

# Hawthorn Community Primary School Pupil Premium Strategy 2022-2023

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.

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

School Overview	
Detail	Data
School name	Hawthorn Community Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	56 (19%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023 July 2024 July 2025
Statement authorised by	Emma Jacox
Pupil premium lead	Frances Martin
Governor / Trustee lead	Carol Blackburn
Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£56,785.00
Recovery premium funding allocation this academic year	£6525.00
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	£ 63,310.00

## 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 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.

Our school is a 1 ½ class intake (45 children). 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 below national average but 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.

### 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 5/9 of our disadvantaged children in KS1 are not in track to complete the RWI programme as expected.

<p><b>2</b> <b>SEND</b></p>	<p>29.6% of disadvantaged children are also SEND. 4 of those children have an EHCP. Quality first teaching is required for all to ensure those with SEND make progress and can access the curriculum.</p>
<p><b>3</b> <b>Vocabulary and Oral Skills</b></p>	<p>Vocabulary/sentence Through assessment and observations, we know that disadvantaged children in EYFS and KS1 find structuring sentences verbally challenging and/or lack a wealth of vocabulary to support their access of the curriculum. Children in EYFS and KS1 are finding speaking in complete sentences challenging and this impacts on their writing attainment.</p>
<p><b>4</b> <b>Attendance and punctuality</b></p>	<p>There is a small percentage of children who are arriving persistently late for school and 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.</p>
<p><b>5</b> <b>Learning Behaviours</b></p>	<p>Through observations teachers have identified that disadvantaged children across school years 1-6 children display limited awareness of learning behaviours and metacognition meaning resilience is not applied to complete challenging tasks.</p>
<p><b>6</b> <b>Wellbeing and managing emotions</b></p>	<p>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.</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><u>Attainment</u> <b>All PP children achieve in line with their non-PP peers in all areas.</b></p>	<ul style="list-style-type: none"> <li>➤ The attainment gap in all subject areas, including the phonics screen, will be narrowed with PP children achieving more in line with peers.</li> <li>➤ Statutory data reporting will show the gap between PP and non-PP children narrowing year on year.</li> <li>➤ PP children will access a high quality and robust curriculum which is delivered through high quality teaching and supported by accurate assessment.</li> <li>➤ The need for children to be withdrawn for interventions will decline in response to their increased attainment.</li> <li>• The uptake of parents accessing opportunities to engage with school (parents evenings, opportunities to share their children's learning) will reach disadvantaged families and the uptake will be in line with non-disadvantaged families.</li> </ul>

<p><u>SEND</u> Disadvantaged children with SEND are achieving alongside their peers in the classroom and are accessing the curriculum.</p>	<ul style="list-style-type: none"> <li>➤ PP SEND children are able to access the curriculum within the classroom with greater independence.</li> <li>➤ Use of five-a-day strategies support children to 'keep up, not catch up'</li> <li>➤ The need for withdrawal for intervention is reduced due to high quality, inclusive teaching.</li> </ul>
<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"> <li>➤ Assessments and observations will show a significant improvement in oracy and language skills among disadvantaged children.</li> <li>➤ This will be further support by evidence from book looks, QLA following assessments, engagement in lessons and ongoing data drops.</li> </ul>
<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"> <li>➤ 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.</li> <li>➤ There will be a positive uptake in reduced rate for breakfast club amongst disadvantaged children.</li> </ul>
<p><u>Learning Behaviours</u> To improve and embed a culture of positive learning behaviours</p>	<ul style="list-style-type: none"> <li>➤ The school will have embedded strong learning behaviours across the school which are evident through learning walks and observations. Pupil voice will reflect children's strategies and views of themselves as a learner.</li> <li>➤ Data gained from the MALS survey will reflect improved pupil views towards themselves as learners.</li> </ul>
<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"> <li>➤ Observations, pupil and teacher voice reflects that children in the school learn strategies to self-regulate and can articulate these through pupil voice.</li> <li>➤ A small number of children who need more intense support in this area can show that their emotional and self-regulation is more controlled. Parental voice also reflects this.</li> <li>➤ Data obtained through pupil interviews and surveys, observations of classroom environments and teacher discussions, children's ability to self-regulate has vastly improved.</li> </ul>

	➤ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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### 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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school RWI training and portal access	Phonics is an essential part of early reading and supports all aspects of curriculum access and to promote a love of reading. Some children continue to access RWI phonics and RWI comprehension in KS2. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> EEF +5 months	1
Use of standardised assessments – NTS tests in Y1-5	Assessment can help to identify what students have, or have not, learnt. This enhances future teaching. <a href="#">EEF Blog: Assessing learning in the new academic year (Part 1...   EEF (educationendowmentfoundation.org.uk)</a>	1
Developing the feedback for all children	Quality feedback develops learners and impacts on their learning and supports effective teaching. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?</a> <a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> EEF +8 months	1, 5
Implement metacognition strategies to develop learner behaviours	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. <a href="#">EEF Metacognition and self-regulated learning.pdf (d2fic4wvo1iusb.cloudfront.net)</a>  <a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a>  Great Teaching Toolkit Evidence Review	2, 5, 6

	<a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</a> Page 38 onwards	
Implement the SEND 5 a day strategy to support all learners	<p>Five evidence-based approaches which have a positive impact on the learning of SEND children.</p> <p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Great Teaching Toolkit Evidence Review <a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</a></p>	2
Improve the emotional and self-regulation of learner through the Zones of Regulation programme	<p>The development of self-regulation and executive function is consistently linked with successful learning. There is a strong evidence base associating childhood emotional and social skill with improved outcomes at school and later in life (behaviour, attainment and social relationships).</p> <p>'There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers.' <a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Research &amp; Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION</a></p>	5, 6
Use of colourful semantics in EYFS, KS1 and KS2 to support speaking and sentence construction.	<p>High quality teaching of vocabulary, speaking and listening skills unlocks the curriculum and are the foundations of learning.</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Literacy_KS1_Guidance_Report_2020.pdf (educationendowmentfoundation.org.uk)</a></p>	2

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fast Track Tutoring	<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><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF +5 months</p>	1
Continuation of the Nuffield Early Language Intervention (NELI)	<p>Several robust evaluations have led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p><a href="#">Nuffield Early Language Intervention (NELI) boosts young children's language skills by three months - Nuffield Foundation</a></p>	1, 2
Train a member of staff up to be an Emotional Literacy Support Assistant to support our most in need children with their emotional wellbeing.	<p>There is a strong evidence base associating childhood emotional and social skills with improved outcomes at school and later in life (behaviour, attainment and social relationships).</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>A record number of children and young people were referred for mental health support following the pandemic:</p> <p><a href="#">Briefing No. 4 - Mental Health and Wellbeing   COSMO (cosmostudy.uk)</a></p> <p><a href="#">ELSA Network – Emotional Literacy Support Assistants</a></p>	5, 6
National Tutoring Programme	<p>Tutoring in small groups has proven to be effective when supporting children with specific gaps.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Briefing No. 2 - Education recovery and catch up   COSMO (cosmostudy.uk)</a></p> <p>EEF + 4 months</p> <p><a href="#">National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)</a></p>	1



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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Virtual Voucher £100 for each academic year for each child to spend on clubs, trips and uniform to widen children's cultural capital.</p>	<p>Benefits of residential and challenges for disadvantaged families: <a href="#">Microsoft Word - Learning Away Final report for publishing PRESS.docx (cfey.org)</a></p> <p>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. <a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Milk and fruit for all disadvantaged children</p> <p>Support for parents of disadvantaged children to breakfast club to improve punctuality and readiness for learning</p>	<p>Research shows that breakfast improves children's performance in school as it improves cognitive function, particularly memory, attention, and executive function.</p> <p><a href="#">The impact of breakfast on learning in children - Family Action (family-action.org.uk)</a></p> <p><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 6
<p>Develop parental engagement in the school and ensure all parents part of the school community (Coffee and Catch Up sessions, opportunities for parents to come in and be part of their children's learning, practical support for supporting academically, targeted support for families).</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. <a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 3
<b>Total budgeted cost:</b>	£	

## 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 2021 to 2022 academic year.

The work undertaken by the school in the academic year 2021-2022 has allowed all children to reach higher standards than in previous years, results being either in line or above National figures in all areas. This has had a positive impact on the progress and attainment of our children in receipt of Pupil Premium funding though there is still an attainment gap between our PP and Non-PP children. Reading has had the greatest impact with 77% of our PP children reaching age expected outcomes by the end of year 6. All PP children achieve the expected standard in phonics by the time they reach year 2, though, on average, they tend to take a little longer to get their than their peers resulting in a lower percentage of children achieving this standard in year 1. The work of the attendance team has ensured that our persistent absence figures have decreased by 2% overall and this work will continue moving into the next academic year. Parental engagement has developed with an increase of 10% of parents engaging with the parent's evenings by developing a hybrid approach to help to cater for working parents and ease child care issues. We aim to develop and foster our relationships even further with our parents this academic year to ensure that we provide the best support for families to help to develop their children's learning further.

### 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
NELI	Nuffield early language intervention

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

### Further information (optional)

