

PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the school's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Summary

Detail	Data
School name	Hewens Primary School
Pupils in school	390
Proportion (%) of pupil premium eligible	22.8%
Academic year or years covered by our strategy	2023-2024
Publish date	01 September 2023
Review date	31 August 2024
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Kingsley Thomas, Headteacher
Governor lead	Zainab Jamil, Chair of Local Advisory Board

Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£129,495 (based on 89 eligible pupils)
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£142,400

Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Hewens Primary School. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our pupils are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The school's statement of intent can be read in detail in its [Pupil Premium Policy](#)

Challenges

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

In-school barriers (issues to be addressed at school level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap.
B	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work.
C	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance: attendance rates of PP children are lower than that of their peers.
E	Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all pupils and Hewens Pupil Premium pupils.
B	Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age.
C	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
D	Attendance of disadvantaged children to be better than national averages.
E	A greater number of parents attend consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.

F Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

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.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 24
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 24
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 24
Phonics	Achieve national average expected standard in PSC	Sept 24
Other	Improve attendance of disadvantaged pupils to be at least 96%	Sept 24

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 priorities for current academic year (CPD, recruitment and retention)

Measure	Activity	Evidence that supports this approach
Priority 1	Maintain extremely high standards in Phonics. Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively.	<i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise</i>

		<p>is a key component of successful teaching of early reading. EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	<p>Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence.</p>	<p><i>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</i> EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. This will also include the mentoring of new staff.</p>	<p><i>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.</i> EEF Guide to Pupil Premium.</p>
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.		
Projected spending	£ 55,000	

Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

Measure	Activity	Evidence that supports this approach
Priority 1	1: 1 interventions in literacy and numeracy for disadvantaged pupils.	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five</i></p>

		<p>times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics.</p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	Targeted group intervention for PP children across Early Years to KS2 for pastoral care.	Pupils have been identified and recommendations made through Rowensbrook Training Centre to conduct group interventions for these pupils to ensure that they manage their feelings and emotions.
<p>Barriers to learning these priorities address: In recent years, we have seen an increase in the number of pupils who struggle to control their emotions and require support. This often disrupts lessons and they are not able to grasp concepts. If their emotional needs are addressed, pupils will focus and learn with less disruptions.</p>		
Projected spending	£ 45,000	

Wider strategies for current academic year (attendance, behaviour and wellbeing)

Measure	Activity	Evidence that supports this approach
Priority 1	PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home.	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>

	All classes implement the Zones of Regulation and support the children in improving their personal development skills.	
Priority 2	<p>PP children to receive extra support for their learning through small group tuition in after school boosters.</p> <p>PP children will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Improve attendance and reduce persistent absence for PP pupils.</p> <p>Keep in contact with continually with parents /caters of PP pupils whose attendance falls below 96%. Additional buy in from Participation Team to support disadvantaged children with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>The Department for Education (DfE), 2016.</p>
Priority 4	<p>Increase parental engagement.</p> <p>Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc....</p>	<p><i>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
<p>Barriers to learning these priorities address: Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.</p>		

Projected spending	£45 000
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Total budgeted cost: £145,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes - pupil performance overview for last academic year

Measure	Score
Reading – Were pupils able to achieve the expected level or greater in Reading comprehension skills as outlined in the national curriculum objectives for Reading in KS1 and KS2?	KS1 - % (69.8 %) KS2 - % (80%)
Writing - Were pupils able to achieve the expected level or greater in Writing as outlined in the national curriculum objectives for Writing/English in KS1 and KS2?	KS1 - % (58.5 %) KS2 - % (25%)
Maths - Were pupils able to achieve the expected level or greater in maths arithmetic and reasoning as outlined in the national curriculum objectives for Mathematics in KS1 and KS2?	KS1 - %(73.6 %) KS2 - % (88.3%)

Review: last year's aims and outcomes (review of 2022/2023 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (CPD, recruitment and retention)	
<p>All teaching staff are aware of who the PP children are in each class/year group for targeted support in an effort to recover the curriculum and engage them in interventions, after school boosters and data tracking.</p> <p>Teaching and learning focus on PP pupils throughout the year. In particular:</p> <ul style="list-style-type: none"> • Training for data analysis • Training for TPs • Identify these pupils during data tracking and pupil progress meetings. <p>All classes received spreadsheet highlighting these pupils for continued progress tracking and targeted interventions and support. Training for Teaching Partners to be involved in planning and delivery of teaching in their class. To provide daily interventions to address misconceptions and more focused interventions for targeted support.</p>	<p>Each Class folder has a list of PP pupils downloaded from Progresso to track their performance and ensure they receive adequate support and interventions. Data tracking sheets should also highlight how the PP children are performing which will help to close the gaps in their learning.</p> <p>PP children lack confidence to ask questions in lessons. If misconceptions are not addressed that day, they will fall behind.</p>
<p>PP pupils receive support for Personal Social Emotional Development (PSED) and Mental Health & Well Being.</p> <p>PSHE lessons focus on areas for pupils to talk freely about their feelings and emotions. The zones of regulation must be re- introduced in EYFS-KS2 to make pupils more aware of how to understand and regulate their emotions and show empathy for others. Additional support will be garnered from Rowensbrook Training Centre for PP pupils who require further support.</p> <p>Assess the needs of PP pupils through the use of SNAP Assessments.</p>	<p>Due to the current pandemic and its ongoing impact on pupils' and families' mental health and well-being, it is important for the necessary support systems in place.</p>
<p>Close the gap between PP pupils and others in the school where they showcase depth and breadth of knowledge across the curriculum, in their books and online.</p> <p>Consistently monitor the intent, implementation and impact of teaching and learning in</p>	<p>Consistently monitor the intent, implementation and impact of teaching and learning in English, Mathematics, Science, History, Geography, Music,</p>

<p>English, Mathematics, Science, History, Geography, Music, Physical Education, PSHE, RE, Design and Technology and Art.</p> <p>Random book scrutiny to compare PP pupils' performance against Non PP pupils. SLT to conduct 'deep dives' half termly and interact more with PP children to ascertain how much they can articulate their learning and apply these skills across the curriculum.</p> <p>Knowledge Organisers to be implemented and introduced to parents.</p> <p>Ensure that the cultural capital of the school is well established and can be articulated by all.</p>	<p>Physical Education, PSHE, RE, Design and Technology and Art. Random book scrutiny to compare PP pupils' performance against Non PP pupils. SLT to conduct 'deep dives' half termly and interact more with PP children to ascertain how much they can articulate their learning and apply these skills across the curriculum.</p> <p>Knowledge Organisers to be implemented and introduced to parents.</p> <p>Ensure that the cultural capital of the school is well established and can be articulated by all.</p>
<p>PP children to receive extra support for their learning through after school boosters and daily interventions in school.</p> <p>Although the Covid 19 pandemic has ended there are still gaps in the learning of PP pupils. Identified gaps in their learning will be addressed through after school boosters and daily interventions. PP children will receive extra support in areas of the curriculum where the gaps are as identified in the baseline assessments (September 2023) in areas of Phonics, Reading, Writing, Mathematics and Science.</p>	<p>Data spreadsheets will highlight the performance of PP pupils against other pupils in the school to ascertain the gaps in knowledge and performance. Through this approach, the gaps in learning should close overtime, throughout the year.</p>
<p>Targeted academic support for current academic year (tutoring, one to one support, structured intervention)</p>	
<p>PP children have access to the necessary resources such as laptops/electronic devices, books and online resources needed for home-school connection and remote learning related to (COVID-19).</p> <p>To ensure that PP children are not at a disadvantage as it relates to resources such as laptops/iPads, reading books, workbooks for Mathematics, Reading and Grammar.</p> <ul style="list-style-type: none"> All pupils are provided with staged reading books and online reading through Bug Club: Nursery to Year 6. 	<p>All PP children had access to books and online resources to support their learning especially during the pandemic. Teaching staff made regular contacts with the parents, guardians and carers of PP children to ensure that their learning was supported at home. Active Learn (Active Learn), Purple Mash, Timetable Rockstar and CGP resources were supplied and</p>

<ul style="list-style-type: none"> • All pupils have access to ICT through Purple Mash to infuse learning across the curriculum. • Years 2-6 pupils are provided with CPG books to support their performance in Reading, Grammar and Mathematics. • KS1 Abacus online books for Mathematics home learning. <p>Laptops/iPads for those who do not have access to these devices especially where learning is done remotely.</p>	<p>accessed by all. In addition to this, differentiated home-learning</p>
<p>PP pupils are equipped with metacognitive strategies which they can utilize to regulate their own feelings and emotions in school and at home.</p> <p>To prevent behaviour issues, socialization groups are used. Ongoing training is required for staff with regards to SCERTS, Zones of Regulation and general behaviour management. All classes implement the Zones of Regulation and support the children in improving their personal development skills.</p>	<p>All pupils were able to talk about their emotions and apply strategies to manage their feelings and emotions through the SCERTS and the implementation of the Zones of Regulation. We have seen a massive improvement in pupils' behaviour and witnessed less disruptions in class. However, more pastoral support is needed as a part of the bigger picture in supporting pupils' well-being.</p>
<p>Wider strategies for current academic year (attendance, behaviour and wellbeing)</p>	
<p>Improved attendance of PP pupils in line with national expectations.</p> <p>Headteacher to have a regular meeting with Participation Officer to discuss PP attendance and focus on persistent absenteeism and lateness if not related to COVID-19. Daily reports produced by the school's attendance/welfare officer to report the PP children's absence and reasons. This will be closely monitored by the Headteacher to ascertain if further support is needed. Refer the family to receive support Early Help Assessment (EHA).</p>	<p>Due various illness the attendance figures have declined. We will continue to monitor the attendance figures and put support in place for the PP families through the IPAD programme.</p>
<p>Pupil Premium pupils and their families have access to and are supported by outside agencies for pupils who have SEN needs, struggle to manage their emotions/behaviour and where their might be safeguarding concerns for the family. Work closely with PP families to ensure that they have access to the necessary support through CAMHS, Early Help Assessment, Educational</p>	<p>PP families received support from Rowensbrook Training Centre, Hillingdon Hospice, Early Intervention teams, Educational Psychologists throughout the year.</p>

Psychologists and other outside agencies in support of their children's behaviour at home which appears to be impacting their progress at school.	
<p>Where necessary Pupil Premium pupils have access to wrap around care from 7:45 am to 8:35 am and 3:30 pm to 5:30 pm.</p> <p>PP children who attend Friday afternoon afterschool care will be assisted with resources to complete their homework.</p> <p>Focus will be placed on accelerated reading, mental maths, handwriting, arithmetic and homework. These children will also have access to breakfast – (cereal and milk).</p>	PP pupils have free access to breakfast and after school care when needed.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday from 3:45 – 4:45pm. INSET time to be best used for focused activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	The Trust should look into hiring staff for pastoral care and targeted interventions for these pupils to lessen the workload on staff.
Wider strategies	PP pupils and/or their parents, guardians and carers do not engage with the additional provisions	Through pupil voice, provide provisions that pupils will be interested in.