

Pupil premium strategy statement

December 2024 – December 2027

This statement details our school's use of pupil premium (and recovery 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	Hawkhurst CE Primary
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	33.1% (67 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Jodi Hacker
Pupil premium lead	Nicki Poland
Governor Lead	Gill Knox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,690
Recovery premium funding allocation this academic year	£6,617
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our school Vision:

We create an inclusive, friendly, safe and engaging learning environment which is grounded in our Christian values, enabling children to navigate obstacles, fulfil their potential and extend their horizons.

We value all members of our school community and encourage their individual talents and personalities so that each can shine in their own way.

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There are numerous common barriers to learning for our disadvantaged pupils. These include poor communication and language skills, low confidence levels, less support at home, attendance and punctuality issues and behavioural issues. Some of our families may also have more difficult issues at home that prevent our children from flourishing. Each situation is individual and therefore interventions and support are varied as needed.

Our Objectives:

- To support the mental health and wellbeing of all our children in order to help them access school work and achieve to the best of their ability.
- For all our disadvantaged pupils to make at least expected progress regardless of their starting point.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

We aim to do this through:

- Ensure that quality CPD is available for all staff to raise the profile and attainment of pupils eligible for pupil premium funding.
- Ensure that teaching and learning opportunities throughout the school meet the varied needs of all pupils.
- Ensure appropriate provision is in place for pupils who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are adequately addressed and assessed.
- The school is aware that some of our socially disadvantaged pupils are not eligible for pupil premium funding. Therefore, the school reserves the right to allocate funding to support pupils identified by the school as socially disadvantaged.

Achieving these objectives:

- Ensure all teaching is good or better so that we are confident all children have access to high quality learning opportunities.
- All our work through pupil premium funding is aimed at ensuring our disadvantaged pupils are making at least expected progress.
- Pupil Premium resources are targeted to ensure the most able disadvantaged children are achieving Expected or Greater Depth at the end of KS1 and KS2.
- Additional learning support.
- Behaviour support.
- Support payments for residentials, class trips and other educational activities to ensure all pupils are able to participate in these enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance – attendance percentages for disadvantaged pupils is slightly lower than non-disadvantaged and slightly lower than national.
2	Low levels of literacy and communication skills – non-disadvantaged children continue to put perform across the curriculum but particularly in writing.
3	Attainment in Maths is lower for our disadvantaged pupils, both in reaching the expected standard and those achieving Greater Depth.
4	Lower resilience – our disadvantaged children start school and move through the school with lower resilience than their peers.
5	Behaviour and attitudes – We monitor behaviour weekly through our Good to be Green system, this indicates that we have more disadvantaged children than non-disadvantaged who have negative behaviour incidents.

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
Improve attendance so that our disadvantaged pupils will be consistently	Attendance data will show that the attendance of our disadvantaged pupils will be within 3% of all other pupils by the end of

at or above 95% and in line with their peers.	2025, within 2% by the end of 2026 and within 1% by the end of 2027.
Improved vocabulary and language skills, particularly in writing.	End of term assessments will show that there is an increase in disadvantaged pupils reaching the expected standard each year. Disadvantaged pupils receiving interventions in speech and language, will be monitored against their individual targets, and show improvements when discussed in Pupil Progress Reviews.
Accelerated progress in Maths	The attainment gap in Maths between disadvantaged and non-disadvantaged pupils will have been reduced by 10% by the end of the three year plan.
Higher levels of resilience and improved wellbeing	Measured by: Boxall profile on entry, Termly wellbeing meetings, Zones of Regulation, Pupil voice / surveys. Our disadvantaged pupils will show higher resilience through joining school clubs, better attendance, improved attainment.
Decrease in the number of incidents of negative behaviour being reported for disadvantaged pupils.	Regular monitoring of the G2BG weekly sheets will show the impact of our behaviour system and show a decrease in the number of disadvantaged pupils being highlighted.

Evidence-based spending

Our actions to address our Pupil Premium strategy and reduce barriers to attainment are listed in section 5. These have been categorised using the tiered approach outlined below, into whole school teaching, targeted support and wider strategies (*source: Education Endowment Foundation*).

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

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.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



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 £40,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for all staff. Continuous support and training for teachers throughout the year.	<p>Spending on improving teaching: EEF number 1 tiered approach to pp spending.</p> <p>ECT Support. Ensure all classes have an effective teacher. Address areas for development with staff through training and focused support. All staff to attend Nurture training Core subject leaders to attend training and lead staff training in their areas.</p>	2, 3, 4, 5
Specialist Dyslexia Teacher to work in school twice a week	<p>Focused and targeted interventions: EEF number 1 and 2. Focused and targeted interventions and support for teachers to ensure effectiveness in class.</p> <p>Support Dyslexic pupils with daily interventions. Monitor touch typing progress. Maths and English booster sessions for pupils in Years 5 and 6 – this will also reduce class sizes so that work in class can be more focused. Precision teaching focusing on pupils in Years 3 and 4. Small group and 1-1 tutoring in Maths and English for pupils in years 4 and 5.</p>	2, 3
Funded CPD opportunities for subject leaders. Empowering subject leaders to lead	<p>Supporting staff to continuously improve their practice and therefore their teaching and training of others. EEF number 1. Supporting staff to continuously improve their practise</p>	2, 3, 5

their subject with confidence across the school.	and therefore their teaching and training of others. Access training across all subject areas to ensure breadth across the curriculum.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £42,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions for Maths and Reading	A teacher led EEF recommended intervention to increase attainment in reading, writing and maths. Structured support to increase attainment in Maths and Reading.	2, 3
Phonics interventions	EEF 2 – targeted support for those pupils not making good progress. Targeted support for those who did not or were expected not to achieve a pass score at the Year 1 phonics screen.	2
Additional teaching assistant time to lead on interventions	EEF 2 targeted support for those not making good progress. Additional teaching assistant to deliver targeted reading support, spelling and handwriting interventions.	2, 3
Additional teacher for two days a week (from June) to work on supporting in LKS2	EEF 2 targeted support for those not making good progress. Additional teacher to deliver targeted support for writing and Maths.	2, 3
Teacher led targeted Maths interventions	EEF 1 – high quality teacher led interventions Structured teacher led interventions to increase attainment in Maths	3
Teacher led targeted English interventions	EEF 1 – high quality teacher led interventions. Structured teacher led interventions to increase attainment in Reading and Writing	2
Precision teaching	Daily precision teaching focusing on pupils in Years 3 and 4	2, 3

Breakfast Club	Free places offered to disadvantaged pupils to ensure they have had breakfast and are ready to learn. For some of our less resilient children this also allows them a slower and quieter start to their school day.	1, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of regulation	EEF number 3 – wider strategies to improve behaviour which will impact on attainment. A wider strategy approach to attainment through increased emotional wellbeing for students and staff.	1, 4, 5
Counselling	EEF 3 – wider strategies to support and promote the wellbeing of pupils Increase emotional wellbeing and self-esteem	1, 4, 5
Family Liaison Officer and Mental Health Leader to support the emotional and behavioural needs of the pupils	EEF number 3 – wider strategies, to improve attendance and behaviour. Improve attainment and progress through better attendance, emotional wellbeing and self-regulation of behaviour. All behavioural incidents are recorded through our Good to be green system and higher-level behavioural incidents are reported on My Concern. Nurture training for all staff through KEPS.	1, 2, 3, 4, 5
The Nurture Room for lunch clubs and interventions	Self-regulation and understanding of self, leading to +7 months of academic progress EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5
Family Breakfasts	Three times a year to tie in with Mental Health week – encourage all parents to engage with the school and share suggestions of activities to do at home to aid mental health and wellbeing	4, 5

Total budgeted cost: £104,690

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.

Increased expectations on behaviour:

The number of red cards being given out across the school has decreased by more than 60%.

Behaviour across the school is good and this has been highlighted by SIA visits, Ofsted and other visitors to the school. The school has invested a lot of time into the Good to be Green behaviour system and the responses to behaviour incidents are now consistent across the school.

We were awarded our Nurture UK accreditation in July 2024 and this has had a positive impact on behaviour too.

Wellbeing and behaviour:

Zones of Regulation continues to have a positive impact in school, allowing children to be able to self-regulate their own behaviour. Many of our parents have started using this at home now which has allowed for consistency between home and school.

Forest School has been used for small groups of vulnerable pupils who have needed additional interventions and support. With all of the children that have accessed Forest School as an intervention there has been an improvement in behaviour and wellbeing.

All pupils have access to Time to Talk with Place 2Be and this has been widely used by both disadvantaged and non-disadvantaged pupils.

68% of our disadvantaged pupils have engaged in 1-1 counselling and for 100% of these pupils there has been an improvement in their resilience, confidence in school and their general wellbeing.

Parental Engagement:

Parental engagement has increased year on year – 87% of our parents attended parent consultations in October 2024.

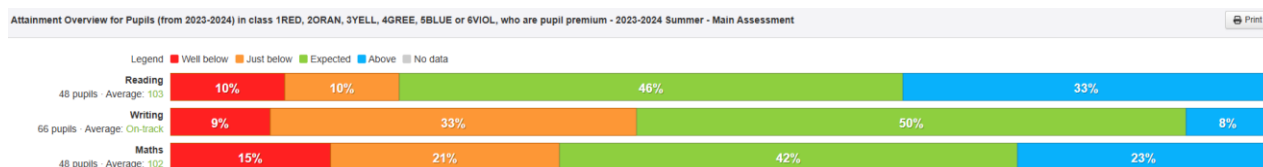
Most of our families continue to come to Family breakfasts three times a year.

Two families whose children are pupil premium have attended PIPT sessions with Place 2Be.

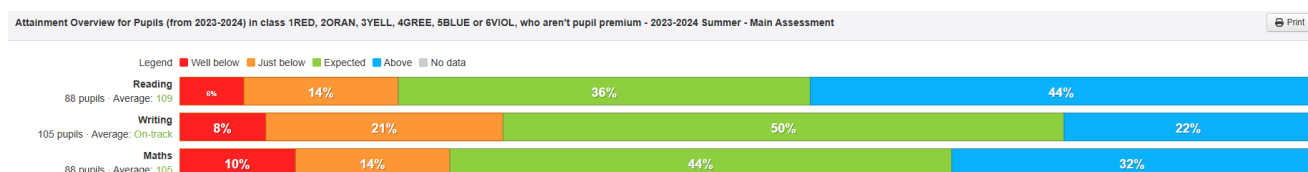
Progress in Maths and English:

Shine interventions have helped to bridge the gaps in maths and English across the school.

End of year attainment (July 2024) for disadvantaged pupils in Years 1 – 6



End of year attainment (July 2024) for non-disadvantaged pupil in Years 1 – 6



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
Mathletics	Mathletics
Spelling Shed	EdShed
TTRS	Touch Typing and Reading
Lucid Lass	GL Assessment
Place 2Be	Place 2Be
Speech Link	SLCN
Dancing Bears	Sound Foundations