

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Hawkesley Church Primary Academy
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	70% (161)
Academic year/years that our current pupil premium strategy plan covers	Three years
Date this strategy was published	17 th September 2021
Date this statement was published	5th October 2023
Date on which it will be reviewed	Half-termly implementation reviews Annual impact review
Statement authorised by	Local Academy Bard
Pupil premium lead	Petrina Poleon (Headteacher)
Governor / Trustee lead	Stacey Sheldon (LAB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 222,985
Recovery premium funding allocation this academic year	£ 20,590
Pupil premium funding carried forward from previous years	£ 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	£ 209, 520

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our trust's mission is to enable all children to 'experience life in all its fullness' (John 10:10). For us at Hawkesley, we equip our children with the knowledge and skills needed to 'Let your light shine' (Matthew 5:16). We believe that our four tenants (greatness, learning community, same, but different and golden rule) guide us in equipping children to share their gifts from God to fully experience life in all its fullness.

1. Greatness: Ensuring that the children experience the best of what has been thought and said in a culture that strives for greatness.
2. Learning Community: Caring for all within our community, whilst uniting in our school's prime purpose of learning and growing together.
3. Same, but different: Explicitly understanding the differences which enrich our lives and educational journeys, whilst sharing in the goals and qualities that unite us.
4. Golden Rule: Explicit teaching of the Christian values that Jesus taught us to help develop the greatness within our world.

We recognise that for some members of our society the pathway to letting their light shine and experiencing life in all its fullness is harder.

Ambition Institute found that the progress gap between persistently disadvantaged students and the non-disadvantaged national average has grown from 11.8 months in 2010 to 20.1 months in 2015 – a drop of 8.3 months. This has been exacerbated at a national level due to the impact of the global pandemic.

A significant proportion of our school is classed as disadvantaged (70%), therefore constructing a school that closes the disadvantage gap is fundamental in our goal of ensuring children can let their light shine.

We have codified our approach into combatting the disadvantage gap into the following model:

Problem	Cause	Action	Outcome
<ul style="list-style-type: none">• Pupil attainment is low and at the point of leaving education many pupils can not achieve their high aspirations	<ul style="list-style-type: none">• Pupils do not have the knowledge, skills or experiences to achieve their aspirations• Families lose faith and hope	<ul style="list-style-type: none">• Relentless focus on high quality teaching• Ethos geared at helping pupils to secure knowledge to achieve their aspirations	<ul style="list-style-type: none">• Pupil attainment is increased

Challenges

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

Challenge number	Detail of challenge
1	Most children entering our foundation stage are well below age expectations and need to make accelerated progress throughout school to meet KS2 age related expectations.
2	Attainment will be raised ensuring the proportion of children meeting age expectation and working at the greater depth standard is at least in line with non-pp national averages and continues to rise annually
3	Language development and speech on entry into nursery is well below national averages for most pupils, particularly those eligible for PP, and this can impact upon understanding reading and writing, as well as phonics in KS1. Spelling can also be limiting judgement within KS2 writing outcomes.
4	Pupil attendance is a concern within our catchment, as well as at neighbouring schools.
5	There are higher numbers of pupils who have Adverse Childhood Experiences (ACES). As a result, many of our pupils have heightened social, emotional, and behavioural needs.

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
Attainment is raised to ensure that a greater proportion of pupils meet age expectations and greater depth.	By the end of EYFS, KS1 and KS2 the proportion of pupils achieving end of year age expectation and greater depth standards will consistently be at least in-line with national averages. There will be year on year improvement of raised attainment of pupils in all year groups.
The school has sustainable program for developing teaching and learning resulting in a consistently high quality of learning in all year groups.	The school has robust, proven programmes for developing the quality of teaching. The school has at least 4 teachers who are able to coach others to improve the quality of education. All children make at least good progress from their starting points using

	<p>standardised assessments in each year group.</p> <p>All children at least meet their FFT 20 attainment targets using standardised assessments in each year group.</p>
<p>Early reading and vocabulary acquisition are high priorities within the curriculum enabling improved reading attainment and progress across the school.</p>	<p>A broad and balanced, language-rich curriculum is implemented throughout the school to support language and vocabulary development.</p> <p>Pupils will be identified for targeted interventions to support the development of language and vocabulary.</p> <p>The proportion of children communicating at age expected levels by the end of EYFS is at least in-line with national averages. (82% – 2019)</p> <p>All pupils, other than those with specific additional needs, will pass the phonics screening tests.</p> <p>By the end of Year 2, all pupils, other than those with a specific additional need, will be working at age expectations for reading.</p>
<p>Attendance and punctuality of children eligible for PP, shows continued improvement and is in line with national expectations, as measured by year on year attendance measures.</p>	<p>Persistent absence will fall year on year and will be broadly in line with the national average.</p> <p>Percentage of pupil attendance will increase annually and will be broadly in line with the national average.</p> <p>The school has a robust and proven strategy for improving attendance.</p>

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: £111,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly teaching and learning coaching sessions for all classrooms teachers. £67,290</p>	<p>All three of these activities are part of the school's Instructional Coaching model.</p>	<p>1 and 2</p>
<p>Fortnightly re-teach and retrieval coaching sessions based upon ensuring mastery of learning for all. £19,365</p>	<p>Leverage Leadership is based around the Uncommon School agenda in America. It codifies 1:1 coaching and offering immediacy of feedback, whilst supporting leaders with how to codify, introduce and implement systemic models for teacher development.</p> <p>This model has successfully been adopted and advocated by Ambition Institute, Teach First, the Department for Education, the Confederation of School's Trusts and has been adopted by some of highest performing schools and multi-academy trusts within the country.</p>	<p>1 and 2</p>
<p>Developing diagnostic assessment systems and resources £6,200</p>	<p>Within the EEFs 'Pupil Premium Guidance' diagnostic assessment systems and resources are advocated as being a highly effective strategy in helping teachers to adapt the curriculum to close gaps in understanding and re-teach taught content to ensure that children build effective schemas of knowledge within their long-term memories.</p>	<p>1, 2 and 3</p>
<p>Half-termly behaviour culture coaching from external consultant. £1,550</p>	<p>Tom Bennett's independent review of behaviour in schools focusses on the approaches school leaders can take to develop the culture in their schools to 'promote excellent behaviour' (Bennett, 2017, p. 30). Our school has codified what our culture looks like. We have created documents to support training of staff in the delivery of our school culture. Tom Bennet's research into the importance of culture signifies</p>	<p>1, 2 and 5</p>

	the value of using experts to independently advise us upon the impact of our policies and to keep us abreast of other high performing school cultures.	
Termly review of Early Reading provision including diagnostic CPD to Early Reading leader and Early Reading team £1,550	The EEF found that Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.	1,2 and 3
Ensure that all curriculum leaders receive CPD updates via the CUSP network and their subject associations. £7,210	Daniel Muijis, Ofsted's Head of Research, found in the State of the art – teacher effectiveness and professional learning the importance of developing pedagogical and content knowledge for teachers and leaders.	1, 2 and 3
Developing independent learning resources (digital software and hardware) £6180	The EEF's studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. We intend to use technology to provide additional independent consolidatory activities to supplement in class learning at home and during independent learning times (i.e. breakfast club, after-school clubs and holidays)	1 and 2

Work with Voice 21 to provide training to curriculum leaders in building context-driven, ambitious curriculum for oracy which is embedded across different phases and subject disciplines. £2,060	The EEF found that Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom and can have 6+ month progress over the course of a year.	1 and 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics one-to-one tutoring (Year 1, 2 and 3) £14,000	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1, 2 and 3
WELCOM one-to-one tutoring (Reception and Nursery) £18,170	The EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1, 2 and 3
<i>Speech and Language Therapist targeted 1:1 provision for children in (Y2 – 6)</i>	The EEF found that overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average,	1, 2 and 3

£7,775	pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer, DHT and HT (PP lead) to work together to support Pupil Premium children whose attendance falls below 96% £28,750	The National Centre for Education Statistics found that the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Teacher effectiveness is the strongest school-related determinant of student success, ¹ but chronic student absence reduces	4
Use of CSAWS attendance EWO training and support services to review systems and policies, as well to provide coaching and training to key members of the attendance team. £2,550	even the best teacher's ability to provide learning opportunities.	4
Use Child and Family Support Worker to support children and families who require additional support, e.g. early help and SEMH interventions £25,290	The EEF found that: <i>'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For</i>	5

	<p><i>example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes.</i></p>	5
<p>Breakfast Club enables us to ensure that a significant proportion of children are school ready by 8:30am. We provide opportunities for SEL intervention and support independent learning during this time also.</p> <p>£4,235</p>		4 and 5

Total budgeted cost: £212,175

Part B: Review of outcomes in the previous academic year

Pupil Premium 2022 – 2023 Outcome Review

Specific outcomes		Review
A	Attainment will be raised ensuring a greater proportion of pupils meet age expectations, including those eligible for Pupil Premium.	All outcomes – including those for PP pupils – were at least in with the national averages. 71% of pupils met the combined figure at the end of Key Stage 2. This was higher than the national average.
B	Teaching and learning will be of a consistently high quality throughout all year groups	All teaching staff receive weekly, individualized targets and are coached by members of the leadership team to support raising standards. The quality of learning is consistent throughout the school. Children in all classes are receiving a good quality of learning. This is resulting in higher proportions of pupils make at least good progress from their starting points and higher proportions of pupils achieve the end of year expectations in all year groups. Now that attainment is securely in-line with the National Averages, leaders must explore attainment for groups to help deepen understanding of the impact of current practice upon groups of learners.
C	Identify families who need support through improved home-school engagement strategies and ensure we close the gap with attendance and punctuality, to be in line with national expectations.	The school has introduced successfully systems for tackling attendance utilizing local authority best practice. Attendance remains lower than the National Average. However, there are signs that attendance is improving. The school has set up systems and is working well with local partners. There needs to be greater scrutiny upon the effectiveness of systems introduced to ensure that attendance continues to improve. Attendance responsibilities are now effectively shared between the leadership team, so that there is a collective responsibility in its improvement.
D	Early reading and communication and language is a high priority within the curriculum to develop children's oral language and vocabulary development, resulting in a year on year improvement in results in EYFS and Key Stage One	A broad and balanced, language-rich curriculum is implemented throughout the school to support language and vocabulary development All children by the end of Key Stage 1 have passed the phonics screening check. A more rigorous approach at the end of Reception and Key Stage 1 is needed to secure higher confidence in phonetical decoding. The school also needs to build in Oracy strategies more effectively within the curriculum to continue the work being delivered in EYFS and Key Stage 1.

Pupil premium strategy outcomes

The assessments below demonstrate differences between PP and Non-PP attainment at the end of key stages during the last academic year.

EYFS				
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	School Average	National average (2022)
Good level of development (GLD)	65%	71%	71%	71%
Specific	65%	71%	71%	77%
Prime	65%	71%	71%	74%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP	Pupils not eligible for PP	School average	National average (2022)
78%	78%	78%	83%

END OF KS1					
	Pupil premium	PP Local Average	Non-PP	School average	National average (2022)
% making expected standard in reading	61%	56%	71%	67%	75%
% making expected standard in writing	61%	48%	71%	63%	70%
% making expected standard in maths	70%	57%	86%	73%	76%

END OF KS2					
	Pupil premium	PP Local Average	Non-PP	School average	National Average (2023)
% achieving expected standard or above in reading, writing and maths	71%	47%	83.3%	71%	59%

END OF KS2					
% making expected standard in reading	68%	66%	83.3%	68%	73%
% making expected standard in writing	79%	57.9%	100%	79%	71%
% making expected standard in maths	79%	61%	100%	79%	73%

Externally provided programmes

No Non-DFE approved programmes were used in the previous academic year.

Programme	Provider
NA	NA