

Pupil premium strategy statement – Haworth Primary School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	9.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Paula Howe
Pupil premium lead	Adele Reed-Griffiths
Governor / Trustee lead	Andy Longdon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37,000

Part A: Pupil premium strategy plan

Statement of intent

At Haworth our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We will provide support and opportunities for our most deprived pupils by in class support through learning support assistants and intervention groups. Outdoor learning opportunities and Forest schools, as well as sports coaching. We also have the opportunity for some of our children to access music lessons to enrich their lives in line with their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. This can be seen in their writing, and their ability to focus in class.
5	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

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 reading and writing attainment in KS1	Proportion of disadvantaged pupils reaching age related expectations in KS1 to be in line or above their peers and others nationally.
Improve enrichment opportunities for disadvantaged pupils across school	Opportunities for disadvantaged pupils to be able access enrichment opportunities to enhance wellbeing and develop their social and emotional skills to be inline with that of their peers.

Improved maths attainment for disadvantaged pupils at the end of KS2.	Proportion of disadvantaged pupils reaching age related expectations in KS2 to be in line or above their peers and others nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • evidence of increased parental engagement
To improve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance to rise to 96% which is the whole school target. To close the gap between disadvantaged and not disadvantaged pupils which is currently 2%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Budgeted cost: **£37,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistants allocated to each class to carry out daily and weekly interventions</p> <p>Pupils provided with regular 1:1 and group feedback and support, in order to accelerate their progress in reading, writing and maths</p> <p>Teaching Assistants deliver same day interventions in English</p>	EEF states that feedback can impact pupils by +8 months if completed effectively. Regular training on teaching assistants will ensure that the pupils receive quality effective feedback and interventions which are proven to work in having an impact on progress. Teaching assistants can impact pupils by +1 months	1, 2, 3,

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. The EEF Toolkit states that good quality phonics interventions can have an impact of +4 months.	1
Times table group and interventions	Timetable rock stars club at lunchtime to improve multiplication skills. Monitored by maths lead and class teachers. Individual instruction based on the needs of the pupil can have an impact of +3 months (EEF)	1,3
Reading comprehension strategies 3 part read	EEF states that reading comprehension strategies have a positive impact on progress (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	2

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

Budgeted cost: **£37,000 included in the above cost.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

pupils who require further phonics support.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	

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

Budgeted cost: **all part of the whole budget of £37,00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools	Outdoor learning for disadvantaged pupils to inspire the learning and give confidence.	4
Rock Steady Music	Delivery of whole school performance and bursary to provide 1-1 tuition in creating a band.	1,2,4
School uniform vouchers	Providing money to buy uniform so all children fit in and feel part of the school	All
Sports	Lunchtime support to enrich the learning.	1,4