

Pupil premium strategy statement

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	Hawkes Farm Academy
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021/22 – July 2024
Date this statement was published	December 2021
Date this statement was last updated	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jeremy Meek
Pupil premium lead	Mike Cotton
Governor / Trustee lead	Chris Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,947
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,947

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our pupils, no matter their socio economic background and experiences, receive and access the same ambitious academic and social curriculum so that they are all able make strong and persistent progress throughout their time with us and leave having attained the knowledge and skills at least in line with their peers and the national standard.

The focus of our pupil premium strategy is to mitigate any and all disadvantage from our disadvantaged pupils so that each of them are enabled to achieve that goal and realise their full potential.

Fundamental in achieving this aim is securing the highest standards of teaching for our disadvantaged pupils with particular focus on those areas that are most likely to remove the barriers that maintain the disadvantage gap. Improvements to any area of teaching will, of course, benefit non-disadvantaged pupils also and we will expect both cohorts' attainment to rise as a result. However, with our focus on addressing and beginning to remove significant barriers from the moment pupil's join us we believe strongly that we will be able to expedite their progress rapidly as the barriers are removed.

To this end we will be investing in professional development for all staff to improve early reading and early mathematical understanding alongside specific training around speech and language. This is because we know that for disadvantaged pupils entering our EYFS phase it is in these core areas where the gaps are most pronounced compared to their peers.

We also recognise the significant differences between the experiences and opportunities of our disadvantaged and non-disadvantaged pupils. Therefore, we have designed a strong cultural capital offer for all of pupils and our second aim is to ensure all disadvantaged pupils have equal access and opportunity to fully engage with this full offer.

Finally, we have identified attendance and persistent absenteeism amongst disadvantaged pupils as a high priority. This is because we know that the impact of this not being addressed is likely to prevent our first two strategies from being successful.

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 underdeveloped speech and language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils entering EYFS and KS1 indicate disadvantaged pupils join us with less developed phonetic code than their peers
3	Assessments, observations, and discussions with pupils entering EYFS and KS1 indicate disadvantaged pupils join us with less secure understanding of fundamental concepts such as number, counting and place value than their peers
4	Observations and discussions with pupils from disadvantaged backgrounds strongly suggest they have less culturally significant experiences and knowledge beyond school than their peers and are also less likely to realise opportunities to access said experiences and knowledge offered through the school curriculum
5	Data for attendance for all pupils is below 95% and low for all groups including PPG and disadvantaged pupils and so all pupils are less likely to benefit from the impact of persistent high quality first teaching
6	Assessments of pupils at the end of KS2 in 2022 show that disadvantaged pupils do not perform as highly in reading and writing as their disadvantaged peers.

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
Improved speech and language among disadvantaged pupils.	Assessments and observations indicate significantly improved speech and language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of Y1 in key stage 2	Disadvantaged pupils attaining at least in line with all pupils nationally by the end of KS2 2024/25

Disadvantaged pupils fully accessing the cultural capital offer	All disadvantaged pupils fully accessing the cultural capital offer
Improved attendance of all pupils, including disadvantaged pupils	All pupils attendance, including disadvantaged, at 96.5% by 2022/23
<i>(Target added in September 2022 as part of annual strategy review and update)</i> Improved reading and writing attainment for disadvantaged pupils at the end of KS2.	Disadvantaged pupils attaining at least in line with all pupils nationally by the end of KS2 2024/25

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: £23,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase appropriate programme/training for speech and language intervention	On average, the use of high quality speech and language programmes lead to high impacts of around 6 months progress on pupil outcomes EEF Oral Language	1
Purchase appropriate programme/training for DfE approved SSP programme and training for all staff	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 <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2
Purchase appropriate direct instruction programme and training for Early Mathematics intervention	Connecting Maths Concepts Direct Instruction has a good evidence base for improving mathematics achievement (U.S. Department of Education's What Works Clearinghouse website and John Hopkins University's Best Evidence Encyclopedia)	3

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

Budgeted cost: £30,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher recruited	Small group and targeted 1:1 intensive tutoring aimed at specific needs	1,2,3

	<p>and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for all disadvantaged pupils' access to cultural capital opportunities	Economic hardship and difficulties are cited by disadvantaged families as the main barrier to accessing cultural capital opportunities	4
Increased EWO support to target and improve the attendance of pupils whose attendance falls below the national average	Families supported by an EWO to support attendance.	5

Total budgeted cost: £80,269

Part B: Review of outcomes in the previous academic year

Pupil premium strategy December 2022 update

Intended outcome: Improved speech and language among disadvantaged pupils.

Assessments indicate that pupils who have had intervention for speech sound production have made significant progress with only two pupils within the last EYFS screen requiring a referral to external support services. The introduction of the 'Word Aware' vocabulary intervention as a pilot has proved successful with 6/8 pupils transferring their focus vocabulary from intervention groups into whole class learning. Language re-assessments in KS2 have indicated a reduction of broad

language need and revealed specific focused areas for further development in pupil understanding of vocabulary and concepts.

Intended outcome: Improved reading attainment among disadvantaged pupils at the end of Y1 in key stage

At the end of KS2 in 2022, 80% of children categorised as PPG achieved the expected standard in reading. This figure exceeds the national average for all children achieving the expected standard in reading which, for 2022, is 75%. This figure also exceeds the national average for all children achieving the expected standard in reading in 2019, which stood at 74%. There is also a significant increase in of the percentage of children categorised as PPG achieving the expected standard since last year.

Intended outcome: Disadvantaged pupils fully accessing the cultural capital offer

All of our children categorised as PPG fully accessed the cultural capital trips and events that we provided. This includes school trips, such as our visit to the museum, visits to the theatre and to watch an orchestra, as well as further enriching activities, such as taking part in a competitive sporting event.

Intended outcome: Improved attendance of all pupils, including disadvantaged pupils

Over the past three academic years, the attendance gap between pupils categorised as PPG and those who are not categorised as PPG has narrowed. In 2019-20, this gap stood at 5.9%. In 2020-21, the gap stood at 2.4%. Whereas in 2021-22, the gap was 1.1%.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

- -2 service pupils joined the Academy in the Autumn term 2022, the impact of this spend will be evaluated at the end of academic year 22/23.

Further information (optional)