



Hawley Primary School

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 | Hawley Primary School |
| Number of pupils in school | 301 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2023 (2 years) |
| Date this statement was published | <i>September 2021</i> September 2022 |
| Date on which it will be reviewed | Interim: September 2022 Final: July 2023 |
| Statement authorised by | Jane Baker |
| Pupil premium lead | Francesca Smith |
| Governor / Trustee lead | Jordan Cook |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £47,530 |
| Recovery premium funding allocation this academic year <i>Previous Budget year 20/21 total 26240 (7/12 = 15306)</i> <i>Previous Budget year 21/22 total 10213 (5/12 = 4255)</i> | £1740 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £49,270 |

Part A: Pupil premium strategy plan

Statement of intent

At Hawley Primary School we aim for all our children to come to school feeling happy and safe, engaged in the learning they have on offer within the classroom and enthusiastic about the opportunities they are presented with throughout their Primary school journey. We strive to ensure that all children to have access to high quality teaching and adult support, through both in class and targeted intervention programmes. At Hawley Primary School we aim to close the gap between pupils in receipt of pupil premium and those not by closely monitoring children's achievements and adapting the key focuses based on children's needs. We want all children to achieve a good standard of education in the core areas of learning, as well as being able to celebrate their successes in the foundation subjects and wider school activities in which they participate.

At Hawley Primary School we continue to prioritise children's well-being and emotional development, in order to make sure children come to school happy and healthy each day. By continuing to celebrate their successes, both academic and pastoral, and utilising the expertise of our two trained ELSAs, we aim for children to have access to the support they need in a timely manner. The introduction of two dedicated recovery Teachers, employed by the school to support children with targeted interventions in both KS1 and KS2, will accelerate progress for children in receipt of pupil premium funding and work towards closing the academic gaps between them and their non-funded peers. These teachers will work alongside classroom teachers to assess children's learning and identify next steps, promoting a proactive approach to 'catch up' and adapting teaching regularly to heighten the children's success. This process will be overseen and reviewed by the senior leadership team.

The implementation of a new spelling plan, 'The Spelling Book' will support all children across the school in achieving higher standards of spelling in Literacy, as well as enabling them to feel confident and successful as writers which will in turn support with closing the gap between children in receipt of pupil premium and those not in receipt of additional funding. At Hawley Primary School, our Maths lead has also been given the support and time to train staff on the new Mastery Maths approach and is working closely with colleagues from the North Hants and Surrey Maths Hub to develop children's mathematical understanding and improve Mathematical outcomes.

At Hawley Primary School we will continue to facilitate pupils in accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and overall well-being. We strive to ensure all children leave Hawley with the key 'Learning for Life'.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Children in receipt of pupil premium funding are not making as much progress in their Maths as non-pupil premium children |

| | |
|---|--|
| 2 | Spelling progress across children in receipt of pupil premium children is lower than that of non-pupil premium peers which is hindering overall writing progress |
| 3 | Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need |
| 4 | Pupil premium children do not have the rich and varied experiences as non-pupil premium children meaning knowledge of the world and vocabulary acquisition is limited |
| 5 | A large proportion of our children in receipt of pupil premium do not have access to resources outside of school which will enable them to practice key skills and embed learning. |

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 <i>What will success look like?</i> |
|--|---|
| Pupil premium children will make good or better progress in Maths | <ul style="list-style-type: none"> • The Maths lead will continue to work with the North Hants and Surrey Maths Hub and HIAS Maths Specialists to embed Teaching for Mastery across all year groups. • HIAS Maths Advisors will support the new Maths Lead with her role, as well as disseminating information and monitoring impact across classes. • Children will demonstrate greater Mathematical understanding across all domains. • Maths Talk will be stronger across the school. • The Maths Lead will support staff with mathematical anxiety in children following recently completed master's degree in mathematics and a Dissertation on Mathematical anxiety. |
| Children's spelling will improve through the introduction of a new whole school spelling approach, which will in turn improve progress in writing for pupil premium children | <ul style="list-style-type: none"> • English lead to train staff on the effective implementation of 'The Spelling Book' approach. • Children will have greater immersion in spelling rules during Literacy lessons and will be given frequent opportunities to practice and apply both new and previously acquired spelling patterns. |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Pupil progress in spelling will improve. The English leader will be able to track spelling outcomes for each year group to identify if the introduction of this new approach has a positive impact on spelling attainment. |
| <p>Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions.</p> <p>Pre-teach/ same day/ specific skill-based intervention. These will be reviewed regularly by the senior leadership team and adjusted according to impact.</p> | <ul style="list-style-type: none"> • Establish small group interventions for pupil premium pupils falling behind age-related expectations. • 2 teaching staff to work part time on 'catch up' interventions across KS1 and KS2 to embed basic skills and knowledge, as well as further developing our intervention structure/ ethos |
| <p>For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Hawley Primary School</p> | <ul style="list-style-type: none"> • A wide range of extra-curricular activities will be offered to tap into our children's passions • Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms • Support will be offered to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc. • Children can participate in a wider range of activities offered as enrichment at the end of the year (Hawley Lakes, Runways End etc.) |
| <p>Children still feel happy and safe at school and engage with their learning.</p> | <ul style="list-style-type: none"> • Pupil premium children will engage with the wider life at Hawley Primary School by being encouraged to join the school council and eco chief groups • Children's attendance will remain high because they are happy coming to school which will in turn improve attainment in Maths and English • Pupil Conferencing will report that PP children are happy and safe in school |

Activity in this academic year

This details how we intend to spend your pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 5000** (To be taken from other areas of the school's budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| INSET looking at internal progress data and outcomes for children in receipt of Pupil Premium | When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'focus' children and plan provision for them which will support them in making accelerated progress | 1, 2 & 3 |
| Purchase a new Spelling (whole school) and Phonics (EYFS/KS1) intervention and train up staff members to deliver this | Our children will have a more engaging approach to Spelling within the school and this will be embedded within Literacy lessons as opposed to relying on home learning. Phonics progress will improve, and a higher proportion of children will achieve the expected standard in Phonics at the end of Year 1. Schools which have a consistent approach achieve good results. | 2 & 5 |
| The teacher in charge of SEND and the pupil premium lead will work together to identify any support staff who would benefit from further CPD, particularly those delivering catch up interventions | Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see catch up teachers and LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. | 1, 2 & 3 |
| 2022 – 2023 A whole school programme support children's Literacy development will be purchased and disseminated through the school via staff CPD and SENCo support. | Staff will feel more confident meeting the needs of pupil premium children who also belong to another vulnerable group; SEND. We hope to see greater independence from children within lessons and accelerated progress as a result of the additional support strategy. | 1, 2 & 3 |

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

Budgeted cost: **£28,516**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|----------|
| 1:1 pupil progress meetings with teachers and the headteacher (academic) | Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs. | 1, 2 & 3 |
| Support groups will run to accommodate a personalised curriculum | We adopted this model last year and it was successful. Children were safe and happy in school and were getting the personalised support they needed in a small group | 1, 2 & 3 |
| 2 x part teachers to be employed specifically for catch up intervention across KS1 and KS2 to support pupils with Reading, Writing and Maths progress. 2022-2023; one teacher will be taken out of class to lead intervention groups across KS2 to support pupils with Reading, Writing and Maths progress. A HLTA will be taken out of class to support pupils across KS1 and KS2 with Reading, Writing and Maths progress. | High quality teaching is the most important lever schools have to improve outcomes for children in receipt of pupil premium. By employing two qualified teachers to deliver 1:1 or small group catch up interventions we hope that children will receive effective targeted support alongside high quality teaching in the classroom. | 1, 2 & 3 |
| SLT and the teacher in charge of SEND will review and manage intervention groups from Autumn 2 onwards | The most experienced teachers should work with the most vulnerable children so that they are getting high quality personalised support | 1, 2 & 3 |

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

Budgeted cost: £1000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Exciting trips and visits will be planned to enhance the curriculum, including residentials for years 4, 5 and 6 | Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they | 4 |

| | | |
|----------------------------------|---|---|
| | almost always want their children to experience these | |
| Peripatetic instrumental lessons | Children who can follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem | 4 |

Total budgeted cost: **£46,500**

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 both 2021 to 2022 and 2022-2023 academic year.

Review of Intended Outcomes 2022 – 2023

1. Pupil premium children will make good or better progress in Maths
2. Children's spelling will improve through the introduction of a new whole school spelling approach, which will in turn improve progress in writing for pupil premium children
3. Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions, including the tutoring grant.

The Assistant Headteacher monitored the attendance of children in receipt of Pupil Premium funding and coordinated with parents where appropriate to offer support and guidance.

4. For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Hawley Primary School

End of Key Stage Data 2022 – 2023

Year 6 Pupil Premium Test Results.

| | Number of PP children | % achieving ARE+ Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|--------------------------|---------------|--------------------------|---------------|------------------------|---------------|
| | | School PP | School Non-PP | School PP | School Non-PP | School PP | School Non-PP |
| July 2022 | 5 | 60% | 64% | 60% | 65% | 60% | 58% |
| July 2023 | 11 | 55% | 82% | 27% | 73% | 27% | 85% |

Year 2 Pupil Premium Teacher Assessment Results.

| | Number of PP children | % achieving ARE + Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|---------------------------|---------------|--------------------------|---------------|------------------------|---------------|
| | | School PP | School Non-PP | School PP | School Non-PP | School PP | School Non-PP |
| July 2022 | 4 | 25% | 83% | 25% | 73% | 25% | 88% |
| July 2023 | 8 | 75% | 76% | 75% | 76% | 75% | 81% |

Year 1 Pupil Premium Phonics Screening Results

| | Number of PP children | % achieving Expected Standard Phonics | |
|-----------|-----------------------|---------------------------------------|---------------|
| | | School PP | School Non-PP |
| July 2023 | 1 | 100% | 98% |
| July 2022 | 6 | 50% | 80% |

Review of Pupil Premium Spend 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The progress of pupils on Pupil Premium has been monitored half termly.

1) Pupil premium children will make good or better progress in Maths

By the end of the academic year 2022-2023, 27 out of 45 children (60%) achieved age-related expectations in mathematics. All children had access to specialist provision in school to meet their needs and pre-teaching of challenging or new mathematical concepts. Teachers would ensure that planning and provision met the needs of the children as a priority, when meeting collaboratively to plan and create resources. This was monitored by the Maths Subject Lead. Progress was also monitored using Table Mountain and new assessments on the Testbase based on national SATS testing. These test results were shared by class teachers as part of the rigorous pupil progress meetings with the Senior Leadership Team.

The data shows that good progress was made in KS1, as strategies and consistency has become more embedded in daily practice. Tracking of the children in Year 5 and 6 has been a focus for teachers as part of their performance management. Our intention to ensure that our pupil premium children are 'test ready' was successful with our Year 6 cohort. Despite the children not attaining ARE in some cases, their mental health and wellbeing was in a good place to sit the tests. The children displayed a good level of confidence and a 'can-do' attitude, knowing that we were proud of their efforts during their final year in Primary School. This positivity ensured that the children left Hawley Primary School with a positive attitude towards maths as they transitioned to their new secondary school.

2) Children's spelling will improve through the introduction of a new whole school spelling approach, which will in turn improve progress in writing for pupil premium children.

Through a range of tracking and monitoring by our subject lead, the senior leadership team and the governing body, Hawley Primary School recognises the standards in writing continue to be the lowest of the core subjects. The spelling programme adopted in September 2021 has not allowed children to catch-up missing learning, thus affecting the writing data of July 2023. This is detailed in our self-evaluation statement and is now a key focus of the school improvement plan 2023-2024.

3) Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions, including the tutoring grant.

100% of pupil premium children received interventions to catch-up this academic year. These interventions include:

| Year group | Interventions |
|-------------------|--|
| EYFS | EPAC Meetings termly, forest school/outdoor learning wellbeing sessions, Catch up phonics, handwriting practice, additional reading, ELSA, PEP Meetings, support in class with emotions, individualised timetable, 1:1 support |
| Year 1 | OT, 1:1 reading 3 x week, support from adult in English/Maths, ELSA |
| Year 2 | Little Wandle keep up 4 x week, speech daily, additional phonics daily, PEP Meetings, ELSA. |
| Year 3 | Small group work with class teacher or TA, High TA support during recruitment process. Individualised timetable, Priority Reader, Tutoring, ARE/GDS - In class challenges to extend and embed |
| Year 4 | Specialist Teacher Intervention, AcceleRead/AcceleWrite, Tutoring, SALT, Intervention with Specialist Teacher, Daily reader, Support in class |
| Year 5 | ARE/GDS - In class challenges to extend and embed, priority reader, Extra reading, regular class support and check ins for homework and understanding of task, DSL for safeguarding, emotional support with class teacher |
| Year 6 | Intervention with Specialist Teacher, Daily reader, Support in class, Daily reading, ELSA, Small group work in class, tutoring |

10 out of 45 pupil premium children (22%) are on the SEND register, with 6 out of 45 pupil premium children (13%) with an EHCP. It is worth noting that these children have access to a range of support.

All KS2 pupil premium children were invited to join after school tutoring. These groups focused on maths, English, spelling and grammar for Y5 and Y6. Y3 and Y4 had a focus on wellbeing and basic skills, this was affectionately known as 'Biscuit Club'. All children attended commented that this informal, small group setting allowed them to focus on skills and strategies that they may have struggled with in class. Asking questions in a non-threatening environment allowed them to feel empowered to make progress.

Our staff team are very successful at identifying and implementing interventions that best meet the individual needs of our children.

4) For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Hawley Primary School

62% of children in receipt of pupil premium funding signed themselves up to attend an extra-curricular club during their lunch times or as an after-school activity. All children were also invited to attend a sports club once a week at lunch time which was run by specially trained Sports Coaches. These children were prioritised for external sporting events. All children attended extra-curricular trips and travel as organised by their class teachers, including residential trips which the school supported with funding where necessary.

13% of children in receipt of pupil premium funding have weekly music lessons. The school, supported by the Governing Body, subsidise a percentage of the cost of music lessons.

Review of Intended Outcomes 2021-2022

1) Pupil premium children will make good or better progress in Maths

4 out of 7 year groups have maintained or closed the gap since July 2021. The use of a spiral curriculum for Maths, starting with prior year group objectives, has enabled us to see improvements on outcomes from the previous academic year. All classes have been encouraged to use pre teaching as a strategy to support children who have low confidence or anxiety around Maths, as well as those children who struggle to retain key concepts and children in receipt of pupil premium have been targeted for this support. The Maths Lead has introduced a new planning format for teachers to use when sequencing lessons and has modelled to staff how the DfE ready to progress criteria can be used to further develop children's knowledge and assess children with individual objectives. Alongside this the Maths leader has placed greater emphasis on fluency starters and counting practice within Maths lessons, as well as strengthened the teaching of Mathematical language so that children can all participate confidently in lessons. This has been done through sentence stem training.

In order to further improve Maths progress for children in receipt of pupil premium, children in Year 5 and 6 need regular support to develop test readiness. All teaching staff will use ASP data to analyse children's responses to SATs questions in the July 2022 SATs papers and use this to inform future planning and teaching. To consolidate and continue developing children who are meeting or exceeding end of Key Stage 2 outcomes, children achieving a greater depth standard will receive interventions in upper KS2, as has been offered in lower KS2. This will focus on building children's efficiency in solving calculations and problems.

2) Children's spelling will improve through the introduction of a new whole school spelling approach, which will in turn improve progress in writing for pupil premium children

3 out of 7 year groups have maintained or closed the gap since July 2021. Even though less than half of the year groups have maintained or closed the gap in English attainment, staff and children's attitudes towards spelling has improved significantly. The new Jane Considine approach for spelling has increased the level of fun within spelling lessons and focuses on a little but often approach. In addition to this, the English lead reports that teacher's attitudes to teaching spelling has improved because children are learning the spelling rules, not just learning lists of words. The English lead has also hosted several CPD opportunities for all staff in relation to Spelling. These will be embedded further in the 2022-2023 academic year.

In addition to the introduction of 'The Spelling Book', Phonics is now being utilised as a whole school method for teaching spelling to children from EYFS up to Year 6. This means children are learning to apply other phonetically viable options when sounding out unknown words to spell.

Data to measure the progress of spelling is not available due to the transition of a new assessment and reporting programme however, this will be available for the end of the review period. English writing has been identified as a priority area for the school based on this year's outcomes in KS1 and KS2 and has been placed on the SIP for the year 2022- 2023. As a result of this, significant moderation and CPD will be provided for staff to ensure writing outcomes improve for most classes. Additional staff are being provided for the classes with greatest need to enable split teaching and dynamic assessment and intervention opportunities.

3) Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions

The progress of pupils on Pupil Premium has been monitored half termly.

Pupil Premium pupils have received intervention when it has been felt that they would benefit from additional support to ensure they kept up with expectations. By the end of the year 84% of Pupil Premium children had received an additional intervention. Any children not receiving additional intervention achieved or exceeded the national expected standard for their age. However, interventions were not able to be carried out as regularly as timetabled due to staff illness as a result of COVID 19. Staff were needed for cover in classes which meant interventions did not take place consistently each week and as a result gaps in learning were not closed as quickly as we would have anticipated in September 2020.

ELSA and social skills developed children's confidence, ability to communicate and make friends and ability to cope with and communicate their feelings. 6 children in receipt of Pupil Premium worked one-to-one with our ELSA over the course of the year. 100% of these children achieved their intervention target.

5 family in receipt of Pupil Premium funding has been referred to outside agencies for additional support. This has included the Educational Psychologist and Early Help Hub. Funding for additional learning opportunities, including music tuition, enabled children to fully participate in activities which may have otherwise been inaccessible to them. 100% of children currently in receipt of free school meals received subsidies during the year 2021-2022. Increased levels of engagement with their peers, class teachers and learning were evidenced. The Assistant Headteacher monitored the attendance of children in receipt of Pupil Premium funding and coordinated with parents where appropriate to offer support and guidance.

4) For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Hawley Primary School

30% of children in receipt of pupil premium funding signed themselves up to attend an extra-curricular club during their lunch times. All children were also invited to attend a sports club once a week at lunch time which was run by specially trained Sports Coaches. These children were prioritised for external sporting events. Following COVID, we were able to run school trips and visits this year. All children attended extra-curricular trips as organised by their class teachers, including residential which the school supported with funding where necessary.

End of Key Stage Data 2021-2022

Year 6 Pupil Premium Results. Due to the cancellation of standardised testing during Covid 19, In order to analyse this data, it has been compared to July 2019 outcomes.

| | Number of PP children | % achieving ARE+ Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|--------------------------|---------------|--------------------------|---------------|------------------------|---------------|
| | | School PP | School Non-PP | School PP | School Non-PP | School PP | School Non-PP |
| July 2022 | 5 | 60% | 64% | 60% | 65% | 60% | 58% |
| July 2019 | 2 | 75% | 86% | 75% | 81% | 50% | 83% |

Year 2 Pupil Premium Teacher Assessment Results. Due to the cancellation of standardised testing during Covid 19, in order to analyse this data, it has been compared to July 2019 outcomes.

| | Number of PP children | % achieving ARE + Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|---------------------------|----------------------|--------------------------|----------------------|------------------------|----------------------|
| | | School PP | School Non-PP | School PP | School Non-PP | School PP | School Non-PP |
| July 2022 | 4 | 25% | 83% | 25% | 73% | 25% | 88% |
| July 2019 | 5 | 60% | 79% | 40% | 82% | 40% | 85% |

Year 1 Pupil Premium Phonics Screening Results

| | Number of PP children | % achieving Expected Standard Phonics | |
|-----------|-----------------------|---------------------------------------|----------------------|
| | | School PP | School Non-PP |
| July 2022 | 6 | 50% | 80% |

Review of Pupil Premium Spend 2021-2022

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

The progress of pupils on Pupil Premium has been monitored half termly.

Pupil Premium pupils have received intervention when it has been felt that they would benefit from additional support to ensure they kept up with expectations. By the end of the year 78% of Pupil Premium children had received an additional intervention. Any children not receiving additional intervention achieved or exceeded the national expected standard for their age.

ELSA and social skills developed children's confidence, ability to communicate and make friends and ability to cope with and communicate their feelings. 4 children in receipt of Pupil Premium worked one-to-one with our ELSA over the course of the year. 100% of these children achieved their intervention target.

1 family in receipt of Pupil Premium funding has been referred to outside agencies for additional support. This has included the Educational Psychologist and Early Help Hub. Funding for additional learning opportunities, including music tuition, enabled children to fully participate in activities which may have otherwise been inaccessible to them. 100% of children currently in receipt of free school meals received subsidies during the year 2020-2021. Increased levels of engagement with their peers, class teachers and learning were evidenced. There were no school trips or residential visits during the academic year 2020-2021.

Due to the restrictions surrounding COVID 19, we have been unable to offer Extra-Curricular activities within school however, externally run clubs such as Ball up and Bustagroove continued to run when schools re opened with appropriate restrictions being put in place (temperature checks, different bubbles on different days etc.)

Has the gap between the achievements of pupils in receipt of Pupil Premium funding and those not in receipt closed?

The Covid 19 Pandemic led to National tests being cancelled in July 2020. Therefore, internal teacher assessments have been used to show pupil progress for all children in receipt of pupil premium funding.

Reading:

The gap has closed or equalised in 5 out of 7 year groups in 2020-2021 based on teacher assessment

| | No of Pupil Premium March 2020 | No of Pupil Premium July 2021 | Gap March '20 | Gap Dec '20 | Gap April '21 | Gap July '21 | Closing or widening |
|--------|--------------------------------|-------------------------------|---------------|-------------|---------------|--------------|---------------------|
| EYFS | N/A | 5 | | -35% | -40% | -13% | C |
| Year 1 | 2 | 4 | -42% | -15% | -15% | -33% | C |
| Year 2 | 2 | 8 | -31% | -21% | -35% | -25% | C |
| Year 3 | 3 | 5 | -48% | -46% | -46% | -28% | C |
| Year 4 | 5 | 9 | -38% | -43% | -36% | -31% | C |
| Year 5 | 5 | 5 | +17% | = | -3% | -3% | W |
| Year 6 | 2 | 3 | +16% | +17% | -14% | -15% | W |

Throughout the year Reading was a focus on the school improvement plan and was a large focus for class teachers when curriculum planning. The whole school adopted a new approach to the teaching of reading which focussed on whole class reading to develop stamina, pace and comprehension skills. Feedback on this from both staff and parents was positive. In the two-year groups where the gap has widened between those children in receipt of pupil premium and those not in receipt of additional funding, 1 out of 5 children in Year 5 did not meet the expected standard for the end of the year and 1 out of 3 children did not meet the expected standard for the end of the year in Year 6. The child in Year 5 transferred to our school mid-year and demonstrated poor attendance and engagement with online learning during the January 2021 Lockdown. School provided laptops and printed copies of learning for the children to access at home, but engagement continued to be limited. This child replaced a pupil who left the school in the autumn term and who was assessed as being Mastery for Reading. This will have impacted data outcomes for pupil premium children in Year 5. The child who did not meet the expected standard for reading in Year 6 was on the school's SEND Register and was receiving additional support. He was having 1:1 sessions during the January 2021 lockdown to boost his progress however, he was not able to make the gains due to individual additional needs within the core areas of learning.

Staff were making good use of the additional tuition time during staggered drop off and pick-ups throughout the academic year 2020-2021. A part time class teacher was leading classes so that class teachers can deliver targeted intervention to key individuals and groups across the classes which greatest need.

Writing:

The gap has closed or equalised in 3 out of 7 year groups in 2020-2021 based on teacher assessment

| | No of Pupil Premium March 2020 | No of Pupil Premium July 2021 | Gap March '20 | Gap Dec '20 | Gap April '21 | Gap July '21 | Closing or widening |
|--------|--------------------------------------|-------------------------------------|------------------|----------------|------------------|-----------------|------------------------|
| EYFS | N/A | 5 | | -37% | -38% | -5% | C |
| Year 1 | 2 | 4 | -31% | -5% | -43% | -46% | W |
| Year 2 | 2 | 8 | +30% | -46% | -46% | -41% | W |
| Year 3 | 3 | 5 | -38% | -33% | -33% | -28% | C |
| Year 4 | 5 | 9 | -35% | -40% | -32% | -22% | C |
| Year 5 | 5 | 5 | +7% | -30% | -35% | -40% | W |
| Year 6 | 2 | 3 | +23% | -12% | -14% | -14% | W |

When analysing this data further, it has become apparent that a large proportion of the children in receipt of pupil premium who did not meet the expected standard in Writing are also part of another vulnerable group – SEND. 3 out of 4 children did not meet ARE in Year 1. One of these children is EAL and joined our school in September 2020 with no English at all. Another child joined our school during the summer term and unfortunately, we were not able to plug gaps in learning during this term alone so they will continue to need support as they move into Year 2. 5 out of 8 children did not meet the expected standard in Year 2. One of these children joined us in the summer term from another school and made significant progress throughout the term however, there was not sufficient time to plug gaps before the end of the year so support will continue to be provided in Year 3. Two of these 5 children are on the SEND register too. However, when exploring this year group’s attainment further it is clear that spelling is the key domain pulling Writing progress down. 4 out of the 5 children are being investigated for dyslexia and are due to be screened on the Junior DEST Testing in the autumn term of 2021 as difficulties with spelling were persistent across Key Stage One. This is where the implementation of a new approach to spelling will be beneficial in targeting these children’s gaps and allowing more time for the discreet teaching of spelling within classes, whilst revising previous spelling or phonic rules.

In Upper Key Stage 2 we noted that 3 out of 5 children did not meet ARE in writing within Year 5. It is clear again that spelling is a large area of concern for this year group so we hope ‘The Spelling Book’ will support them in closing this gap as they move through Year 6. One of these children had a stroke at a young age which has impacted handwriting and motor control which does also impact writing stamina and presentation. This is something that class teachers are aware of and need to support appropriately to ensure that this does not stop the child from achieving their age-related goals. Out of the Year 6 cohort, 1 child out of 3 did not meet the expected standard by the end of the year. This child is the same as the one not meeting in reading and is part of the school’s SEND register. Spelling and Grammar were areas of need for him and although intervention and support was in place, the gap was too great for staff to close before the end of the school year.

This allows us to identify Spelling as a common theme amongst Years 1, 2, 5 and 6 and prioritise this as an area of development for the school moving forwards.

Maths:

The gap has closed or equalised in 1 out of 7 year groups in 2020-2021 based on teacher assessment.

| | No of Pupil Premium March 2020 | No of Pupil Premium July 2021 | Gap March '20 | Gap Dec '20 | Gap April '21 | Gap July '21 | Closing or widening |
|--------|--------------------------------|-------------------------------|---------------|-------------|---------------|--------------|---------------------|
| EYFS | N/A | 5 | | -35% | -36% | -13% | C |
| Year 1 | 2 | 4 | -33% | -36% | -8% | -55% | W |
| Year 2 | 2 | 8 | +32% | -32% | -18% | -22% | W |
| Year 3 | 3 | 5 | -48% | -46% | -46% | -60% | W |
| Year 4 | 5 | 9 | -30% | -37% | -31% | -32% | W |
| Year 5 | 5 | 5 | -3% | -15% | -18% | -40% | W |
| Year 6 | 2 | 3 | +18% | -12% | -14% | -19% | W |

Progress for children in receipt of pupil premium for Maths is concerning. The gap widening for most year groups was not anticipated earlier in the year. However, the number of children in receipt of pupil premium funding increased significantly throughout the school year. This was not only where existing numbers of children in the school now qualified but also where families with large numbers of children joined the school mid-year who were already in receipt of pupil premium funding and were not meeting ARE prior to joining Hawley. This explains why some year groups have seen a dramatic drop in data from April to July (Years 1, 3 and 5). Outcomes for most pupil premium children have remained consistent across the course of the year and progress for these children, from their previous end of key stage starting points, remains positive. When analysing domain tracking data for Maths it became clear that there is not one prime domain across the school which impacts outcomes for children in receipt of pupil premium. The school is currently working with the North Hants and Surrey Maths Hub to train staff to deliver the Mastery Maths Programme which aims to improve children's mathematical understanding. We have just finished the second year of the four-year programme so are now entering the embedding phase of this zone. Key Stage One and EYFS are also due to embark on the 'Embedding Number' programme alongside Mastery Maths. This has been offered by the North Hants and Surrey Maths Hub too. The new Maths Lead has also just finished a Master's degree where her dissertation focussed on mathematical anxiety in children. She has already begun work with school staff on this and how we can create a positive view of Maths within the school, as well as training staff on the importance of Maths Talk in their classrooms.

A large proportion of the children that did not meet age related expectations in Maths are also part of another vulnerable group e.g., SEND or EAL (10 out of the 16 children across year 1 - 6).

End of Key Stage Data 2020-2021

Year 6 Pupil Premium Teacher Assessment Results. Due to the cancellation of standardised testing during Covid 19. In order to analyse this data, it has been compared to July 2020 Teacher Assessment outcomes.

| | Number of PP children | % achieving ARE+ Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|--------------------------|---------------------|--------------------------|---------------------|------------------------|---------------------|
| | | School Disadv | National Non Disadv | School Disadv | National Non Disadv | School Disadv | National Non Disadv |
| July 2021 | 3 | 66% | 81% | 66% | 81% | 66% | 79% |
| July 2020 | 6 | 100% | 87% | 50% | 78% | 100% | 89% |

Year 2 Pupil Premium Teacher Assessment Results. Due to the cancellation of standardised testing during Covid 19. In order to analyse this data, it has been compared to July 2020 Teacher Assessment outcomes.

| | Number of PP children | % achieving ARE + Reading | | % achieving ARE+ Writing | | % achieving ARE+ Maths | |
|-----------|-----------------------|---------------------------|----------------------------|--------------------------|----------------------------|------------------------|----------------------------|
| | | School Disadv | National Non Disadv | School Disadv | National Non Disadv | School Disadv | National Non Disadv |
| July 2021 | 8 | 63% | 88% | 38% | 79% | 63% | 85% |
| July 2020 | 3 | 33% | 81% | 33% | 71% | 33% | 81% |

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 |
|--|---------------------|
| My Happy Mind (annually) | My Happy Mind |
| 1Decision (annually) | 1Decision |
| The Spelling Book (2021 – 2022) | Jane Considine |
| Little Wandle Letters and Sounds (2021-2022) | Little Wandle Trust |
| Clicker (2022-2023) | CrickSoftware |