



Hawley Primary School

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 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	309
Percentage of children in receipt of pupil premium	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Jane Baker
Pupil premium lead	Francesca Smith
Governor lead	Craig Woolnough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>September 24 - March 25 = £35329 + £25739</i>	£75, 105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75, 105

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
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1	Children in receipt of pupil premium funding are not making accelerated progress in the combined areas of Reading, Writing and Maths compared with their non-pupil premium cohort.
2	Spelling and handwriting progress across children in receipt of pupil premium is lower than that of non-pupil premium peers which is hindering overall writing progress. This further impacts children achieving the combined measure at the end of Key Stage 2.
3	Social and emotional needs are higher in disadvantaged pupils which creates challenges to regulation on the playground and challenges towards in learning within the classroom.
4	Pupil premium children do not have strong attitudes for learning when compared with their non-premium peers. This results in poor resilience and independence with learning.
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 the combined areas of Reading, Writing and 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 Maths Lead with her role, as well as disseminating information and monitoring impact across classes. • Speed-up handwriting Intervention to be shared with all staff for support with transcription skills • Whole school handwriting programme designed and implemented by the English lead. This is expected to be taught 3 – 5 times a week. • Handwriting and Spelling intervention is carried out across all key stages • English lead monitoring the effectiveness of handwriting sessions to ensure they move

	<p>learning forwards and address misconceptions</p> <ul style="list-style-type: none"> • School invested in Grammasaurus resources to support whole school CPD • Upper key stage 2 teachers to offer tutoring sessions to children who are close to meeting ARE in core areas of learning
<p>Children's transcription skills will improve with greater resilience and improving mistakes, which will in turn improve progress in writing for pupil premium children</p>	<ul style="list-style-type: none"> • English lead to train staff on the effective implementation of 'Speed up handwriting' • The learning journey model will be embedded across the school to enable cross-curricular writing and heighten engagement with writing outcomes • English lead updating whole school spelling progression which is responsive to children's needs and moves them on, whilst closing gaps in learning • English lead to monitor the effectiveness of handwriting and spelling sessions/interventions to ensure accelerated progress for children in receipt of pupil premium\
<p>Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions. 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 members of staff to work on SEND/catch up interventions across KS1 and KS2 to embed basic skills and knowledge, as well as further developing our intervention structure/ethos • The school's trained MELSA will support an identified group of children to develop their independence and resilience skills
<p>Children will have the strategies needed to regulate themselves during the school day and will be able to access learning provided within the classroom which will in turn improve outcomes.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils can articulate a range of strategies and techniques available to them to aid self-regulation. Teacher observations and evidence in books will show that children are engaging in learning with greater success. • ELSA Sessions will be provided to children in receipt of pupil premium • MELSA support will be woven into lessons for children in Key Stage 2 to develop children's metacognitive

	skills and enable them to be successful with learning
For pupil premium children to experience hands on learning through nature, fostering resilience, confidence, independence and creativity within the holistic provision provided through the school's Outdoor Learning area and led by the Forest School leader.	<ul style="list-style-type: none"> • Forest School leader leads weekly learner centred sessions with identified children from across Key Stage 2, including those in receipt of pupil premium. • Children in Key Stage 1 attend weekly Outdoor learning sessions, planned for by the Forest school lead and adapted/delivered by class teachers and TAs to meet the children's stage of learning.
Children still feel happy and safe at school and engage with their learning.	<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: **£ 6,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium meetings 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
English lead to plan, design and implement a whole school spelling progression	Our children will have a more adaptive approach to Spelling within the school and this will be embedded within English lessons. A higher proportion of children will achieve the expected standard in all Key Stages. Schools which have a	2 & 5

	consistent approach and will achieve good results.	
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 teachers and LSAs becoming more confident with monitoring and evaluating the interventions which take place, enabling them to evaluate which strategies lead to good progress and how this is measured.	1, 2 & 3
All staff to work towards improving the quality of social, emotional and mental health provision in school. ELSA, MELSA and ongoing attachment and trauma training opportunities will be offered to all relevant staff members.	All children will show improved self-regulation skills which will enable them to access classroom learning and interventions which are on offer. The support provided from the schools MELSA will aim to develop children's metacognition skills so that they are better equipped to solve problems and apply previously acquired skills to new learning opportunities. Staff will be offered CPD which means they will be able to support children with their social, emotional and mental health needs by building positive, trusting relationships which feed into the classroom environment. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance, attitudes, behaviour and relationships with peers. EEF Social and Emotional Learning.pdf	3 & 4
The Forest School Leader will plan and deliver Outdoor learning sessions with EYFS and an identified group of children in Key Stage 2. They will also support with delivery of Outdoor Learning in Key Stage 1.	Our children will show greater levels of resilience and self-motivation when working in the classroom, through the application of problem-solving independent skills which they have gained from their Outdoor learning sessions. Staff will be upskilled at delivering outdoor learning sessions which provide an engaging and enjoyment alternative learning environment for the children and support them in developing strong characteristics for learning. https://nestinthewoods.co.uk/forest-school-research/	3 & 4

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

Budgeted cost: **£40,339.71**

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 TAs are employed specifically for catch up intervention across KS1 and KS2 to support pupils 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 SENDCo will review and manage intervention groups for the academic year	The most experienced teachers should work with the most vulnerable children so that they are getting high quality personalised support	1, 2 & 3
EYFS Lead undertakes Forest School Training and will ensure this is disseminated to teaching staff for use in Key Stage 1 and beyond.	Forest School sessions focus on holistic development, as well as supporting children to; <ul style="list-style-type: none"> • Achieve good levels of personal and social development. • Learn about the natural environment. • Learn problem-solving skills. • Build positive relationships. • Improve communication skills 	4 & 5

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Exciting trips and visits will be planned to enhance the curriculum, including residential for Year 5 and activity week for Year 6</p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these</p>	<p>4 & 5</p>
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Total budgeted cost: **£48,954.71**

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 2024 to 2025 and 2022-2023 academic year.

Review of Intended Outcomes 2024 – 2025

Outcome 1: Pupil premium children will make good or better progress in the combined measure (reading, writing, maths)

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 2024	6	50%	72%	71%	64%	33%	72%
July 2025	9	78%	83%	44%	71%	78%	74%

*2 children did not sit the SATS tests as they were working pre-key stage

Year 6 Combined Measure Results

	Number of PP children	% achieving ARE+ RWM	
		School PP	School Non-PP
July 2024	6	33%	50%
July 2025	9	44%	57%

Year 1 Pupil Premium Phonics Screening Results

	Number of PP children	% achieving Expected Standard Phonics	
		School PP	School Non-PP
July 2024	7	100%	79%
July 2025	5	80%	78%

Early Years Baseline Results

		% achieving Expected Standard

	Number of PP children	Early Learning Goals	
		School PP	School Non-PP
July 2024	6	67%	85%
July 2025	8	88%	78%

Outcome 2: Children’s handwriting will improve through the introduction of a new whole school daily handwriting programme, which will in turn improve progress in writing for pupil premium children

Handwriting continues to be an area of need across the school. The handwriting programme which was introduced placed equal focus on developing children’s gross and fine motor skills which was found to be ineffective and unmanageable in the classroom, particularly for those children in upper Key Stage 2. Moving forwards children will be reintroduced to cursive to support their understanding of where letters should start and how they are formed. This will be modelled, highly effectively, at the start of every English lesson using letter families. This will improve children’s attainment in handwriting and have a positive impact on outcomes for English across the whole school, including those children in receipt of pupil premium.

Outcome 3: Children in receipt of pupil premium will have increased access to Reading, Writing and Maths interventions. These will be reviewed regularly by the senior leadership team and adjusted according to impact.

All children in receipt of pupil premium continued to be a priority for discussion during pupil progress meetings so that they could be selected for intervention in Reading, Writing and Maths. Alongside this children in receipt of pupil premium were offered weekly tutoring in Upper Key Stage 2, along with weekly access to forest school for children in EYFS, KS1 and Key Stage 2. In class interventions were decided upon following termly review meetings with SLT and all children in receipt of pupil premium were considered for these in the first instance. At the end of each term subject leaders evaluate data outcomes for each of the subjects within the National Curriculum and highlight children who may need additional support within each subject or those whose talents need fostering.

Outcome 4: Attendance of children in receipt of pupil premium funding is improved

Attendance for children in receipt of pupil premium improved and as a result we are now seeing figures of attendance which are in line with National and school targets. This attendance percentage is also in line with their non pupil-premium peers.

Outcome 5: For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Hawley Primary School

Children in receipt of Pupil Premium were supported with whole school events such as the Year 5 residential, Year 6 activity week, curriculum based learning and seasonal events such as the Pantomime. Children in receipt of pupil premium are prioritised for attendance on inter school sporting events such as multisports and archery. This has helped enrich children’s experiences and engage them in new, exciting activities that are

on offer within the locality. Families of children in receipt of pupil premium funding were prioritised for Christmas food parcels and found these to be useful at that time of year.

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
Little Wandle Letters and Sounds	Little Wandle Trust
Clicker (every 3 years)	CrickSoftware
Widgit (annually)	Widgit Online
Grammasaurus (annually)	Grammarsaurus
Nessy	Nessy Learning