

# Pupil premium strategy statement – Hawes Primary School

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.

## School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Andrea Caygill
Pupil premium lead	Andrea Caygill
Governor / Trustee lead	Abbie Rhodes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£5,920

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who are disadvantaged and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 school's in-house catch-up intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are 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 social skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2

	and in 4 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 maths, particularly in learning important recall facts than their peers. This negatively impacts their automaticity to solve mathematical problems.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing accurately at length.
4	A small group of children eligible for PPG had attendance rates of below 96%. This reduces their school hours and prevents them from building essential knowledge.
5	Disadvantaged pupils are not fully accessing the extended curriculum offer.

## 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 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 maths attainment for disadvantaged pupils at the end of KS2.	Improvement in KS1/KS2 maths outcomes in 2024/25 for disadvantaged pupil.
Improved writing attainment among disadvantaged pupils.	Improvement in KS1/KS2 writing outcomes in 2024/25 for disadvantaged pupil.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance rates 2024/25 meet at least national averages.
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## Activity in this academic year

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

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Enhancement of our writing teaching and curriculum planning to improve outcomes for disadvantaged pupils.	Writing skills – including spelling, handwriting and typing – need to become automatic so that they can concentrate on the content of their writing. But while the key to becoming a fluent writer is regular and extensive practice, teachers must make sure that children remain engaged and motivated in improving their writing. <a href="https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing">https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing</a>	2
Enhancement of our maths teaching and curriculum planning to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

improve outcomes for disadvantaged pupils.	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aim to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills through targeted classroom support.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1

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

Budgeted cost: £2,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with all families to ensure high levels of attendance for all pupils	There are clear links between attendance, attainment and behaviour. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	4
Support for children for whom lack of funds may be a barrier to accessing clubs, trips and residential visits	Increasing the cultural capital for disadvantaged children increases their knowledge of the world and supports their personal development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5

**Total budgeted cost: £5,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The purchase of standardised diagnostic assessments with training for staff to ensure that assessments were interpreted and administered correctly provided reliable insights into the specific strengths and weaknesses of each pupil. This then meant that pupils were provided with additional support through interventions where necessary.

The DfE validated Systematic Synthetic Phonics programme which was purchased supported and improved the accuracy of word reading of pupils.

Enhancement of the maths teaching and curriculum planning in line with DfE and EEF guidance through the adoption of White Rose maths supported the retention of knowledge of pupils throughout the school.

Embedded SEL approaches into day to day provision had an impact on attitudes, behaviour and relationships of pupils.

Targeted tuition at specific needs and knowledge gaps was an effective method to support our low attaining pupils or those falling behind. This took the form of both one-to-one and small group tuition.

### Externally provided programmes

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

Programme	Provider
White Rose Maths Scheme	White Rose Maths
TT Rock stars - online times tables practice	TT Rock Stars
Jigsaw PSHE Programme	Jigsaw
Reading Plus	Hybrid Learning

