

Hawsker C of E Primary School

Pupil Premium Strategy Statement



Our Vision is taken from Matthew 5:16, "In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Therefore, this is reflected in this statement through careful consideration of how the funds are spent, therefore enabling all to flourish, especially our disadvantaged pupils.

This statement details our school's use of pupil premium funding. 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	Hawsker C of E Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	29.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027 Current: 2025-2026
Date this statement was published	16 th December 25
Date on which it will be reviewed	16 th December 26
Statement authorised by	Mrs Helen Thompson
Pupil premium lead	Miss Alison Dykes
Governor / Trustee lead	Mrs Alicia Hogarth

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695
Recovery premium funding allocation this academic year	£0
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	£19,695

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Hawsker School is underpinned by its nurturing, Christian ethos. It is a small rural primary school set in the heart of the North Yorkshire Moors. Our school serves a community of families, many of which are self-employed or employed in the hospitality sector. Many of our families have been financially affected by the cost of living crisis which is not reflected in the numbers receiving pupil premium funding.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of our Hawsker pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support

and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Allocating Pupil Premium finding following a needs analysis, which will identify priority classes, groups or individuals

Achieving these objectives:

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running nurture groups
- Ensuring that all teaching assistants are used effectively to support pupil premium children
- 1-1 support
- Additional teaching and learning opportunities provided for children
- Aiming at accelerating progress, moving children to at least age-related expectations
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits and experiences
- Ensuring children have first-hand experiences to use in their learning in the classroom
- Behaviour support
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier

Challenges

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

Challenge number	Detail of Challenge
1	For some pupils, their oracy, vocabulary and language skills are below that of their peers
2	Writing data is below both maths and reading due to children's spelling and grammatical skills
3	A high proportion of pupil mobility, where children have joined our setting from other schools. Children with SEMH needs and multiple vulnerabilities that require personalised learning.
4	For some pupils, attendance is below our expectations and they miss out on important learning either at the beginning of the day or when absent.
5	Some children in receipt of pupil premium often have less developed mathematical skills, particularly within the area of basic counting and number facts.

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
Pupil premium children will achieve as well, or close the attainment gap towards achieving as well, as other pupils nationally.	Attainment of disadvantaged pupils in RWM at the end of EYFS, KS1 and KS2 matches the National Average Attainment of disadvantaged pupils in the phonics screening check matches the National Average
Through careful planning, teaching a discussion, language, vocabulary and oracy skills of children will be broadened.	Vocabulary and language skills of disadvantaged children will match that of their peers. Children will be confident in articulating their ideas, thoughts and learning preparing them for future learning and life.
Through the taught curriculum and extra-curricular activities children's horizons will be broadened. Children will be nurtured to become ambitious and aspirational.	Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum. The percentage of those pupils in receipt of pupil premium attending extra-curricular clubs and taking part in wider area events matches that of those who are not disadvantaged.
An ethos that models high expectations for achievement for all irrespective of background or previous attainment ensures that children from disadvantaged backgrounds are motivated to achieve their potential.	Disadvantaged pupils are expected to achieve as highly or make at least similar progress to other pupils.
Disadvantaged pupils are expected to have the same attendance rates as their peer group.	Disadvantaged pupils attend school at least 95% of sessions Children with low attendance are challenged to ensure their attendance demonstrates an improving picture School works closely with families and provides families with support strategies for improving their child's attendance. Children are tracked and attendance is followed up on.

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	High quality teaching support within classes from Teachers and Teaching Assistants. Lessons to be delivered with a focus subject specific vocabulary, recalling and building on prior knowledge and opportunities to apply new knowledge and skills. Pre-Teach and Over Learning in small groups to ensure all pupils are prepared for learning or have opportunities to consolidate learning as near to the lesson as possible. High quality feedback – verbal, live, written marking – to be available to pupils to allow for consolidation of learning, over learning and improvement. Regular opportunities to be provided for response to feedback. A strong evidence base shows that the combination of the above can have a positive and powerful impact on the learning outcomes of all pupils, especially the disadvantaged. Teacher Feedback to Improve Pupil Learning: EEF Making the Best Use of Teaching Assistants: EEF Meta Cognition and Self-Regulated Learning: EEF Oral Language Interventions: EEF High Quality Teaching: EEF	1, 2
CPD for reading, writing and maths subject leads to 'narrow the gap'	Research indicates that Quality First Teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High Quality Teaching: EEF	1, 2, 5

Implementation of a maths mastery approach supported by the local maths hub	Implement a mastery approach to teaching mathematics, ensuring that all pupils have a deep understanding of concepts before moving on to new material. This can be supported by resources from the National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastery Explained. Use formative assessment techniques to regularly gauge pupils' understanding and adapt teaching accordingly. This can help identify specific areas where pupils struggle with counting and number facts. Incorporate visual aids and manipulatives in lessons to enhance understanding of mathematical concepts, making learning more engaging and accessible for all pupils. Provide professional development for teachers focused on effective pedagogical strategies in mathematics, ensuring they are equipped with the latest evidence-based practises Teaching mathematics in primary schools.	5
Introduction of 'The Place Value of Grammar' across year 1 to year 6, ensuring children are taught the correct skills for writing across the curriculum	Implement explicit instruction in grammar, using models and examples to demonstrate correct usage in context. This approach has been shown to enhance understanding and application of grammar skills (Education Endowment Foundation, EEF). Use scaffolding techniques to support pupils in their writing. This includes breaking down tasks into manageable steps and providing structured templates for writing (EEF, High-quality teaching). Foster a classroom environment that encourages peer collaboration, allowing pupils to work together on grammar exercises and provide feedback to one another (Telling the Story: The English Education Subject Report, Gov.uk). Regularly assess pupils' understanding of grammar through formative assessments and adjust teaching strategies accordingly to meet	1, 2

	individual needs (Haringey, High Quality Teaching).	
Integrate oracy into daily lessons	Encourage pupils to engage in discussions, debates, and presentations to enhance their speaking and listening skills. This can be supported by using a variety of media to model effective oracy skills (NACE, 2024). Using the Oracy Framework to equip children with the correct skills to enhance their learning and understanding across all areas of the curriculum.	1
Additional Adult Support in Classes	Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Making Use of Teaching Assistants: EEF	1, 2, 5

Targeted Academic Support

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific mathematical targeted support through using the Ready to Progress Criteria	Implement explicit teaching of strategies tailored to the mathematics curriculum, ensuring that all pupils understand the learning objectives and can apply them in various contexts. This approach is supported by the Education Endowment Foundation (EEF) which emphasises the importance of high-quality teaching in improving pupil outcomes	5
Specific Comprehension Targeted Support, supporting language development	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF)	1

	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading Comprehension Strategies: EEF	
Homework Club/SATS Boosters	Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Extending School Time: EEF	1, 2
Daily interventions – core subjects	Daily interventions (TA led) to allow for Pre Teach, Same Day Interventions in response to learning within lessons, ongoing booster Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Teaching Assistant Interventions: EEF	1, 2

Wider Strategies

Budgeted cost: £3805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bookmark Reading Charity	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Reading Comprehension Strategies: EEF	1
SLT and pastoral staff to monitor attendance closely and offer incentives for	EEF Pupil Premium Strategy 2019 'Targeted support for struggling pupils should also be a key component of an effective Pupil premium	4

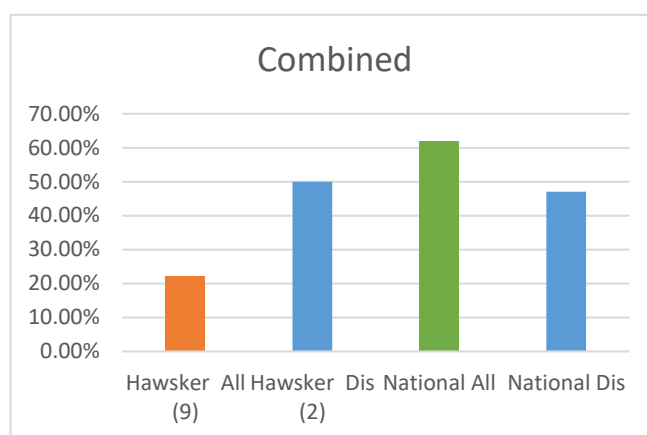
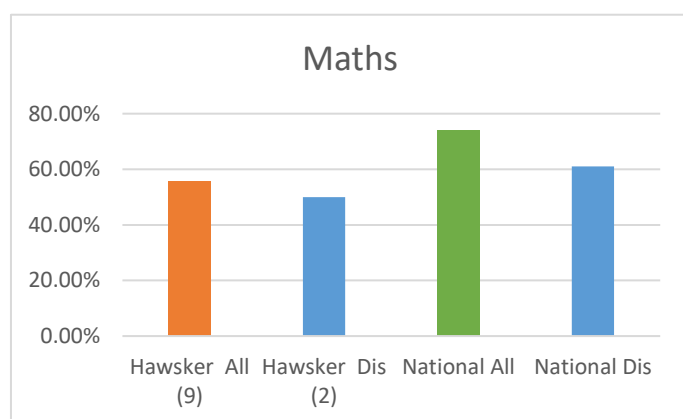
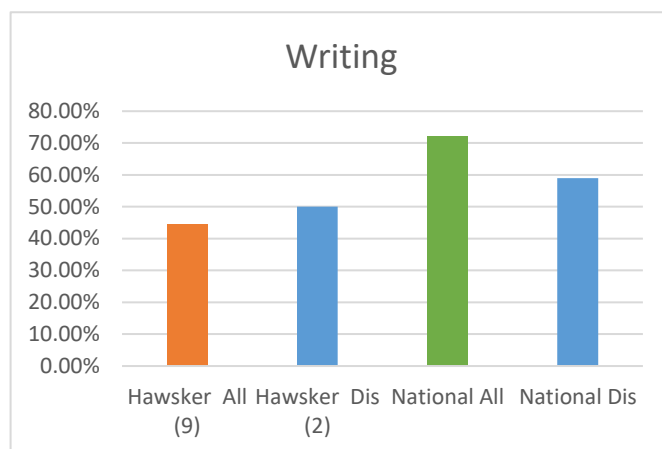
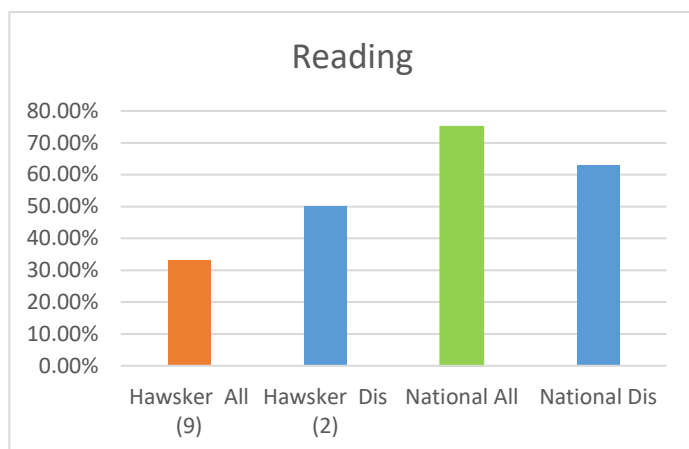
good attendance, sends reminder letters and support families where there are issues. The team to also provide breakfast for pupil premium children on a needs basis. SLT and pastoral team builds good relationships with families of poor attenders to promote the importance of school.	strategy; as well as strategies that relate to non-academic factors.' Engaging families and building positive relationships with them will help overcome barriers to attendance, such as emotional support and collecting children in times of emergency. DFE improving attendance document: There's a clear link between poor attendance and low academic achievement. Advice from the National Strategies: Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years Improving School Attendance: DFE	
Provide resources for identified individuals to enable them to access curricular and extracurricular activities. Arts, school trips, events and residential trips well as mental health and wellbeing work	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to final barriers for pupils from deprived backgrounds. Studies have shown that children who have opportunities to learn outside of their normal classroom environment make better progress than those who do not. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts Participation: EEF	3
The SLT Team will attend meetings and provide input and support for families where there is other agency involvement. They will lead on) Family Early Help Assessments to support families with emerging needs as a prevention to further escalation to social care involvement.	School Involvement will provide a joined up approach so agencies can work together to plan and provide bespoke support for families in need. Social and Emotional Learning: EEF	3, 4
The SLT will work with small groups and 1-1 check to provide emotional support.	Emotional support will increase children's motivation and engagement and they will feel more secure knowing there are specific people in school who can support them in a safe and secure environment. Social and Emotional Learning: EEF	3

Library and Mathematical Resources	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Improving the teaching and learning of Literacy: EEF	5
Wider variety of enrichment opportunities across a broad range of curriculum subjects.	Continuation of provision of sports and music opportunities working in partnership with external providers and specialist teachers. Funded places for disadvantaged children. Future opportunities to include more curriculum subjects – science, art, DT. Arts Participation: EEF	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, e.g. wrap around care, transport, uniform etc.	3, 4

Total Budgeted Cost: £19,695

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 2024 to 2025 academic year.



Pupil premium children will achieve as well, or close the attainment gap towards achieving as well, as other pupils nationally.

Pupil Premium children are working towards closing the attainment gap in reading when compared to national outcomes. At our school, 33.3% of all pupils achieved the expected standard in reading, while 50% of Pupil Premium pupils met this benchmark. Although these figures remain below the national outcomes for all pupils (75%) and disadvantaged pupils (63%), the higher attainment of our Pupil Premium cohort compared to the whole-school figure shows positive progress. This indicates that targeted support is helping disadvantaged pupils move closer to performing in line with other pupils nationally.

Pupil Premium children are continuing to make progress towards closing the attainment gap in writing. At our school, 44.4% of all pupils achieved the expected standard, while 50% of Pupil Premium pupils reached this benchmark. Although outcomes remain below the national figures for all pupils (72%) and disadvantaged pupils (59%), the stronger performance of the Pupil Premium cohort compared to the whole-school average demonstrates encouraging progress. This suggests that targeted support is helping disadvantaged pupils move closer to achieving in line with national expectations.

In maths, Pupil Premium pupils are still working towards closing the attainment gap when compared to national outcomes. At our school, 55.5% of all pupils achieved the expected standard, with 50% of Pupil Premium pupils meeting this benchmark. These outcomes remain below national figures for all pupils (74%)

and for disadvantaged pupils (61%). However, the attainment of the Pupil Premium cohort is broadly in line with whole-school performance, indicating that disadvantaged pupils are making comparable progress and continue to benefit from targeted support aimed at raising attainment in math

Through careful planning, teaching a discussion, language, vocabulary and oracy skills of children will be broadened.

Through careful planning and high-quality teaching, pupils' discussion, language, vocabulary and oracy skills are beginning to broaden. This developing confidence in communication is reflected in academic outcomes, with 50% of Pupil Premium children now reaching the expected standard in both reading and writing. These improvements show early positive impact and indicate that continued focus on oracy and language enrichment is supporting disadvantaged pupils to make meaningful progress.

Through the taught curriculum and extra-curricular activities children's horizons will be broadened. Children will be nurtured to become ambitious and aspirational.

Through the taught curriculum and a wide range of extra-curricular opportunities, children's horizons are being broadened and they are nurtured to become ambitious and aspirational learners. This year, 100% of Pupil Premium pupils were supported to attend the school residential, ensuring equal access to enriching experiences that build confidence, independence and aspiration. These opportunities continue to have a positive impact on personal development for disadvantaged pupils.

An ethos that models high expectations for achievement for all irrespective of background or previous attainment ensures that children from disadvantaged backgrounds are motivated to achieve their potential.

An ethos of consistently high expectations for all pupils, regardless of background or prior attainment, continues to motivate disadvantaged children to achieve their full potential. All Pupil Premium pupils are now attending school full time, demonstrating strong engagement and commitment to learning. One pupil with an Education, Health and Care Plan is also well supported, ensuring their needs are met so they can access the curriculum effectively. This reflects the school's inclusive approach and its commitment to raising aspirations for every disadvantaged learner.

Disadvantaged pupils are expected to have the same attendance rates as their peer group.

Disadvantaged pupils are expected to maintain attendance rates in line with their peers, and this has been achieved and exceeded this year. Whole-school attendance stands at 95.25%, while Pupil Premium attendance is higher at 96.18%, surpassing both school and national averages (95%). This reflects strong engagement from disadvantaged pupils and the positive impact of the school's consistent attendance expectations and support.

Externally Provided Programmes

Programme	Provider

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A