

Hawes Side Academy - Pupil Premium Strategy Statement

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	412
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Caroline Boothroyd Principal
Pupil premium lead	Caroline Boothroyd Principal
Governor / Trustee lead	Jo Hirst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 238022
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium cannot be carried forward</i>	£0
Total budget for this academic year <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>	£ 238022

Part A: Pupil premium strategy plan

Statement of intent

At Hawes Side Academy we believe that **everyone matters, everyone succeeds** and endeavour to achieve this vision through our academy values of relationships, respect, resilience, reflection and responsibility. All members of staff and trustees accept responsibility for all pupils, and it is our intention, irrespective of their background and challenges they may face, that they 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 and we are committed to doing this by meeting our pupils' pastoral, social and academic needs in a nurturing environment.

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 with their disadvantaged peers. Our strategy focuses upon the education of the whole child; we are committed to doing this through a bespoke curriculum that focuses upon high quality teaching and learning enriched by supportive cultural experiences.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- provide a well sequenced, progressive curriculum to enable our children to know more and remember more
- ensure that our curriculum offer incorporates a variety of extra-curricular and cultural experiences to enhance teaching and learning
- grow self-confident, independent, resilient learners
- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- ensure the attendance of pupils in receipt of pupil premium is at least in line with those peers in school
- 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 under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation stage through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	A large proportion of disadvantaged pupils have a greater difficulty with phonics and early reading and achieving greater depth in reading.
3	A high proportion of children qualifying for Pupil Premium are classed as persistent absentees.
4	A high percentage of our disadvantaged pupils are working with our Family Support Worker and/or are supported by intervention to help them with low self-esteem, well-being and regulation. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. These findings are supported by national studies.
5	There are an increasing number of children needing SALT and SEMH intervention who qualify for Pupil Premium.

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
To improve oral language skills and vocabulary among disadvantaged children	<p>ELKLAN strategies are embedded within high quality teaching.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged children.</p> <p>Engagement in lessons, book scrutiny and ongoing formative assessment supports this.</p>

<p>To improve reading attainment among disadvantaged children</p>	<p>KS2 reading outcomes in show disadvantaged pupils are in line with non-disadvantaged pupils in meeting the expected and higher standard.</p> <p>KS2 reading outcomes show the % of higher attaining disadvantaged pupils is increased.</p> <p>Increased numbers of children passing Y1 phonic screening.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils and reducing the proportion classed as persistent absentees.</p>	<p>Gap reduced between whole school attendance and pupils in receipt of Pupil Premium funding.</p> <p>Reduced proportion of pupils in receipt of pupil premium classed as persistent absentees:</p>
<p>To continue to ensure the outcomes for pupils in receipt of Pupil Premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place alongside targeted intervention.</p>	<p>Increased progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To ensure all pupils in receipt of Pupil Premium, including those with SEND, make expected progress from their starting points.</p>	<p>Increased progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>Well-being needs of pupils met, supported and sustained to ensure they are attending school regularly, able to access high quality teaching and targeted interventions where needed to support them in making progress.</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: £104480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure delivery of high-quality teaching based upon effective understanding and teaching of speech and language strategies.</p> <p>Embed ELKLAN strategies throughout the academy.</p>	<p>ELKLAN is endorsed by EEF research https://www.elklan.co.uk/AboutUs/</p>	<p>1, 5</p>
<p>Embed consistent implementation of teaching strategies for improving reading outcomes through 'FFT Success for All'</p>	<p>FFT Success for All is a research based strategic approach to improving standards in reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	<p>2, 4</p>
<p>Embed consistent use of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils 'Fast Track Phonics'. Train new staff to the academy.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 4, 5</p>

Work with Maths Hub to take part in 'Mastering Number Fluency' programme across KS1 and KS2	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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	4
KS1 into KS2 to ensure all pupils make accelerated progress to age related expectations.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
To further develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.	Effective Professional Development EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/support-for-schools/school-planningsupport/1-high-quality-teaching	1, 2, 3, 4, 5

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

Budgeted cost: £147002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil/family support through Family Support Worker, SENCo and other key staff.	Working with parents/carers along with the pupils supports a whole school approach to promoting positive mental health and well-being through mentoring and coaching. Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk) this document further evidences research p.8 Mentoring EEF (educationendowmentfoundation.org.uk)	4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support such as 'Phonics Blast', 'Tutoring with Lightening Squad', 'IDL'.</p> <p>CPD provided for staff as needed to deliver the intervention.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Embedding speech and language activities /interventions throughout the academy.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement but have high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p>	<p>5</p>
<p>Effective deployment of staff, learning support assistants and apprentices to support key children and year groups targeting specific areas of need.</p> <p>Learning support assistant timetable kept under review to deliver pastoral work, support positive playtimes and outdoor learning, meeting SEMH need.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4, 5</p>

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

Budgeted cost: £ 33904

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff focus/CPD upon values and relationship focused behaviour management (restorative practice) and antibullying approaches to realise our vision.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3
Whole school approach to promoting positive attendance.	Research highlights that there is a positive correlation between school attendance and academic learning.	
Contingency fund for acute issues and additional resources.	Contingency fund for acute issues.	All

Total budgeted cost: £285386

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, the school implemented a targeted and evidence-led Pupil Premium strategy with a strong focus on early intervention, communication and language development, improvement in reading outcomes, and reducing persistent absence. The impact of these actions is summarised below.

1. Speech, Language and Communication Impact

A continued strategic emphasis on high-quality speech and language provision resulted in a measurable reduction in the number of pupils requiring higher-level support, particularly in Key Stage 2.

As a result, early identification and intervention on entry ensured that communication needs were addressed promptly, preventing gaps from widening as pupils moved through the school. Pupils demonstrated improved communication skills, increased confidence in engaging with the curriculum, and greater readiness to learn.

This proactive approach has strengthened long-term outcomes and reduced the proportion of disadvantaged pupils requiring intensive specialist input.

2. Attendance Impact

The school continued to prioritise attendance as a key driver of improved outcomes for disadvantaged pupils. As a result of whole-school strategies, targeted family support and aligned attendance systems, the percentage of disadvantaged pupils classed as persistent absentees reduced from 39% (2023–2024) to 36% (2024–2025).

Although this represents clear improvement, persistent absence remains an ongoing priority, and strategies will continue to focus on early identification, supportive intervention and consistent monitoring.

3. Early Reading and Phonics Impact

Reading outcomes for disadvantaged pupils improved significantly, supported by consistent implementation of phonics and reading interventions. The proportion of disadvantaged pupils passing the Year 1 Phonics Screening Check rose from 77% in 2023–2024 to 83% in 2024–2025, demonstrating accelerated progress and strengthened early reading skills.

This improvement reflects the effective deployment of high-quality teaching, targeted phonics programmes and structured reading interventions across the school.

4. Closing the Gap and Curriculum Access

Interventions to support pupils with SEMH needs and low self-esteem, delivered through the Family Support Worker, SENCo and key staff, resulted in improved readiness to learn and stronger engagement in the classroom.

Reduced reliance on specialist speech and language intervention, improved phonics outcomes, and rising attendance collectively contributed to narrowed gaps in attainment and improved access to the full curriculum for disadvantaged pupils.

The proportion of disadvantaged pupils achieving GLD rose from 61.7% in 2023-2024 to 65.6% in 2024-2025, demonstrating the positive impact on the interventions and provision in place.

Summary

Across the academic year, the strategy demonstrated clear positive impact in key areas:

Communication and language needs were addressed enabling earlier identification more effectively than in previous years.

Phonics outcomes for disadvantaged pupils improved significantly.

Persistent absenteeism reduced, though it remains a priority area moving forward.

Well-being interventions supported greater participation and inclusion.

The evidence indicates that the school's coordinated approach, combining high-quality teaching, early identification, and robust pastoral support, is improving outcomes for disadvantaged pupils and strengthening long-term educational equity.

Externally provided programmes

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

Programme	Provider
English IDL	IDL
Strategic approach to English - Success for All Tutoring with Lightening Squad	FFT Success for All