# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | Hawkshead Esthwaite Primary School |
| Number of pupils in school  | 46 |
| Proportion (%) of pupil premium eligible pupils | 0.46 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022September 2023 |
| Statement authorised by | Carol SharpHeadteacher |
| Pupil premium lead | Paula BowenSENDCo |
| Governor / Trustee lead | Chris Brammall |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £2,770 |
| Recovery premium funding allocation this academic year | £500.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £3,270 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Hawkshead School we intend that all pupils make good, if not better, progress across all subject areas whilst learning in a stimulating and nurturing environment. The focus of our pupil premium strategy is to provide high quality learning opportunities and to support disadvantaged pupils to achieve the highest attainment possible. In addition to academic development, we believe that pupils should develop the personal and social skills to enable them to work independently, embrace new learning and work collaboratively with others within our school and community. Our approach will be responsive to individual needs, identified by regular assessment and sustained tracking of pupil progress, alongside the knowledge and understanding that a class teacher has about their pupils. Our approaches will enable disadvantaged pupils to make good progress and ensure that all pupils have the necessary skills to engage in their learning and to have positive interactions with their peers. To ensure our approaches are effective we will:* ensure all pupils are making at least expected progress
* act early to intervene at the point that need is identified
* ensure that any pupil’s social and emotional needs are supported
 |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1. Specific gaps in key reading, writing or maths skills.
 | Baseline assessments, tracking date and teacher assessments show that some pupils in upper KS2 have specific gaps in their reading, writing or maths skills which could affect progress and attainment.  |
| 1. Develop confidence levels to attempt new activities and engage independently in learning experiences.
 | Class teacher and staff observations show that pupils can be reluctant to engage in new experiences or develop independence without seeking support from an adult.  |
|  |  |

## 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 |
| Specific gaps for certain pupils will be closed and they will achieve age related attainment at the end of KS2  | Pupils will have made at least expected progress and have reached their attainment expectations by the end of KS2.  |
| Develop confidence levels to attempt new activities and engage independently in learning experiences. | Pupils will achieve/exceed Age Related Expectations by the end of their current academic year and demonstrate resilience and independence skills.  |
|  |  |
|  |  |

## 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: Part funding of total cost: £2,770

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Classes are structured to enable small class sizes with just two age groups in each KS2 class | The head teacher and school governors firmly believe that quality learning is achieved through classes with only two age groups in each class across KS2. Progress data from the school tracking system supports this with the vast majority of pupils making expected or better progress.  | 1 |
| TA support in place in the mixed EYFS/KS1 class to ensure that all age groups are settled and confident to access continuous provision and are fully supported in adult led activities. TA support is also available to develop independence skills in the Year 1 group as they demonstrate some gaps in this area. | Observations by the KS1 staff and Baseline Assessment show that some pupils require social and emotional support to settle into a new school environment. The Year One group demonstrate some gaps and delayed development in their personal organisation, resilience and independence skills | 2 |

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

Budgeted cost: Part funding of total cost; £500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA support in targeted group of upper KS2 pupils to enable catch up in phonics and reading.  | The school tracking system has highlighted that certain pupils are making expected progress but have particular difficulties in spelling or reading, which is having an impact on their writing. These pupils can be offered additional 1-1 TA support. | 1 |
|  | .  |  |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Add or delete rows as needed.* |  |  |
|  |  |  |

**Total budgeted cost: £**3,270

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

|  |
| --- |
| Our internal assessments during 2021/22 show that our Early Years Pupil Premium Pupils maintained good progress across the academic year and achieved expected levels at the end of the year. Our KS2 Pupil Premium Pupils met the expected level of attainment in reading and writing by the end of KS2. |

## 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*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |