reading, the introduction of book clubs in KS2 and carefully planned support for those that need it.</p>
<p>Sustained improvement in attendance for all pupils and particularly for disadvantaged pupils and those whose attendance is currently less than 90%</p>	<p>A coordinated response between our Head teacher and Administrative Assistant will have ensured that poor attendees are quickly identified and supported in improving their levels of attendance.</p>

	Advice and support will be sought from the LA attendance officer to ensure that all appropriate action is taken.
All pupils will have the opportunity to take part in a wide range of experiences that are reflective of the wider curriculum, their diverse local environment, encourage the development of skills and lead to an improvement health and well being	More children will take up opportunities to engage in extracurricular activities with the school ensuring that financial difficulties do not prevent children from taking part. There will be an increase in the number of disadvantaged pupils attending Breakfast club.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 lead appointed to SLT and moved out of class teaching to support development of reading, teach interventions, and develop the wider curriculum	The increased efficiency of the SLT and the expertise of the teacher organising and running interventions leads to greater progress for pupils  <a href="http://www.educationendowmentfoundaton.org.uk">www.educationendowmentfoundaton.org.uk</a>	2,3
Purchase, and train EYFS staff in the delivery of, Tales Toolkit  Train staff in Box Clever  Release staff to meet with IIT	Oral language interventions support learners' use of vocabulary, articulation of ideas and spoken expression.  <a href="http://www.educationendowmentfoundaton.org.uk">www.educationendowmentfoundaton.org.uk</a>	1,2
Purchase more specialised assessments such as PHAG and YARC to ensure	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher support.	2,3

<p>that literacy needs are more accurately identified.</p> <p>Organise training on the LA's tracking system to ensure its effective use by all staff</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a></p>	
<p>Release additional support staff for training to deliver Little Wandle reading support in R,Y1 and Y2</p> <p>Increase the number of Beanstalk Readers to read with children in KS2.</p> <p>Increase the use of specific assessments for reading – PHAB and YARC</p> <p>Organise KS2 book clubs</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. The systematic teaching of the relationship between sounds and written spelling patterns increases the accuracy of a child's reading (but not necessarily their comprehension) particularly for disadvantaged pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>There is strong evidence that interactive reading can improve language and communications skills. Many studies show the benefits for children from disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/earlyyears-evidence-store/communication-and-language?approach=interactive-reading&amp;utm_source=/early-years-evidencestore/communication-and-language&amp;utm_medium=search&amp;utm_campaign">https://educationendowmentfoundation.org.uk/earlyyears-evidence-store/communication-and-language?approach=interactive-reading&amp;utm_source=/early-years-evidencestore/communication-and-language&amp;utm_medium=search&amp;utm_campaign</a></p>	2
<p>Organise a comprehensive Y5 and Y6 intervention programme for English and maths</p>	<p><a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a></p>	2,3
<p>Cover for class teacher and support staff to enable them to attend training at the maths hub</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3</a></p>	3
<p>Advice and support will be sought from the LA attendance officer to ensure that all appropriate action is taken.</p>	<p>National data proves that poor attendance affects attainment and progress</p>	4

After school club funding for disadvantaged children	Historical evidence of improved levels of wellbeing, engagement and social development	5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of 'Little Wandle' catch-up programmes in EYFS and KS1	As above	1,2
Delivery of Targeted reading interventions across the school focused on the development of reading skills including "Book Club", Beanstalk volunteers and 15 minutes a day	MITA evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions	1,2
Targeted interventions focusing on the development of maths skills in groups	MITA evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions	1,3

## Wider strategies

Budgeted cost: £ 28,370

Activity	Evidence that supports this approach	Challenge number (s)

		address ed
Curriculum enrichment – subsidised school trips, visits and visitors to the school.	EEF – Guide to Pupil Premium <a href="https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidancefor-teachers/using-pupil-premium</a>	2,3,5
Subsidised access to after school clubs and for residential trips	All pupils are entitled to fair access to extra-curricular activities organised by the school. There is strong evidence that enrichment activities can directly impact on learning outcomes for pupils and support the development of practical, academic and social skills.	2,3,5
Subsidised instrument tuition	Research has shown that learning to play a musical instrument develops concentration, strengthens memory and reading skills and teaches the skills of application and practice; all which are transferable to other areas of learning	5
Free school milk and breakfast club provision for disadvantaged pupils	It is important that children who may not have had breakfast, particularly those who are disadvantaged, have the opportunity to have something of nutritional value at school, which enables them to keep focused on their learning.	6
The provision of a mentor for identified pupils.	Research shows that mentoring support enable those children who access it to form constructive relationships and aspirations. Being mentored also supports children in developing positive learning behaviours	2,3,5,6
Advice and support will be sought from the LA to ensure that all appropriate action is taken.  Weekly review of attendance	Department for Education- Working together to improve attendance <a href="https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance">https://www.gov.uk/government/publications/workingtogether-to-improve-school-attendance</a>	1,2,3,4,5



and punctuality.  Appointmen t of and training for an attendance officer		
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**Total budgeted cost: £ 126,561**

# 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level. At 36% the gap between our disadvantaged and non-disadvantaged pupils was greater than the gap both nationally and locally.

The data demonstrates that in Key Stage 1, the gaps were narrowed considerably in 2023 as compared to 2022 and were better than or on a par with national and local data and as compared to local and national data. In KS1, the gap between the percentage of disadvantaged children achieving the expected standard and non-disadvantaged were as follows:

	Reading		Writing		Maths	
	2022	2023	2022	2023	2022	2023
School	-31%	-4%	-42%	-27%	-53%	-4%
Local	-9%	-15%	-13%	-15%	-13%	-19%
National	-21%	-19%	-22%	-21%	-19%	-19%

The data demonstrates that the school's focus on early reading and the development of a new maths scheme with a focus on maths mastery had positive impact on the attainment of pupils in Key Stage 1. Also, strategies put in place, particularly with regard to punctuality.

In Key Stage 2 the picture was different and the issues impacting on the children's attainment were different as compared to the issues for pupils in Key Stage 1. The pupils in Key Stage 2 were those particularly affected by the global pandemic and had the greatest issues with attendance and had gaps in their knowledge and understanding.

In 2023, the combined disadvantage gap for Key Stage 2 (Reading, Writing and Maths) as compared to local and national data was:

School	-36%	Local	-16%	National	-22%
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The largest gap was in Maths. This confirmed for us that our whole school focus on the teaching of maths, with an emphasis on improving the quality of the teaching of maths was necessary.

We have reviewed our strategies and made changes to how we intend to use some of our budget this academic year, however our focus remains on the attainment of all disadvantaged pupils and the support given to KS2 pupils in particular to enable them to achieve in all areas of the curriculum.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Little Wandle	Wandsworth Literacy Hub
Tales Toolkit	Tales Toolkit
Skills and Knowledge Training in Maths (SKTM) for teachers	Maths Hub