

Pupil premium strategy statement – Hawkesbury CEVC Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mike Riches, Headteacher
Pupil premium lead	Mike Riches, Headteacher
Governor lead	Ben Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,640

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, which are carefully considered and approaches adapted to meet need on an ongoing basis. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics

	than their peers. This negatively impacts their development as early readers.
3	<p>Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 7 years, 100% of our disadvantaged pupils arrived below age-related expectations compared to 10-20% of other pupils. This gap remains steady to the end of KS2.</p> <p>For those disadvantaged pupils who were not able to attend school during partial school closures, there is an increased knowledge gap leading to pupils falling further behind age-related expectations.</p>
4	Observations and discussions with pupils and families indicate that disadvantaged pupils have access to fewer experiences and opportunities when compared to non-disadvantaged pupils.
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1-3% lower than for non-disadvantaged pupils.</p> <p>Over the last 5 years, up to 25% of disadvantaged pupils have been 'persistently absent' compared to less than 5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (where appropriate, including: Speech and Language screener; articulation screener; EYFS profile; EYFS baseline) and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved early reading attainment among disadvantaged pupils.	<p>All disadvantaged pupils achieve the expected standard in the Y1 phonics screening check.</p> <p>Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading in all year groups.</p>
Improved reading, writing and maths attainment for	Internal tracking systems show that there is an increase in the proportion of children who achieve

disadvantaged pupils at the end of KS2.	age related expectations and above in reading, writing and maths in all year groups.
To use wider and enriching cultural capital experiences to improve language, vocabulary and overall attainment in reading, writing and maths.	<p>Improved combined attainment in oracy and reading, writing and maths.</p> <p>Internal tracking systems show that there is an increase in the proportion of children who achieve age related expectations and above in reading, writing and maths in all year groups.</p> <p>Pupil conferencing shows disadvantaged pupils know more and remember more through wider experiences and increased participation in enrichment activities.</p>
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5% so that it is in line with all pupils. The percentage of all pupils who are persistently absent (below 90%) being below 1% and the figure among disadvantaged pupils reducing over time so that it is in line with all pupils.

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: £2,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of DfE validated Systematic Synthetic Phonics programme and resources to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

£250	Own school phonics achievement information indicates effective approach is in place.	
English Hub support and Phonics Lead coaching for those supporting early reading to ensure all staff have the necessary pedagogical skills and content knowledge. £700	<p>Close monitoring of phonics ensure a consistent approach, ensuring lessons engage pupils. Learning is checked to identify any difficulties to focus teaching and interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Own school phonics achievement information indicates effective approach is in place.</p>	2
<p>Training, including effective feedback to pupils.</p> <p>£1000</p>	<p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Timely verbal feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.</p> <p>Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1-3
<p>S&L training to ensure those supporting children with speech and language needs have relevant knowledge and techniques.</p> <p>£200</p>	<p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Professional development considers the needs of the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1

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

Budgeted cost: £7,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS screening and implementation of focused 1:1 S&L interventions x2 hours TA time per week.</p> <p>£700</p>	<p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<p>Specialist support from ELSA trained TA to support and develop emotional literacy strategies. To develop emotionally resilient children who respond well to challenging social situations x4 hours TA time per week.</p> <p>£1400</p> <p>Targeted zones of regulation support provided to individual children and extended as a whole school approach. X1</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional literacy can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1 – 3

hour TA time per week. £350		
Responsive interventions carried out by trained TAs to rapidly close any gaps in academic achievement x6 hours £2150	Assessments are used to identify appropriate pupils, to guide areas for focus and monitor impact of the responsive intervention. Explicit connections are made between learning from everyday classroom and teaching structured interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2 & 3
Targeted phonics interventions for the lowest 20% delivered by trained TAs 3 times per week x3 hours. £1200	Use of accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Regular review of children's progress whilst they are part of the intervention to track progress and ensure the support enhances their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 2
Targeted regular reading practise with a trained reading assistant to support fluency and accuracy in early reading x5 hours per week. £1500	Use of a range of approaches as part of regular practise to support implementation of systematic phonics programme which develops decoding and comprehension skills. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf	1 – 3

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

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children to have access to music opportunities through whole	The average impact of arts participation on other areas of academic learning is positive but moderate, about an additional three months. Improved outcomes have been identified in English, mathematics and science.	1 & 4

<p>class Music Explorers instrument lessons and all pupil premium children to have access to individual or small group instrument or voice tuition.</p> <p>£750</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Enable all children to access a range of educational visits and visitors to enhance the curriculum and to develop important skills such as confidence, independence and problem solving.</p> <p>£1000</p>	<p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 & 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Provide sets of high quality texts including banded phonic specific reading books to enhance the reading experience at home.</p> <p>£250</p>	<p>Use of a range of approaches as part of regular practise to support implementation of systematic phonics programme which develops decoding and comprehension skills.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p>	1 – 3

Contingency fund for acute issues. £200	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £11,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils as a cohort.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which included specific invites for those receiving pupil premium to join the critical workers in school as this was felt to be a significant priority.

Absence among disadvantaged pupils was 0.3% higher than for their peers. This gap is significantly smaller than it has been in previous years. A smaller proportion of disadvantaged pupils were persistently absent when compared to their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide small group and individual wellbeing and academic support for all pupils, and targeted interventions where required.

The extra-curricular experiences which are essential in enhancing our curriculum offer were limited during the last few academic years. This meant that children were not able to take part in enriching activities which are designed to impact positively upon cultural capital, learning skills and overall academic achievement and so this was a focus once again for the last academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Individual music lessons were provided to promote positive wellbeing and to develop expertise in this area of the curriculum.
The impact of that spending on service pupil premium eligible pupils
Parents, teachers and children reported improved mental health and wellbeing due to the support offered through these individual sessions.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- researching and embedding more effective practice around feedback and meta-cognition. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.