

Nicholas Hawksmoor Pupil Premium Strategy Statement – 2021/22

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	Nicholas Hawksmoor Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	31 pupils (7.5%)
Academic years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrea Curtis
Pupil Premium lead	Joseph Fulford
Governor / Trustee lead	Chris Lofts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,865
Recovery premium funding allocation this academic year	£3,190
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	£36,055

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to continue to use Pupil Premium funding to narrow the academic achievement gap between pupil groups. As a school we have relatively low numbers of disadvantaged children, however year-on-year this is gradually increasing.

Historically, 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 continue to work to eliminate barriers to learning and progress, and our aim is to ensure that they make accelerated progress to reach age-related expectations or above as they move through the school.

In addition, we aim to ensure that our disadvantaged children's wider needs are met to provide a rich, diverse and positive experience through developing the social, emotional and physical skills, fostering a curiosity and willingness to take on new challenges.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress - To improve the academic outcomes of pupils from disadvantaged backgrounds, raising the expectations of what they can achieve.
2	Pupil Attendance - Increasing attendance rates of pupils eligible for additional Pupil Premium funding to bring this in line with the whole school
3	Pastoral Support - Helping children and their families pastorally, raising self-esteem and supporting them to develop additional strategies to cope with future challenges.
4	Engagement and Participation - Improving opportunities available for disadvantaged children by providing financial support to increase participation and engagement in wider-school activities.

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
Pupils from disadvantaged backgrounds achieve academically at key assessment points (KS1 & KS2)	<ul style="list-style-type: none"> Strong progress in reading, writing and maths made at key assessment points Academic gaps closing to their peers High attainers supported to reach potential
Attendance rates of disadvantaged pupils increase	<ul style="list-style-type: none"> Attendance gap to non-disadvantaged closed 2020-21 School attendance– 96.9% 2020-21 PP attendance – 94.6%
Greater awareness and access of pastoral support available to all children and families	<ul style="list-style-type: none"> Identified pupils receive mentoring & coaching from SEMH team where appropriate Nurture Club utilised to support children in school with SEMH
Disadvantaged children are accessing the same extra-curricular opportunities as their non-disadvantaged peers.	<ul style="list-style-type: none"> All disadvantaged pupils attend extra-curricular clubs of their choice All disadvantaged families are supported financially to attend school trips, including residential

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: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We work alongside our Trust partner schools and are part of the Maths Hub. All subject leaders are released once a term to lead effectively	1
Classroom Support	Ensuring all classrooms with disadvantaged pupils have classroom support where possible increases the potential for children to access and engage successfully in the curriculum offer.	1

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Support	As a result of the pandemic, maths teacher assessments at EXS+ is below last year's (56% down from 67%). In addition, reading has fallen from 63% to 56%. The percentage of children achieving GDS has maintained or even improved, highlighting that the pandemic has hit the lower attaining disadvantaged pupils the greatest.	1
Small Group Tutoring	As above - focused additional support in key academic areas will benefit the most disadvantaged pupils.	1
Mentoring & Coaching Support	Pupil well-being is integral to improving the chances and opportunities for children. Providing mentoring and coaching opportunities to those pupils who need it can have a significant impact on their self-worth, happiness and progress both academically and socially.	1, 2, 3
TT Rockstars & Numbots	A key factor in children's confidence in maths is their ability to retrieve and recall quickly key number facts. TT Rockstars and Numbots enables pupils to practise and improve over time.	1

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club	Giving pupils the opportunity to freely access a safe space at lunchtimes where they can engage in activities, supported by staff, improves their confidence and reduces potential conflict situations with peers. As a result, behaviour, self-confidence and attendance improves.	2,4
Uniform	Providing pupils with new uniform provides financial support for parents; encourages inclusion within the school community and amongst their peers; and raises self-esteem and self-worth.	2, 3
Trip & Residential Costs	Funding these wider excursions provides disadvantaged children with opportunities to experience the rich and diverse	3, 4

	experiences that they may not be able to participate in to due to financial hardship.	
Extra-curricular Activities Funding	Ensuring that all disadvantaged pupils can learn a musical instrument or participate in a fully-funded extra-curricular sports club again provides experiences that they may miss out on due to additional costs. In addition, all teacher-led clubs are provided free-of-charge, enabling increased participation opportunities and the potential of school-representation in events is increased.	2, 4

Total budgeted cost: £37,500

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 2020 to 2021 academic year.

COVID-19 had a significant impact on our most disadvantaged pupils. In addition, 39% of our Pupil Premium children are also on the SEN register. Teacher assessment grades for our PP children fell away significantly after the first lockdown, highlighted by our September baseline; good progress was made throughout the year despite a second lockdown (January-March 2021); however, pupils did not return to pre-pandemic levels at the expected standard (EXS) in maths and reading. Good progress was made in writing though, particularly for the most able pupils achieving GDS.

PP Y1-6 (25)	EXS+ Mar '20	EXS+ Sep '20 Baseline	EXS+ July '21	GDS Mar '20	GDS Sep '20 Baseline	GDS July '21
Maths	67%	53%	56%	25%	9%	24%
Reading	63%	48%	56%	17%	10%	20%
Writing	63%	48%	64%	17%	10%	20%

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
Bramble maths tutoring	Pearson
TTRockstars & Numbots	Maths Circle
Mathletics	3P Learning
Read Theory (free)	Read Theory