# Pupil premium strategy statement



## This statement details our school’s use of pupil premium (and recovery premium) for the 2023 to 2024 academic year, 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

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| Detail | Data |
| School name | Hawkshead Esthwaite Primary School |
| Number of pupils in school  | 44 |
| Proportion (%) of pupil premium eligible pupils | 0.44% |
| 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 2023September 2024 |
| Statement authorised by | Carol SharpHeadteacher |
| Pupil premium lead | Paula BowenSENCo |
| Governor / Trustee lead | Chris Brammall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £2,530 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £2,530 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1. Slower progress for a particular pupils in a year group, towards age related expectations.
 | Tracking data and teacher assessments show that some pupils are making slower than expected progress towards the end of KS1 expectations. If the current rate of progress remains, they are at risk of not meeting the expectations at the statutory assessment at the end of the year.  |
| 1. Confidence levels to attempt new activities and engage independently in learning experiences.
 | Class teacher and staff observations show that some KS1 pupils can be reluctant to engage in new experiences or attempt to work independently without seeking support from an adult first.  |
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## 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.

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| Intended outcome | Success criteria |
| Progress of pupils will be in line with expectation to ensure that they meet age related expectations.  | Pupils will have made at least expected progress and have reached their attainment expectations by the end of the year.  |
| 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.  |
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## 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: £2,530

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA support in place in the EYFS/KS1 class to enable the teacher to deliver maths and English, in a dedicated year group. | Teacher assessments/interactions demonstrate that some pupils require specific and focused small group teaching and support to ensure that they engage fully in their learning.  | 1,2  |
| 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 2 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 operate confidently and independently in the school environment. Certain year groups demonstrate some gaps and delayed development in their personal organisation, resilience and independence skills | 1,2 |

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

Budgeted cost:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| For certain pupils, instructions are repeated and some routines or ways of approaching a task are modelled, to give a pupil the starting point to work independently from.  | Observations by the KS1 staff and Baseline Assessment show that some pupils require social and emotional support to operate confidently and independently in the school environment. Certain year groups demonstrate some gaps and delayed development in their personal organisation, resilience and independence skills |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A Visual Timetable is used with the whole class to ensure that pupils understand the next activity, with the aim of encouraging independence. *Add or delete rows as needed.* | Observations by the KS1 staff and Baseline Assessment show that some pupils require social and emotional support to operate confidently and independently in the school environment. Certain year groups demonstrate some gaps and delayed development in their personal organisation, resilience and independence skills | 2 |
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**Total budgeted cost: £**2,530.00

# 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 2022 to 2023 academic year.

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| Our internal assessments during 2022/23 show that our KS1 Pupil Premium Pupils maintained steady progress through the academic year and achieved expected levels at the end of the year. Our Pupil Premium pupils are happy at school and engage well in a range of school activities. They also enjoy a variety of after school clubs.  |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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)

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| *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.* |