

# Pupil premium strategy statement – Hawes side Academy

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
Number of pupils in school	526
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Caroline Boothroyd Principal
Pupil premium lead	Julie Barr Vice Principal
Governor / Trustee lead	Jo Hirst

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£263150
Recovery premium funding allocation this academic year	£27840
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£290990

# 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 greater proportion of children qualifying for Pupil Premium are classed as persistent absentees.
4	Currently 62% 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	Some pupils who qualify for Pupil Premium funding have SEND (67%), there are an increasing number of children needing SALT and SEMH intervention.

## 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>
To improve reading attainment among disadvantaged children	<p>KS2 reading outcomes in 2024-2025 show disadvantaged pupils are in line with non-disadvantaged pupils in meeting the expected and higher standard.</p> <p>KS2 reading outcomes in 2024-2025 show the % of higher attaining disadvantaged pupils is increased.</p>

	Increased numbers of children passing Y1 phonic screening by 2022-2023.
To achieve and sustain improved attendance for all pupils, particularly our disadvantage pupils and reducing the proportion classed as persistent absentees.	<p>Gap reduced between whole school attendance and pupils in receipt of Pupil Premium funding (currently 1.8%).</p> <p>Reduced proportion of pupils in receipt of pupil premium classed as persistent absentees:</p> <p>Autumn 2021: 38%</p> <p>Autumn 2022: 33%</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.	Increased progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure all pupils in receipt of Pupil Premium, including those with SEND, make expected progress from their starting points.	<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: £ 82985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure delivery of high-quality teaching based	<p>ELKLAN is endorsed by EEF research</p> <p><a href="https://www.elklan.co.uk/AboutUs/">https://www.elklan.co.uk/AboutUs/</a></p>	1, 5

<p>upon effective understanding and teaching of speech and language strategies.</p> <p>Embed ELKLAN strategies throughout the academy.</p>		
<p>Embed consistent implementation of teaching strategies for improving reading outcomes through 'Success for All'</p>	<p>Success for All is a research based strategic approach to improving standards in reading</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 4, 5</p>
<p>Work with Maths Hub to take part in 'Mastering Number Fluency' programme across KS1</p> <p>Maths leaders to ensure continuity from KS1 into KS2 to ensure all pupils make accelerated progress to age related expectations.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>4</p>
<p>To further develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>To develop use of technology to support high quality teaching.</p>	<p><a href="https://educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 154853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil/family support through Family Support Worker, SENCo and other key staff.</p>	<p>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.</p> <p><a href="https://publishing.service.gov.uk">Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</a> this document further evidences research p.8</p> <p><a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support such as 'Phonics Blast', 'Fresh Start', '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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school- led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>and in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2</p>

of the pupils who receive tutoring will be disadvantaged.		
<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 re-evaluated to deliver pastoral groups, positive playtimes, 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4, 5

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

Budgeted cost: £ 64433

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

Whole school approach to promoting positive attendance.		
Contingency fund for acute issues and additional resources.	Contingency fund for acute issues.	All

**Total budgeted cost: £ 302271**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Due to COVID-19, performance measures have not been published for 2020-2021 and these results will not be used to hold schools to account.*

*We have used standardised tests and teacher assessments to assess performance.*

*Review of previous year indicates that there are:*

- a reduced number of children are being monitored for speech and language intervention*
- attendance for disadvantaged pupils has improved but will continue to be an area of focus*
- assessments show an increase in numbers of disadvantaged pupils in KS2 are on track for achieving reading outcomes in 2024-2025*
- assessments show an increase in numbers of pupils passing Y1 phonic screening by 2022-2023.*

### 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.*

<b>Programme</b>	<b>Provider</b>
English IDL	IDL
Strategic approach to English - Success for All Tutoring with Lightening Squad	Success for All