



Nicholas Hawksmoor Primary School Pupil Premium Plan 2020/21

If your child is eligible for free school meals, the school may also be entitled to receive a sum of money to support their learning. This guide explains the ins and outs of the Pupil Premium for Nicholas Hawksmoor Primary School and its children.

School Context

Nicholas Hawksmoor Primary School is a large, two-form entry school in Towcester, Northants. We have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential. At Nicholas Hawksmoor we have a small, but growing percentage of disadvantaged pupils. Additionally, we have a small but significant percentage of pupils with Special Educational Needs or Disabilities; many of these have a very high level of need. We recognise each pupil as an individual and as a result consider that there is no “one size fits all”, so it is essential that we identify individual barriers in order to so that our pupils can flourish by working as team of teachers, other professionals and families to create a plan for each individual. Pupil Premium funding represents a very small proportion of our overall budget, however we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

Nicholas Hawksmoor Primary School receives Pupil Premium funding for each child who is entitled to receive Free School Meals or who has been entitled to over the last six years, and for any Looked After Children or Service Children. Pupil Premium funding is only available for children in Reception to Year 11 who are aged 4 and above. In the financial year 2020-2021, the Pupil Premium is allocated to schools based on those children on role in the January 2020 census that were known to have fitted this criteria.

Pupil Premium is also allocated to pupils who are, or have been, designated as ‘Looked After’ and those children identified as being ‘Service’ children. The Department of Education (DfE) defines ‘Service’ children as children and young people from families where one or more parent is currently in the British armed forces. In addition, children of parents serving in the armed forces of another nation who are stationed in England and who exercise parental care and responsibility are classed as service children. Children who are recorded on the school census as service children will qualify for Pupil Premium funding. The aim of the Service Premium is primarily to support the emotional and social well-being of the pupils.

Our key objective in using the Pupil Premium grants is to narrow the achievement gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but are aware that good achievement outcomes may present more challenges for disadvantaged pupils – this is also a trend noticeable in national data. Through direct class teaching, alongside targeted interventions we are working to eliminate barriers to learning and progress and our aim is to ensure that they make accelerated progress in order to reach age-related expectations or above as they move through the school. We do our utmost to ensure that teaching and learning opportunities meet the needs of all the children at Nicholas Hawksmoor Primary School.



Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. We ensure that appropriate provision is made for children who belong to vulnerable groups; this includes ensuring the needs of children entitled to free school meals and children who are Looked After or Service Children are assessed and addressed.

2020-21 Funding Allocation

At Nicholas Hawksmoor Primary School, we have chosen to spend our Pupil Premium money to support the following areas, which we have identified as being barriers to success for our disadvantaged children:

- Higher rates of academic progress across KS1 and KS2
- Supporting disadvantaged children in their efforts to 'catch-up' because of the Covid-19 pandemic and subsequent school closures
- Access to extra-curricular clubs and providing opportunities to represent the school within the community
- Greater understanding of personal wellbeing and challenging low aspirations of pupils
- Improve personal, social and emotional skills for pupils in KS1 and EYFS.
- Increased attendance rates for pupils eligible for PP.
- Supporting families in order to allow their children to overcome the potential barriers to social and academic progress

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for Pupil Premium. In Nicholas Hawksmoor Primary School's Pupil Premium Plan 2020-21 (shown below), we show how much money we have been allocated, how we intend to spend it, and how it is making a difference to the attainment of disadvantaged pupils. If your child qualifies for free school meals, it is important that you tell us – even if they take a packed lunch – as this enables their entitlement to Pupil Premium funding. It is particularly important if your child is in Reception, Year 1 and Year 2 (as your child automatically receives a free meal at lunchtime) that you still check to see if your child is eligible for the additional funding which covers so many other areas.



Nicholas Hawksmoor Pupil Premium Strategy Statement

1. Summary information					
School	Nicholas Hawksmoor Primary School				
Academic Year	2020-21	Total PP budget	£39,590	Date of most recent PP Review	Oct 2020
Total number of pupils	429	Number of pupils eligible for PP (2020-21)	25	Date for next internal review of this strategy	Sept 2021
2. Current attainment <i>(based on 1 pupil in 2019) Due to the COVID-19 lockdown in March, there is no statutory data for the 2020 cohort</i>					
			<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP (National Average)</i>
% achieving expected standard in reading, writing and maths combined			0/1	81%	71%
% achieving expected standard in reading			1/1	83%	TBC
% expected standard in writing			0/1	92%	TBC
% expected standard in maths			1/1	92%	TBC
3. Barriers to future attainment					
In-school barriers					
A.	An increase in the number of disadvantaged children with low prior attainment in English and maths throughout KS1 and KS2.				
B.	Fewer disadvantaged children participating in extra-curricular clubs and taking opportunities to represent the school.				
C.	Profile of high personal, social and emotional needs of disadvantaged children in EYFS and Y1, resulting in some challenging behaviour and low readiness to learn.				
D.	Pastoral concerns for some disadvantaged (and non-disadvantaged), coupled with low aspirations, are having detrimental effects on their academic progress.				



External barriers

E.	Current attendance rates (22/10/20) for compulsory school-age pupils eligible for PP are 97.0% compared with 98.1% for whole school. This reduces their school hours and causes them to fall behind on average. (NB: All attendance data is significantly higher post-lockdown).
F.	Parental engagement, alongside emotionally supporting families and overcoming financial barriers that may prevent disadvantaged children making good progress alongside their peers.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in phonics, reading, writing and maths.	Pupils eligible for PP make as much progress as 'other' pupils across KS2 in reading, writing and maths. Measured throughout KS1 and KS2 by teacher assessments, standardised tests and successful moderation practices both internally and externally.
B.	Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.	Increased participation from disadvantaged children in extra-curricular clubs, taking on wider responsibilities and representing the school at key sports and other events.
C.	Improved social and emotional skills for children in EYFS and KS1.	Pupils eligible for PP in EYFS and KS1 develop the required social and emotional skills alongside their peers so that all pupils eligible for PP meet GLD in personal, social and emotional development and show positive behaviours as they progress through the school.
D.	Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of PP children as a result of wellbeing issues.	Children are better equipped to deal with day to day school and home life, children express high aspirations when interviewed. Children make equivalent or better progress than non-PP peers and nationally.
E.	Increase attendance rates for pupils eligible for PP.	Overall PP attendance improves to be in line with 'non-PP pupils in the school and nationally.
F.	Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers.	Provision shared directly with parents by class teachers when necessary and specifically at parents' evenings.



5. Planned expenditure					
Academic year		2020 - 2021			
<i>Due to the Covid-19 pandemic and the resulting school closures, these actions are a continuation from the previous academic year</i>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Disadvantaged children make as much progress as 'other' pupils in our school and others nationally across KS1 and KS2 in reading, writing and maths.	Provide targeted interventions in reading, writing and maths for disadvantaged children alongside their non-disadvantaged peers.	To provide additional support in order to close the gap between disadvantaged children and their peers.	Monitoring of intervention groups through staff meetings to ensure effectively targeted actions. Track progress using Arbor/SIMS and compare alongside FFT20 targets.	Deputy Headteacher English & Maths Leads,	Termly
C - Improved personal, social and emotional skills for children in EYFS and Y1.	Personalised pastoral support plans established agreed with professionals and parents. Additional support provided to develop these skills within the wider EYFS and KS1 curriculum.	Children have been identified early and these skills are required in order for them to make good progress across all areas of the EY and KS1 curricula.	Termly review of pastoral support plans. Monitoring of progress through professional discussions among staff, and recording on Arbor/SIMS tracking software	Deputy Head SENCo EYFS Lead KS1 Lead	Termly



Total budgeted cost					£16,200
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D - Wellbeing improved for pupils, particularly those who are PP. Level of aspiration increases and there is not an effect on progress of disadvantaged children as a result of wellbeing issues.	<p>Establish age-relevant mentoring provision for vulnerable children.</p> <p>Positively discriminating children for classroom roles and responsibilities.</p> <p>Signposting them to suitable clubs and activities that develop their personal strengths and interests.</p>	High incidence of low engagement in the school's wider provision and enrichment. Opportunity to develop positive friendships and social skills in a safe engaging environment.	Termly review of provision through staff and pupil feedback.	Deputy Head SENCo	Termly
F - Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers.	1:1 meetings with parents to encourage supportive dialogue and agree individualised approach.	Analysis indicates that some parents of our disadvantaged children are less engaged with their children's social and academic progress.	<p>Feedback from both parents and children provides positive progress in their attitudes towards school.</p> <p>Attendance alongside responses from parents' evening evaluations.</p>	Deputy Head Class Teachers	Termly



Total budgeted cost:					£17,800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B - Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.	<p>Positive discrimination and invitation to extensive extra-curricular programme.</p> <p>Regular offers by the school to pay for music or sporting opportunities for all disadvantaged children.</p> <p>Positive discrimination to ensure representation at school events and within pupil responsibilities.</p> <p>Reward commitment of attendance to raise the focus on commitment</p> <p>Ensuring pupils have suitable equipment and kit to participate successfully in school life, contributing to greater self-esteem.</p>	<p>Lower uptake by some disadvantaged children in extra-curricular opportunities.</p> <p>Low self-esteem leads to lack of belief, commitment and perseverance, meaning that engagement is not sustained.</p> <p>Disadvantaged families often do not have the financial ability to support their children to participate in a wide range of school activities therefore school are able to provide the required equipment.</p>	Analyse club attendance and pro-active discussions held with pupils and parents to invite children to attend.	Deputy Head Sports Lead	Termly
E - Increased attendance rates for pupils eligible for PP.	<p>Meet directly with parents of children whose attendance falls below the school average.</p> <p>Personalised rewards for improvement on attendance and punctuality.</p>	Children who attend are more likely to make good academic and social progress alongside their peers.	Regular monitoring of attendance and comparisons between disadvantaged and non-disadvantaged children.	Deputy Head Administrator	Half-termly
Total budgeted cost					£5,600