

Hawthorn Primary School Pupil Premium Strategy Statement 2024-25

Part of the 3-year strategy: 2024-2027

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

The statement has been completed inline with the guidance on [using pupil premium](#).



School Overview	
Detail	Data
School name	Hawthorn Community Primary School 2024-2027 December 2025 Emma Jacox Frances Martin
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	19.2% (62 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	July 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Jacox
Pupil premium lead	Frances Martin
Governor / Trustee lead	

Funding Overview 2024-2025	
Detail	Amount
Pupil premium funding allocation this academic year	£74,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,000

Part A: Pupil premium strategy plan

Statement of intent

Hawthorn is a forward-thinking and ambitious primary school with hard working and enthusiastic children and a dedicated team of staff. The school was judged as 'Good ' in its Ofsted inspection in September 2023. The leadership team, teachers and support staff are committed to delivering a rigorous, progressive, and inclusive curriculum for all through high quality teaching and embedding effective learning habits in our children. We have a culture of inclusion and high expectations for all; at the heart of all that we do are our children. We are supported by the Pathfinder Schools Trust.

Our school is a 1 ½ class intake (45 children). Our school is oversubscribed and full. We have an above average number of SEND children and children with an EHCP. We are committed to ensuring our whole class teaching is inclusive and allows all children to achieve, with the implementation of scaffolding and explicit instruction woven through our daily practice. Over the last year we have seen the number of children who speak English as an additional language increase. The number of disadvantaged children is at the national average figure of 22% and remains on an upward trend. We are a community-based school and enjoy inviting our parent community and local stakeholders through the doors of our school to share stories or performances with us.

Our staff recognise that there are additional challenges that some of our families and children face when at school. We recognise these can hinder their attainment, progress and experiences during their time at our school, which can in turn have a long-term impact on life chances. We seek to effectively identify these challenges and put evidence-based strategies in place to support our children to overcome these and equip them with the skills and behaviours they need to succeed both during their time with us and as they move into the next stages of their lives. We form strong relationships with our children and parents and recognise the positive effects these have on learning.

As a staff, we have looked at each of our children as individuals and used the shared knowledge we have of each and every one to really understand what their challenges to learning are. We have collectively then looked for trends through year groups and phases to devise our own strategy, which is firmly rooted in evidence-based approaches. We see our children and families as individuals and are proud to know their individual strengths and challenges. Our strategy reflects our knowledge of these children and how we are committed, through whole school strategic planning and understanding, to addressing and removing these challenges. We want all of our children to attend school, thrive and experience a varied and rigorous curriculum. Our children have no ceiling on their learning, and we want all children to believe anything is possible, and this strategy details how we support our disadvantaged pupils to do this alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Through assessments, we know that 7/12 of our disadvantaged children are not in track to complete the RWI programme as expected at the end of EYFS. These children are not on track to achieve the expected outcome in KS1 the 2025 phonics screen. Our PP children are not achieving in line with non-PP peers in RW and M at the end of EYFS, KS1 and KS2.
2 SEND/EAL	We know that 10 of our disadvantaged children are also SEND. 3 have an EHCP. We also know that 9 of our disadvantaged children are EAL. This
3 Vocabulary and Oral Skills	Vocabulary/sentence We know through assessments (Wellcomm, British Picture Vocabulary Scales and Speech Sounds) and observations that some of our disadvantaged children (some of whom are also EAL and SEND) have less developed oracy skills and have a lower scaled score on assessments which focus on communication and vocabulary skills.
4 Attendance and punctuality	The absence rate for our disadvantaged children is higher than the expected level, and the percentage of children who are persistently absent and are disadvantaged is also higher than national figures and that of non-disadvantaged peers. There is a core group of children who are arriving persistently late who are also disadvantaged which this is impacting on their start to the school day through missing interventions, phonics or the start of the first lesson of the day. As the children get older, we have observed them becoming self-conscious when arriving after their peers. The attendance of disadvantage children is lower than their peers. There are some PP children with emotional school-based avoidance.
5 Wellbeing and managing emotions	Our observations have shown that children, with a strong percentage of disadvantaged within this, find managing their emotions difficult and lack self-regulation strategies. This is impacting on the wellbeing and mental health of the children and their ability to form friendships and resolve conflict when it occurs. This will also support children with emotional school based avoidance.

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><u>Attainment</u> All PP children achieve in line with their non-PP peers in all areas.</p>	<ul style="list-style-type: none"> ➤ The attainment gap in all subject areas, including the phonics screen, will be narrowed with PP children achieving more in line with peers. ➤ Statutory data reporting will show the gap between PP and non-PP children narrowing year on year. ➤ PP children will access a high quality and robust curriculum which is delivered through high quality teaching and supported by accurate assessment. ➤ The use of PIXL Therapies will support children to keep up, not catch up. Data from interventions will reflect this. <p>The uptake of parents accessing opportunities to engage with school (parent's evenings, opportunities to share their children's learning) will reach disadvantaged families and the uptake will be in line with non-disadvantaged families.</p>
<p><u>SEND/EAL</u> Disadvantaged children with SEND and/or EAL are achieving alongside their peers in the classroom and are accessing the curriculum.</p>	<ul style="list-style-type: none"> ➤ PP SEND children can access the curriculum within the classroom with greater independence. ➤ Additional provision provided through the Nest will support the individualised needs of the children, and support with additional wellbeing and social interventions. ➤ Use of QFT will support children to 'keep up, not catch up'. This is underpinned by high quality CPD and sharing of best practice. <p>The use of online platforms to produce vocabulary and word mats will enable greater independence</p>

<p><u>Vocabulary and Oracy Skills</u></p> <p>The oral language and vocabulary skills of all children, particularly that of our disadvantaged children, sees sustained improvement.</p>	<ul style="list-style-type: none"> ➤ Assessments and observations will show a significant improvement in oracy and language skills among disadvantaged children. ➤ This will be further supported by evidence from book looks, QLA following assessments, engagement in lessons and ongoing data drops. ➤ The use of online platforms to produce vocabulary and word mats will enable greater independence <p>Targeted communication assessments will identify children who need targeted language intervention and monitor the impact of these.</p>
<p><u>Attendance and Punctuality</u></p> <p>To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.</p> <p>All children in school arrive on time to be part of the start of the day routine.</p>	<ul style="list-style-type: none"> ➤ Average attendance for disadvantaged and non-disadvantaged cohorts will be the same. There will be no difference between the cohorts for rates of persistent absence. ➤ Pupils with emotional school-based avoidance will be decreased as a result of high-quality intervention. <p>More immediate support provided by school will tackle new starters to ensure that attendance is good from the start.</p>
<p><u>Wellbeing and Managing Emotions</u></p> <p>To achieve and sustain improved wellbeing and self-regulation for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ➤ Observations, pupil and teacher voice reflects that children in the school learn strategies to self-regulate and can articulate these through pupil voice. ➤ A small number of children who need more intense support in this area can show that their emotional and self-regulation is more controlled. SDQ scores and teacher feedback reflect this. ➤ Data obtained through pupil interviews and surveys, observations of classroom environments and teacher discussions, children's ability to self-regulate has vastly improved. ➤ Pupils with emotional school-based avoidance will be decreased because of high-quality intervention. <p>Having staff trained as ELSAs and Youth Mental Health First Aider will support children with mental health needs receive the most appropriate support to prevent escalation.</p>

Activity in this academic year: 2025-2026

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: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 and KS2 implementation of Effective Maths including SEND effective maths</p> <p>All staff to receive regular CPD from Greg Wallace through development days and staff meeting/Trust Wide training</p>	<p>The EEF report 'Improving Mathematics in KS2 and KS3' states that children need to have 'fluent recall of a procedure'. Link to report here.</p>	1,2
<p>KS1 and KS2 to use Pixl assessments and QLA to plan for effective teaching in reading, writing and mathematics.</p>	<p>The EEF report Improving Mathematics in KS2 and KS3 states that 'It is therefore important that assessment is not just used to track pupils' learning but also provides teachers with up-to-date and accurate information about the specifics of what pupils do and do not know.' Link to report here.</p>	1,2
<p>Use of Nest Provision for both KS1 and KS2 to support children who are disadvantaged and/or SEND/EAL. This ensures that provision for all children is matched to their specific needs and progress.</p>	<p>'Creating a positive and supportive environment for all pupils means placing support for pupils with SEND at the heart of school priorities—being inclusive by design.' Link to report here.</p>	1,2,3,5

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pixl Therapies to be used following assessments to target specific gaps. Therapies to be used to fill gaps effectively and delivered by trained TAs. Weekly reviews with phase leaders to evaluate the impact.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Full report here.</p>	<p>1</p>
<p>Use of specific Wellcomm and vocabulary interventions following assessments.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Link to report here.</p>	<p>1,2,3</p>
<p>Fast track tutoring used to target specific gaps in children's knowledge following RWI assessments.</p>	<p>Disadvantage gap studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Full report here.</p>	<p>1</p>

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing ELSA Interventions and training a Youth Mental Health First Aider</p>	<p>1 in 6 children aged 5-16 have a mental health need according to statistics collected in 2021.</p> <p>Mental Health Statistics UK Young People YoungMinds</p> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers.</p> <p>Full report here.</p> <p>A record number of children and young people were referred for mental health support following the pandemic:</p> <p>Briefing No. 4 - Mental Health and Wellbeing COSMO (cosmostudy.uk)</p> <p>ELSA Network – Emotional Literacy Support Assistants</p>	<p>4,5</p>
<p>Attendance support (meetings, phone calls, letters)</p>	<p>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts.</p> <p>Full report here.</p>	<p>4</p>



Virtual Voucher for all PP children to support with uniform and trips.	Benefits of residential and challenges for disadvantaged families: Microsoft Word - Learning Away Final report for publishing PRESS.docx (cfey.org) EEF Studies for outdoor adventure learning show a positive impact but that evidence is currently too limited to quantify this in terms of months; physical activity can provide +1 month of additional progress. Physical activity EEF (educationendowmentfoundation.org.uk)	1,4,5
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Total budgeted cost:	£
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Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement																																										
<p><u>Attainment</u> All PP children achieve in line with their non-PP peers in all areas.</p>	<ul style="list-style-type: none"> ➤ The attainment gap in all subject areas, including the phonics screen, will be narrowed with PP children achieving more in line with peers. ➤ Statutory data reporting will show the gap between PP and non-PP children narrowing year on year. ➤ PP children will access a high quality and robust curriculum which is delivered through high quality teaching and supported by accurate assessment. ➤ The use of PIXL Therapies will support children to keep up, not catch up. Data from interventions will reflect this. ➤ The uptake of parents accessing opportunities to engage with school (parent's evenings, opportunities to share their children's learning) will reach disadvantaged families and the uptake will be in line with non-disadvantaged families. 	<p style="text-align: center;"><u>EYFS Data</u></p> <p>2023 data:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>44%</td> <td>75%</td> </tr> </tbody> </table> <p>2024 data:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>41%</td> <td>91%</td> </tr> </tbody> </table> <p>2025 data:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>46%</td> <td>80%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Phonics</u></p> <p>2023 Data</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non - PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>60%</td> <td>82%</td> </tr> <tr> <td>Y2</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>2024 data:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non - PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>75%</td> <td>97%</td> </tr> <tr> <td>Y2</td> <td>66%</td> <td>83%</td> </tr> </tbody> </table> <p>2025 Data</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non - PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>91%</td> <td>97%</td> </tr> </tbody> </table>		PP	Non- PP	GLD	44%	75%		PP	Non- PP	GLD	41%	91%		PP	Non- PP	GLD	46%	80%		PP	Non - PP	Y1	60%	82%	Y2	100%	100%		PP	Non - PP	Y1	75%	97%	Y2	66%	83%		PP	Non - PP	Y1	91%	97%	On track
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Year 6 Data

Y6 EXP+
2023

	PP	Non – PP
Reading	60%	68%
Writing	53%	58%
Maths	54%	71%

2024

	PP	Non – PP
Reading	33%	69%
Writing	66%	69%
Maths	66%	69%

2025

	PP	Non – PP
Reading	75%	88%
Writing	75%	77%
Maths	75%	91%

In EYFS the gap is closing between PP and non-PP children achieving GLD.

In phonics the gap again continues to close, with more PP children passing the screening.

In Y6 the children are again, closing the gap, between their non-PP peers. there are also more children reaching the expected standard year on year.

<p><u>SEND/EAL</u> Disadvantaged children with SEND and/or EAL are achieving alongside their peers in the classroom and are accessing the curriculum.</p>	<ul style="list-style-type: none"> ➤ PP SEND children can access the curriculum within the classroom with greater independence. ➤ Additional provision provided through the Nest will support the individualised needs of the children, and support with additional wellbeing and social interventions. ➤ Use of QFT will support children to 'keep up, not catch up'. This is underpinned by high quality CPD and sharing of best practice. ➤ The use of online platforms to produce vocabulary and word mats will enable greater independence 	<p>The access to the curriculum has greatly improved over the last year. There are 11 children receiving additional provision in school, and 7 of these are PP.</p> <p>The introduction of Assessment for All has allowed for planning and assessment for children with EHCP's and complex needs to be accurately assessed.</p> <p>SLT have taken the lead on planning a new programme of CPD around 'keep up, catch up' and created an implementation plan to ensure this is effectively understood and applied.</p> <p>The use of online platforms to create visuals for all lessons has supported the children to be able to acquire new language and link to visuals. This has supported the PP, EAL and SEND children. This is an ongoing CPD focus.</p>	<p>On track</p>
<p><u>Vocabulary and Oracy Skills</u> The oral language and vocabulary skills of all children, particularly that of our disadvantaged children, sees sustained improvement.</p>	<ul style="list-style-type: none"> ➤ Assessments and observations will show a significant improvement in oracy and language skills among disadvantaged children. ➤ This will be further supported by evidence from book looks, QLA following assessments, engagement in lessons and ongoing data drops. ➤ The use of online platforms to produce vocabulary and word mats will enable greater independence ➤ Targeted communication assessments will identify children who 	<p>SLT have led an implementation plan on early oracy skills and what this looks like in the classroom. CPD took place in the 2024-25 year with agreed principles of what oracy looks like in the classroom and what we expect from our children. This will continue through 2025-26.</p> <p>Word banks, knowledge organisers and sentence stems have supported the use of partner work and use of vocabulary (tier 2 and 3) across the curriculum. There has been targeted work through small groups where required to develop the use of language and vocabulary following assessments (QLA of reading papers).</p>	<p>On track</p>

	<p>need targeted language intervention and monitor the impact of these.</p>		
<p><u>Attendance and Punctuality</u> To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils. All children in school arrive on time to be part of the start of the day routine.</p>	<ul style="list-style-type: none"> ➤ Average attendance for disadvantaged and non-disadvantaged cohorts will be the same. There will be no difference between the cohorts for rates of persistent absence. ➤ Pupils with emotional school-based avoidance will be decreased as a result of high-quality intervention. ➤ More immediate support provided by school will tackle new starters to ensure that attendance is good from the start. 	<p>Attendance 2024-25 Overall school attendance sat at 95.4% for the academic year. PA figure was 12.1%.</p> <p>For PP children, the figure fell to 92.4% 28.1% PA figure. However, both these figures have improved from 2023-24 where the figure was 91% and 30.2%.</p> <p>Weekly attendance meetings take place between the Office Manager, Family Support Worker and Inclusion Lead (attendance lead in school). This allows for early intervention when families appear to be declining. Also, support can be offered timely and without delay.</p> <p>FSW also telephones children who are new to school on their first absence so that they are aware of the importance of attendance and the role school can play to support with this.</p>	
<p><u>Wellbeing and Managing Emotions</u> To achieve and sustain improved wellbeing and self-regulation for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ➤ Observations, pupil and teacher voice reflects that children in the school learn strategies to self-regulate and can articulate these through pupil voice. ➤ A small number of children who need more intense support in this area can show that their emotional and self-regulation is more controlled. SDQ scores and teacher feedback reflect this. ➤ Data obtained through pupil interviews and surveys, observations of classroom environments and teacher 	<p>At the start of 2024 ,the school joined the MHST partnership (Mental Health in School Team). This has allowed school to provide an additional layer of support to pupils and parents, and CPD to staff.</p> <p>MHST also provide whole school workshops so they children have all had a 'Managing Worries' session. Y6 children also had additional transition support.</p> <p>Maplefields are also supporting some of our complex SEMH learners with regular action plans and observations. These show the</p>	<p>On track</p>

	<p>discussions, children's ability to self-regulate has vastly improved.</p> <ul style="list-style-type: none"> ➤ Pupils with emotional school-based avoidance will be decreased because of high-quality intervention. ➤ Having staff trained as ELSAs and Youth Mental Health First Aider will support children with mental health needs receive the most appropriate support to prevent escalation. 	<p>strategies being used are effective and support school to tailor the support effectively.</p> <p>Due to staff changes, we no longer have an ELSA and Mental Health First Aider.</p> <p>We have a FSW who provides interventions to support emotional wellbeing.</p> <p>The Beehive has implemented The Incredible 5-Point Scale to support out most complex learners to manager their emotions, with emotional literacy being taught through emotion coaching.</p> <p>Currently, we are not supporting any child with ESBA due to there being no current need.</p>	
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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

Programme	Provider
RWI	
PIXL	
Effective Maths	