



# Hawthorn Primary School Pupil Premium Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 inline with the guidance on [using pupil premium](#).



School Overview	
Detail	Data
School name	Hawthorn Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	19.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Jacox
Pupil premium lead	Frances Martin
Governor / Trustee lead	Carole Blackburn

Funding Overview 2023-2024	
Detail	Amount
Pupil premium funding allocation this academic year	£71,295
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024	£0
Total budget for this academic year	£77,820



## **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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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<p><b>1</b> <b>Attainment</b></p>	<p>Through assessments, we know that our disadvantaged children in KS1 are not in track to complete the RWI programme as expected.</p> <p>Our PP children are not achieving in line with non-PP peers in RW and M at the end of KS1 and KS2.</p>
<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</p> <p>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. There are some PP children with emotional school-based avoidance. Our PP PA is high and the proportion of PA PP is significantly above non PP PA.</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. This will also support children with emotional school based avoidance.</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><b><u>Attainment</u></b> All PP children achieve in line with their non-PP peers in all areas.</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><b><u>SEND</u></b> 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><b><u>Vocabulary and Oracy Skills</u></b> 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><b><u>Attendance and Punctuality</u></b> To achieve and sustain improved levels of attendance for all pupils, particularly for our disadvantaged pupils.</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>➤ PA for PP children will be in line with non-PP children.</li> <li>➤ There will be a positive uptake in reduced rate for breakfast club amongst disadvantaged children.</li> </ul>

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<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"> <li>➤ Pupils with emotional school based avoidance will decreased as a result of high-quality intervention.</li> </ul>
<p><b><u>Learning Behaviours</u></b>          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> </ul>
<p><b><u>Wellbeing and Managing Emotions</u></b>          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> <li>➤ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>➤ Pupils with emotional school based avoidance will decreased as a result of high-quality intervention.</li> </ul>

**Activity in this academic year: 2023-2024**

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
<p>KS1 and KS2 implementation of Effective Maths</p>	<p>The EEF report 'Improving Mathematics in KS2 and KS3' states that children need to have 'fluent recall of a procedure'.</p>	<p>1,2,5</p>



<p>All teaching staff to attend 1 day of training in autumn term.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698978044">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698978044</a></p>	
<p>KS1 and KS2 to use Pixl assessments and QLA to plan for effective teaching in reading, writing and mathematics. Therapies to be used to fill gaps effectively.</p>	<p>Use of assessment to plan effective teaching and interventions to fill gaps in knowledge.</p> <p>Assessment can help to identify what students have, or have not, learnt. This enhances future teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></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.'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698978044">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698978044</a></p>	<p>1,2</p>
<p>EYFS to implement Word Aware and Concept Cat to develop vocabulary in the early years.</p> <p>Assessments using Wellcomm and British Picture Vocabulary Scales to be introduced to all EYFS and EAL children to support</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	<p>3</p>

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language and communication development (communication passports)		
Whole school RWI training and portal access	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF +5 months</p>	1
Developing the feedback for all children	<p>Quality feedback develops learners and impacts on their learning and supports effective teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF +8 months</p>	1, 5
Implement metacognition strategies to develop learner behaviours	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Great Teaching Toolkit Evidence Review</p>	2, 5, 6





	<a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</a> Page 38 onwards	
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**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
Train a member of staff up to be an Emotional Literacy Support Assistant to support our most in need children with their emotional wellbeing including those with emotional based school avoidance.	<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>	4, 5, 6



	<a href="#">ELSA Network – Emotional Literacy Support Assistants</a>	
<b>Wellcomm and Word Aware Interventions in EYFS</b>		

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Voucher £100 for each academic year for each child to spend on clubs, trips and uniform to widen children's cultural capital.	Benefits of residential and challenges for disadvantaged families: <a href="#">Microsoft Word - Learning Away Final report for publishing PRESS.docx (cfey.org)</a>  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>	6
Milk and fruit for all disadvantaged children  Support for parents of disadvantaged children to breakfast club to improve punctuality and readiness for learning	Research shows that breakfast improves children's performance in school as it improves cognitive function, particularly memory, attention, and executive function.  <a href="#">The impact of breakfast on learning in children - Family Action (family-action.org.uk)</a>  <a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	4, 6

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<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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1, 3</p>
<p><b>Total budgeted cost:</b></p>	<p>£ [insert sum of 3 amounts stated above]</p>	



## **Part B: Review of outcomes in the previous academic year 2022-2023**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Impact Narrative to date</b>	<b>Impact Judgement</b>																																							
<p><u>Attainment</u> All PP children achieve in line with their non-PP peers in all areas.</p> <p>Partially met.</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</li> </ul>	<p>2023 data: EYFS</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>Phonics:</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>Y2 EXP+</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non – PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>75%</td> <td>74%</td> </tr> </tbody> </table> <p>Y6 EXP+</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non – PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>68%</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>58%</td> </tr> <tr> <td>Maths</td> <td>54%</td> <td>71%</td> </tr> </tbody> </table> <p>More rigorous same-day intervention will be in place from September, with teachers</p>		PP	Non- PP	GLD	44%	75%		PP	Non - PP	Y1	60%	82%	Y2	100%	100%		PP	Non – PP	Reading	25%	71%	Writing	0%	58%	Maths	75%	74%		PP	Non – PP	Reading	60%	68%	Writing	53%	58%	Maths	54%	71%	<p>On track.</p>
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	uptake will be in line with non-disadvantaged families.	and TAs dedicating time to this daily to support children to keep up. The use of standardised assessments will continue to support this and allow for quality QLA to take place.  The attendance of disadvantaged families at Toast and Tales with broadly in line with non-disadvantaged families, with 60% of families attending. All disadvantaged families received a report at parents evening, with those not attending receiving a phone call and written report from the teacher following on from parents evenings.	
<p><u>SEND</u> Disadvantaged children with SEND are achieving alongside their peers in the classroom and are accessing the curriculum.  Partially met.</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>	Following learning walks, pupil voice and staff discussions, the provision for our disadvantaged SEND children has developed. This has been a shift of culture as a staff to recognise the benefits of learning alongside peers and how this can be achieved through adaptive teaching. Training at all levels has supported staff understanding, alongside peer observations and quality CPD.	On track
<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</li> </ul>	Although some progress has been made, we have recognised that this is a significant area of need within our school through teacher discussions, pupil progress meetings and learning walks. There is work still to do on this area. In order to assess	Needs further action



<p>Partially met.</p>	<p>following assessments, engagement in lessons and ongoing data drops.</p>	<p>language and communication, in September 2023 Communication Passports will be introduced. This will gather assessment information using WellComm, Speech Sounds and British Vocabulary Picture Scales assessments. This will allow for close monitoring of progress in this area and early.</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> <p>Partially met.</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>Attendance Data:</p> <table border="1" data-bbox="1308 655 1852 767"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>YTD</td> <td>91.41%</td> <td>95.57%</td> </tr> <tr> <td>% PA</td> <td>38.7%</td> <td>7.38%</td> </tr> </tbody> </table> <p>The introduction of a new Attendance Policy and a new Strategic Lead for Attendance has allowed for greater support for parents and more rigorous monitoring procedures. This is still in the early stages of implementation. Staff confidence is high in this area and the wellbeing team are working to support parents through EHAs in this area, including families who are in receipt of the PP grant.</p> <p>We have recognised that a high proportion disadvantaged family are late in the mornings. Offers of highly subsidised Breakfast Club have been made and has significantly reduced lates for some key</p>		PP	Non-PP	YTD	91.41%	95.57%	% PA	38.7%	7.38%	<p>On track.</p>
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		<p>families but we need to go further than this. From September we will be tightening our timings at the start of the day and closing registers earlier, so persistent late families are monitored in the same was a s persistent absence. of The Family Support Worker is making supportive phone calls this term to families identified as having persistent absence to offer support and advising of the change from September.</p>	
<p><u>Learning Behaviours</u> To improve and embed a culture of positive learning behaviours</p> <p>Partially met.</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>Through learning walks, it was evident to see children accessing resources independently to support their own learning. Children were also using stuck strategies to develop their independence. Pupil voice in core subjects has shown that children are aspirational and there is a culture of 'can do' amongst the majority of pupils surveyed. Children's perceptions in particular areas, such as maths, still way centred around getting questions right, but some good responses around being good at something if you talk about your work, listen carefully and have a go was positive.</p> <p>Staff have had CPD around metacognition and strategies to support this in their classrooms. Staff have trailed asking some of the metacognition questions and will continue to work on this next year.</p>	<p>On track.</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> <p>Partially met.</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> <li>➤ A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>	<p>Wellbeing has developed throughout the school through the whole class teaching of Zones of Regulation over 12 weeks. Having lunch time clubs has supported children who find lunchtime challenging.</p> <p>For some key children, weekly sessions from a Play Therapist has been successful and will continue into next year. This has been targeted at children who are disadvantaged and have SEMH needs. Also having Wellbeing groups running with the Family Support Worker has supported individuals when required.</p> <p>When completing learning walks and speaking to pupils, they are able to talk about their strategies for self-regulation and how</p> <p>PP children were invited to join the choir, with some families receiving phone call and email prompts to sign up. These were children we'd identified as ones who would benefit.</p>	<p>On track.</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*



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Programme	Provider
NELI	
Read, Write, Inc	
White Rose Maths	