

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hawes Side Academy
Number of pupils in school	537
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£277,070
Recovery premium funding allocation this academic year	£30160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£307230</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Hawes Side Academy, 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 for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- to 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.	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in ****.
5.	Some pupil who qualify for Pupil Premium funding have SEND (78%), there are an increasing number of children needing SALT 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>Staff trained and confident in the use of ELKLAN strategies.</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	KS2 reading outcomes in 2024-2025 show disadvantaged pupils are in line with non-disadvantaged pupils in meeting the expected and higher standard.

	<p>KS2 reading outcomes in 2024-2025 show the % of higher attaining disadvantaged pupils is increased.</p> <p>Increased numbers of children passing Y1 phonic screening by 2022-2023.</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 (currently 1.6%).</p> <p>Reduced proportion of pupils in receipt of pupil premium classed as persistent absentees (Autumn 2021: 37.7%)</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 and supported 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: £ 69082

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>ELKLAN</p>	<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>	<p>1, 5</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'.</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>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>

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

Budgeted cost: £ 103148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for Foundation Stage staff to ensure delivery of high-quality teaching based upon effective understanding and teaching of speech and language strategies. Establish small group interventions for NELI across FS and Y1</p>	<p>NELI is endorsed by EEF research <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/early-years-support-for-schools</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, 'Fresh Start', 'Tutoring with Lightening Squad'</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:<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2
<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 of the pupils who receive tutoring will be disadvantaged.</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> and in small groups <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>	2
<p>Effective deployment of staff, Teaching Assistants and apprentices to support key children and year groups.</p> <p>Teaching 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</a></p>	4,5

	<a href="#">toolkit/teaching-assistant-interventions</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 135000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <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>	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.  Whole school approach to promoting positive attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Contingency fund for acute issues and additional resources.	Contingency fund for acute issues.	All

**Total budgeted cost: £ 307230**



## 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 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online learning and resources. Although overall attendance in 2020/21 was in line with previous years, absence among disadvantaged pupils was around 3% higher than their peers and persistent absence 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan to improve standards.

### 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