

Pupil premium strategy statement

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
School name	Hawkesley Church Primary Academy
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers 3 years	2025-26 2026-27 2027-28
Date this statement was published	31st October 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Local Academy Board
Pupil premium lead	Petrina Poleon (Headteacher)
Governor / Trustee lead	Mark Carr (Vice-Chair of LAB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 204,125
Recovery premium funding allocation this academic year	£ 0
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	£ 204, 125

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 a 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.

<p>Early reading, oracy 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 oracy and 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.</p> <p>Phonics Screening in Y1 and reading data for KS1 is at least in line with national averages.</p> <p>Approaches such as Drawing Club, Talk 4 Writing, Welcomm and NELI are used effectively to raise standards in EYFS.</p>
<p>Attendance and punctuality of children eligible for PP, shows continued improvement and is in line with national expectations, as measured annual 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, with a whole school approach to attendance at the heart of this.</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: £89,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>20% of SLT's combined salary</p> <p>£60,869</p>	<p>SLT involvement in coaching and curriculum development ensures high-quality teaching and learning. Leadership support is crucial for sustaining improvement.</p> <p>Having multiple SLT ensures that</p>	<p>1, 2, 3.</p>

	roles can be fulfilled, monitoring is regular and support provided is timely.	
Additional Teaching Assistant £28,950	<p>Additional TA support allows for more small-group and 1:1 interventions, especially in phonics and early reading. EEF supports this when used strategically.</p> <p>Due to our school context, many children begin their school journey already behind. Early intervention and targeted support, often provided by a TA, is essential in making rapid progress to 'catch up'.</p>	1, 2, 3.

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

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Development Days £900	<p>RWI is a proven phonics programme. Development days ensure fidelity and quality of delivery. EEF supports phonics as a high-impact strategy.</p> <p>By improving the quality of the teaching of phonics and early reading, attainment in all areas will increase as reading is a skill required broadly.</p>	3, 2, 1.

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

Budgeted cost: £114, 006

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Rewarding High Attendance, including annual treat for top attendees.</p> <p>£1,600</p>	<p>Incentivizing attendance can help reduce persistent absence. EEF suggests that rewards can be effective when part of a broader attendance strategy.</p> <p>Since introducing a greater emphasis of celebrating those with exceptional attendance, there has been an increase in whole school attendance and persistent absences have reduced.</p>	<p>4</p>
<p>CSAWS Attendance Support</p> <p>£5,250</p>	<p>External attendance support provides expertise and accountability. CSAWS helps schools implement best practice systems.</p> <p>This offers a different perspective on attendance systems and supports the learning and attendance mentor, providing training and expert advice.</p>	<p>4</p>
<p>Safeguarding & Attendance Officer (Full-time)</p> <p>£40,636</p>	<p>The EEF highlights that mentoring can have a positive impact on attendance and engagement, especially when mentors build strong relationships with pupils. Attendance-focused roles can help reduce persistent absence and improve outcomes.</p> <p>Since the introduction of this role, the school attendance has improved and timely Early Help involvement is provided.</p>	<p>4</p> <p>(1,2,3)</p>
<p>School-based Family Support Worker (Full-time)</p> <p>£38,706</p>	<p>Family support workers help bridge the gap between home and school, improving engagement and reducing barriers to learning. The EEF notes that parental engagement is a key lever for improving outcomes.</p> <p>Since the introduction of this role, the school attendance has improved and timely Early Help involvement is provided. Barriers to attending school are addressed and the families are supported to</p>	<p>5, 4.</p> <p>(1,2,3)</p>

	overcome these.	
Providing School Uniform (<i>Tie, Jumper, Book bag</i>) £5,000	<p>Providing uniform helps reduce financial pressure on families and promotes a sense of belonging and equality. It can positively impact attendance and wellbeing.</p> <p>Parent voice shares that this helps remove any financial barriers that can lead to pressures in family life.</p>	4
Subsidizing School Trips and Wider Experiences, including covering travel. £6,000	<p>Access to enrichment activities enhances cultural capital and engagement. EEF notes that arts participation can have a positive impact on academic outcomes.</p> <p>PP families are facing financial difficulties that often mean that children cannot access wider opportunities.</p>	2, 4.
RockSteady Music opportunities £7,851	<p>Music education supports wellbeing, confidence, and engagement. EEF notes moderate impact on academic outcomes and attendance.</p> <p>RockSteady is booked for Thursday afternoons. Since the introduction of this provision, attendance of Y5 & Y6 pupils on Thursday's has improved.</p>	2, 4.
Staffing Breakfast Club £8,363	<p>Providing a free Breakfast Club enables us to ensure that a significant proportion of children are school ready by 8:30am. We provide opportunities for interventions and support independent learning during this time also. Breakfast Club enables children to have a calm start to the day, enjoy breakfast and social opportunities with their peers and staff and ensures pupils have a successful start to each day.</p>	4 and 5

Total budgeted cost: £204, 125

Part B: Review of outcomes in the previous academic year

Pupil Premium 2024 – 2025 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.	More than half of our children with PP are achieving age-related outcomes in most areas. We are on track to exceed this next academic year.
B	Teaching and learning will be of a consistently high quality throughout all year groups	ECT's were well supported by their mentors which led to highly effective practice. Senior leaders utilized effective CPD and coaching approaches to improve our approach to raising attainment and improving pedagogical strategies. As a result, the quality of teaching is consistently good throughout the school. Higher proportions of pupils make at least good progress from their starting points and higher proportions of pupils achieve end of year expectations.
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.	<p>The school has successfully introduced systems for tackling attendance utilising local authority best practice. Attendance is currently 0.85% below the National Average. This is a significant improvement from previous years. A whole school approach to attendance has ensured progress and will support this to continue. There is now a culture of attendance being everyone's responsibility to improve.</p> <p>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.</p>
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	<p>A broad and balanced, language-rich curriculum is implemented throughout school to support language and vocabulary development.</p> <p>The school aims for all children by the end of Key Stage 1 to have passed the phonics screening check. Currently, phonics is above the national average.</p> <p>A more rigorous approach at the end of Reception and Key Stage 1 is needed to secure higher confidence in phonetical decoding.</p> <p>In EYFS, Talk 4 Writing and Drawing Club successfully builds oracy strategies within the curriculum. This is continued with the use of Talk 4 Writing in KS1.</p>

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 that achieved GLD	Pupils not eligible for pupil premium that achieved GLD	School Average	National average (2024/25)
Good level of development (GLD)	75%	57%	70%	62%

YEAR 1 PHONICS SCREENING CHECK			
Pupils eligible for PP that passed the PSC	Pupils not eligible for PP that passed the PSC	School average that passed the PSC	National average (2024/25)
84%	89%	86%	81%

END OF KS2				
	Pupil premium	Non-PP	School average	National Average (2024)
% achieving expected standard or above in reading, writing and maths	67%	67%	67%	62%
% making expected standard in reading	79%	100%	81%	74%
% making expected standard in writing	75%	67%	74%	72%
% making expected standard in maths	83%	100%	85%	74%

Externally provided programmes

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

Programme	Provider
NA	NA