

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Harvills Hawthorn Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	133 children 29.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	21 st November 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	J Sheen
Pupil premium lead	M Soper
Governors	N Cooke M Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,840
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	£196,840

Part A: Pupil premium strategy plan

Statement of intent

At Harvills Hawthorn Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and be the very best they can be. We strongly believe that reaching your full potential is about developing the necessary knowledge, skills and values required to succeed.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Harvills, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide a variety of exciting opportunities through our broad and balanced curriculum. Thus, ensuring that every child is well prepared for the next stage of their lives enabling them to make a positive contribution to their community.

Pupil Premium Funding

At Harvills Hawthorn Primary, this money will be used in order to:

- Fund additional support staff to develop and improve the outcomes for children who have been identified as needing “catch up” in their learning.
- Fund additional days for Drama Therapist to support children’s Mental Health and Well-Being.
- Fund Continued Professional Development to enable class teachers to deliver quality first teaching.
- Fund SEMH intervention and provision to remove barriers to learning for those children with SEMH needs.
- Fund family support work to engage parents to remove barriers to attendance, to support their children’s development and support families in crisis.

Aims

The broad aims for Pupil Premium funding at Harvills Hawthorn Primary School are:

- To remove barriers and reduce the attainment gap between disadvantaged pupils and their peers.
- Pupil progress data demonstrates that individuals and specific groups of pupils are making better than expected progress from baseline data.

- To raise the attainment of all pupils to begin to close the gap created by COVID-19 pandemic.
- To identify mental health and well-being needs of pupils and provide targeted support to remove barriers to learning.
- To improve school attendance to be in line with national averages.

Challenges

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

Challenge number	Detail of challenge
1	Children identified as needing academic interventions and/or support to diminish the gap in reading, writing and maths.
2	Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally which affect their ability to access learning.
3	Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.
4	Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school, children will access the required learning and be better placed to achieve higher attainment.

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
Pupil Premium children will receive interventions resulting in accelerated progress being made.	Pupil progress data indicates the in-school gap is diminishing.
As a result of Family Support interventions, Nurture, Drama Therapy sessions, Family Therapy, Therapeutic Mentoring techniques and emotional coaching children's well-being will improve and progress and attainment will increase.	The children's resilience skills will be enhanced. Children will be able to self-regulate their emotions to enable them to access learning. Pupil progress data indicates the in-school gap is diminishing. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The children will

	be emotionally able to access learning.
Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally.	Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.
To increase the attendance of Pupil Premium children through partnership work with parents.	The in-school attendance gap between Pupil Premium children and non-Pupil Premium children will reduce.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in the classroom:</p> <p>English – purchase consultancy for 18 month writing project including INSET days, leadership development and work with teachers in the classroom.</p> <p>Staff CPD to enhance delivery of DfE approved Phonics programme</p> <p>Behaviour:</p> <ul style="list-style-type: none"> • Embed 5 Pillars of Pivotal Practice. • Restorative Practices CPD for all staff. 	<p>The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF T&L toolkit: Collaborative Learning +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>EEF T&L toolkit: Feedback +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF T&L toolkit: Oral Interventions +6months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Phonics +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Behaviour In Schools Guidance 2022 states that creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Schools' circumstances will vary but every culture should ensure pupils can learn in a calm, safe, and supportive environment and protect them from disruption. Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they</p>	<p>1 2</p>

<p>Staff CPD focussed on the Science of teaching and learning</p>	<p>promote and the social norms and routines that should be encouraged throughout the school community.</p> <p>EEF T&L toolkit: Behaviour +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Metacognition and self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The following staff will deliver quality first interventions to ensure accelerated progress:</p> <ul style="list-style-type: none"> • LSP 3 to deliver interventions and support in Year 6 - £32,604 • HLTA to deliver interventions and support in Year 5 - £17,355 (7/12ths) • LSP 3 to deliver interventions and support in Year 4 	<p>Children’s needs will be identified using a range of assessment techniques. Interventions will be varied based on the gaps identified. The interventions will include, in-class support in small groups, small groups and 1:1 interventions based on specific needs/feedback</p> <p>Phase specific phonics groups, reading, writing and Mathematics support and interventions will take place.</p> <p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>EEF T&L toolkit: Small group tuition +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF T&L toolkit: Teaching Assistant Interventions +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,4</p>

<p>- £32,604</p> <ul style="list-style-type: none"> • LSA 2 to deliver interventions and support in Year 1 and 2 - £11,892 <p>Interventions:</p> <ul style="list-style-type: none"> - Hub - Nurture - Write from the Start (handwriting) - You can be a social detective - Phonics Phase 2, 3 and 5 - WellComm Primary - WellComm Early Years - Speech Therapy - Occupational Therapy - Numberstacks - Sound Linkage - 5 Minute Literacy Box - 5 Minute Maths Box - Zones of Regulation - Hertfordshire Phonological Awareness Programme - Intensive Interaction - Identiplay - Therapeutic Mentoring - Drama Therapy - Reflexions - Blanks Levels 	<p>evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF T&L toolkit: Oral language interventions +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF T&L toolkit: Reading Comprehension strategies +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF T&L toolkit: Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £87,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p> <ul style="list-style-type: none"> • LSP 3 to deliver interventions and Therapeutic Mentoring techniques (30 minutes per day) - £2,550 • Family Support worker to provide help and support to families e.g. benefits support, housing issues, relationship breakdown support and parenting courses. The Family Support worker leads Early Help meetings. She liaises with a multitude of different agencies. 4 days per week 	<p>Therapeutic mentoring techniques, Nurture and Drama Therapy are all programmes that will enhance children's resilience and help develop them socially and emotionally. This will help children to self-regulate and deal appropriately with challenges and disappointments.</p> <p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>EEF T&L toolkit: Social & Emotional Learning +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF T&L toolkit: Behaviour interventions +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF T&L toolkit: Parental engagement +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4</p>

<p>- £30,531</p> <ul style="list-style-type: none"> • Drama Therapist in school 5 days per month working with children. Individual therapy sessions. £13,800 • 2 x LSP 3 to deliver Nurture provision 5x half days per week - £32,604 <ul style="list-style-type: none"> • Attendance Officer – half a day per week - £3,500 • Attendance consultant to carryout home visits daily to support parents with good attendance. 		
<p>Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.</p> <ul style="list-style-type: none"> • £3,000 Residential subsidy • £3,000 Coach subsidy • £400 More Able, Gifted and Talented visits • Range of sporting and arts after school clubs 	<p>EEF – Teaching and Learning Toolkit - Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF T&L toolkit: Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Council for Learning Outside the Classroom: Learning outside the classroom is about raising young people’s achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people’s understanding, skills, values, personal and social development and can act as a vehicle to develop young people’s capacity and motivation to learn. ‘The lasting impact of outdoor adventure residential experiences on young people’ H Prince - Journal of Adventure Education and</p>	<p>2,3,4</p>

	<p>Outdoor Learning: Thematic and comparative analysis identified lasting impacts as: self-confidence, independence and communication.</p> <p>EEF T&L toolkit: Arts Participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>EEF T&L toolkit: Extending school time +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
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Total budgeted cost: £196,840

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 2023 to 2024 academic year.

EYFS

In Reception, there were seven disadvantaged children, all of the children are also on the SEND register and five have English as an additional language. Of the seven disadvantaged pupils, five achieved expected GLD (71%). In the prime areas, 86% of disadvantaged children achieved expected which is significantly above national. Of the seven children, four achieved expected in Maths and three achieved the expected standard in Literacy.

Year 1 Phonics

Eighteen out of fifty nine pupils were eligible for pupil premium. Seven out of the eighteen children passed the phonics screening test. Of those that didn't pass, one child was at AP awaiting a specialist school provision, one child was LAC and had missed all of EYFS, two children have an EHCP, a total of nine children have an identified special educational need and one child was new to the school. Five of the children who didn't pass have English as an additional language. The phonics outcomes for pupil premium children is well below national averages, we are optimistic that we can close the gap for five more children by the end of year 2.

End of KS2

Subject	School Pupil Premium	School Non-Pupil Premium	National Pupil Premium	School vs National Gap
KS2 Reading at expected level	61%	81%	79%	18% below
KS2 Reading at greater depth	6%	27%	32%	26% below
KS2 Writing at expected level	58%	85%	77%	19% below

KS2 Writing at greater depth	0	4%	15%	11% below
KS2 SpaG at expected level	76%	81%	77%	1% below
KS2 SpaG at greater depth	27%	54%	34%	7% below
KS2 Maths at expected level	42%	73%	78%	36% below
KS2 Maths at greater depth	6	19%	27%	21% below
KS2 Combined Reading, Writing and Maths	33%	73%	66%	33%

Thirty four children out of fifty nine were eligible for Pupil Premium (58%).

The children in this year group (whole cohort) overcame many challenges and despite the two years of disruption due to the pandemic (Year 2 and 3) their end of KS2 statutory outcomes were in line with KS1 outcomes (teacher assessment) in:

- Reading ARE and GDS
- Writing ARE
- SpaG ARE and GDS
- Maths GDS

In maths, the number of children who didn't achieve ARE went down by 15%.

The building blocks taught in key stage 1 and lower key stage 2 are absolutely vital. This cohort missed a lot of this learning in years 2 and 3. Rather than 'bridging the gap' in order to achieve the expected standard on the test, we endeavoured to fill it. Because of this, the children left Harvills having achieved these skills. Although this meant that they did not quite achieve the expected standard at the end of year 6, as is evident in the high number of 'near misses', we are confident that we have provided the solid starting point that they need in order to be successful in secondary school.

In writing only one pupil premium child who was GDS at the end of KS1 didn't achieve this at the end of KS2. This child has English as an additional language and didn't quite master the greater depth elements of grammar.

Context of Pupil Premium children in year 6 (34 children):

PP and EAL = 26%
 PP and SEND = 41%
 PP and SEMH needs = 56%
 PP and Young Carer = 53%

Of these children, many have more than one barrier:

PP, SEND and EAL = 3%
 PP, EAL and Young Carer = 3%
 PP, SEND and SEMH = 3%
 PP, Young Carer and SEND = 3%
 PP, Young Carer and SEMH = 12%
 PP, EAL, SEMH and Young Carer = 3%
 PP, Young Carer, SEMH, SEND = 18%
 PP, EAL, SEND and SEMH = 9%
 PP, EAL, Young Carer, SEND, SEMH = 3%

The additional provisions provided by last year's strategy and funding have been vital in supporting this cohort. The ambition was to fill and close the gaps created by the pandemic and move closer to national outcomes by the end of year six. In addition to the academic outcomes, funding has been vital in supporting these families to overcome the social and emotional impact. This combined approach has enabled these children to achieve our ambition of being ready for the next stage of their lives.

Pupil Premium Over time

GLD	2022	2023	2024	Notes
School	22%	30%	71%	School upward trend. Outperformed national by 19%
National	49%	52%	52%	

Y1 Phonics	2022	2023	2024	Notes
School	73%	62%	39%	Dip in current year Above or close to national previously
National	62%	67%	68%	

KS2 combined	2022	2023	2024	Notes
School	41%	43%	33%	Dip in current year
National	43%	44%	46%	Historically in line with national

Attendance

	School Cumulative (HT1-6) 2023-24	Local Averages 2023-24	National Cumulative (HT1- 6) 2023-24	Difference School Vs National
Not eligible for Pupil Premium	95%	95%	Yet to be published	Yet to be published
Eligible for Pupil Premium	93%	92%	Yet to be published	Yet to be published
Gap	-2	The gap between disadvantaged and non-disadvantaged in school is smaller than the local gap		

It is very pleasing to see the positive impact of our pupil premium spend on attendance.

The overall attendance of disadvantaged pupils for academic year 2023-24 was slightly higher than the national average. In addition, the in-school gap remained the same when compared to the previous year. The percentage of persistently absent disadvantaged children is lower than the local average for all pupils persistently absent. (National comparative data not yet available).