

# Pupil premium strategy statement

Haylands Primary School

This statement details our school's use of pupil premium (and recovery 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 the outcomes for disadvantaged pupils last academic year.

## School overview 2023 / 24

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23 - 25
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Katrina Shaer
Pupil premium lead	Katrina Shaer
Governor / Trustee lead	Simon Richards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,890
Recovery premium funding allocation this academic year	£15,479
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£175,369

# 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 the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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. The challenges are varied and there is no “one size fits all”.

High-quality inclusive 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged 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, along with all 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.

### Principles

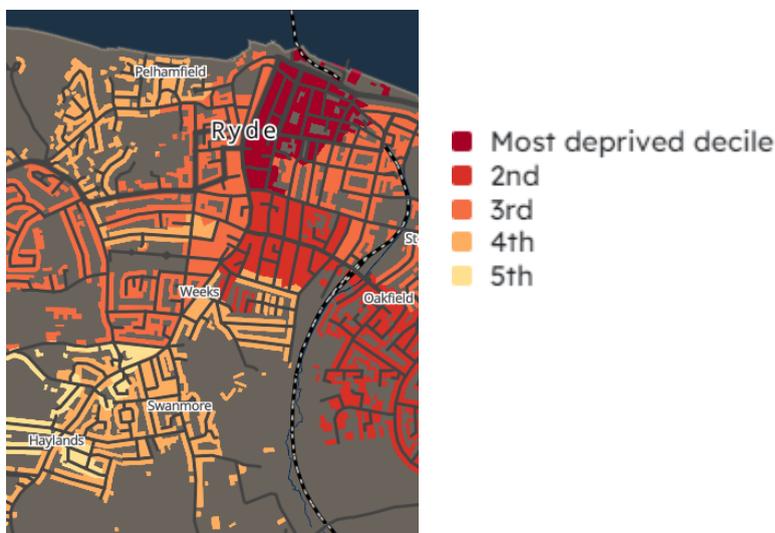
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

### **Demography and School Context**

Haylands Primary is a two-form entry school located in Ryde, on the Isle of Wight The map below displays the “Index of multiple deprivation 2019” and shows the areas that surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). As you can see our school and the surrounding areas relatively near to the school have higher than average levels of deprivation, in which most of the pupils live, and are amongst the most deprived in the country.



(screenshot of map taken from:

[https://mapmaker.cdrc.ac.uk/#/index-of-multiple-deprivation?m=imde19\\_rk&lon=-1.1677&lat=50.7255&zoom=13.33](https://mapmaker.cdrc.ac.uk/#/index-of-multiple-deprivation?m=imde19_rk&lon=-1.1677&lat=50.7255&zoom=13.33) )

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To allocate a 'Catch Up' Teacher to Key Year Groups - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support
- Subsidise and in some cases pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software
- To allow the children to learn a musical instrument
- Behaviour and nurture support by providing activities to engage and promote Haylands values and thus enhance learning supported by employing a full time CFLO and part time ELSA

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills effecting writing and reading

2	Low attainment on entry to the EYFS in all areas
3	More frequent SEMH difficulties
4	Attendance and punctuality issues
5	Chaotic family lives and social service involvement

## 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.

*Note: there has been a change of headteacher, deputy headteacher and SENCo since the 3 year plan was formulated. Following a review of the plan and the school position, the intended outcomes have been adapted to more accurately reflect the areas for improvement.*

Intended outcome	Success criteria
Ensure that all staff teach reading skills effectively with a focus on ensuring the youngest children acquire word reading skills rapidly Increase the regularity and quality of home reading	KS2 reading outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard. Year 1 phonics screening outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Ensure that writing approaches are cohesive and address weaknesses in vocabulary use and cohesion	KS2 writing outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Ensure all staff effectively teach Maths, with a focus on ensuring the lowest 20% access learning because they do not have gaps in progression of skills	KS2 maths outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance by 2024/25 to be above 95%. Unauthorised absence, particularly for disadvantaged pupils, to be below 3%

## 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: £109,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 x Additional EYFS LSA ( 31% £ 13,582)</p> <p>2 x Additional KS1 LSA ( 31% £13,582)</p> <p>2 x Additional KS2 LSA ( 31% £ 13,582)</p> <p>2 x HLTA's (31% £19,584 )</p>	<p>On entry to Reception, most children have low Language and Communication skills – 71% of disadvantaged children are working below or significantly below. Due to poor socio-economic backgrounds and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Release time for Maths and English leads and for subject leads for CPD development and monitoring and improvement</p>	<p>1, 2, 3</p>
<p>Support from HIAS English advisor for staff CPD ( £2400 )</p> <p>Support from HIAS Maths advisor for staff CPD ( £3,200 )</p> <p>Support from HIAS SEND advisor for staff CPD ( £2400 )</p> <p>Support from HIAS MFL Advisor (£800)</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	<p>1, 2, 3</p>

Subscription to HTLC & other training (£ 4,200 )	We buy into the Hampshire Teaching and Learning Partnership. All staff to lead effectively are released once a term to attend training.	
Full time Inclusion Leader/SENCO (31%) (£20,510 ) Cost of NASENCO Award (31%) (£711 ) Full time Child and Family Liaison Officer (31%) (£9,146 ) Part time ELSA (31%) (£4,743 ) Provision Map - Edukey (31% £1000 )	Due to poor socio-economic backgrounds and disadvantaged upbringing we currently have 31% of our pupils entitled to pupil premium  16% of our pupil premium children are currently supported by children's services either under early help, CIN/CP plans or LAC/PLAC  40% of our pupil premium children also have an identified SEND requiring additional support with 10 % of those on for SEMH	1, 2, 3, 4, 5

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

Budgeted cost: £37,761.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics scheme and resources – new this academic year £12,125.35	Validated phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Our phonics screen results have not increased in last year using a non-validated scheme	1, 2, 3
Dimensions Curriculum training and resources £5789.12	Children need a broad and balanced and exiting wider curriculum to help improve their outcomes and cultural capital and in turn helping them find school more enjoyable	1, 2, 3, 4, 5
The NELI programme will be used to screen	The NELI programme provides schools with a way of identifying early language difficulties and is proven to improve	1, 2, 3

year R pupils and identify bespoke support	<p>children's language skills and behaviour in school.</p> <p>Weak Language and Communication skills. Most children are working below and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p>	
SCODE Spelling scheme (31% £761 )	<p>A phonics based spelling scheme that builds on the phonics foundations provided by Little Wandle</p> <p>Our disadvantaged pupils writing outcomes for KS1 and KS2 for 2023 were below national all.</p>	1, 2, 3
<p>LSA targeted support 3 hours a week x 11 LSAs (31% £ 7,533 )</p> <p>Tutoring for Year 6 for the Spring term £9,000</p> <p>EP Service (31%) (£1306 )</p> <p>SOS Outreach (31%) (£1,247 )</p>	<p>1:1 or small group interventions to target gaps and support those falling behind</p> <p>1:1 or small group interventions to target gaps and support those falling behind</p> <p>Educational Psychology support helps to improve our understanding of our pupils needs, especially where 40% of our pupil premium children also have an identified SEND requiring additional support</p> <p>Support from the outreach service from the local special school to target individual needs. This also provides free CPD for all staff on SEND issues</p>	<p>1, 2, 3, 4, 5</p> <p>1,2,3,4,5</p>

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

Budgeted cost: £ 18,566.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO service buy in (31%)	Attendance and Punctuality issues. Our whole school attendance last year was	4, 5

(£1,400 )	93.15% and for our pupil premium pupils was 91.14%. We had 21% of all pupils classed as persistently absent, with 50% of those being entitled to pupil premium.	
Residential and trip subsidy (31% £3000 )	A large majority of our pupil's only time away from home and off the Island during the year is on school residential and school trips. It is essential for their own wellbeing that they experience different settings before writing about it. All residential and trips are linked to Topics that they are studying.	4, 5
Forest Schools (full cost) (£690 )	Every child's has the right to explore and take risks to help improve learning and experiences	1, 2, 3, 4, 5
Improvement to main playground and EYFS outside area (£1338.31 )	Children have the right to break and lunchtimes to explore and develop play and speaking and listening, improvements to our outside areas are vital to support this	1, 2, 3, 4, 5
Improvements to school resources across the school (£12,138)		

**Total budgeted cost: £165767.78**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

MEASURE	2023 School Disadvantaged	2023 School All	2023 National Disadvantaged	2023 National All
GLD				
EYFS	57.1%	75.6%	52.1%	67.3%

16% of the year group were identified as disadvantaged with 1 of the disadvantaged group having identified SEND. There is a significant attainment gap between this group and the rest of the cohort. The attainment of the disadvantaged group was above national disadvantaged but below national all.

33% of the year group were identified as disadvantaged with 2 of the disadvantaged group having identified SEND. There is only a slight attainment gap between school disadvantaged and school all for EXS combined, however a more significant gap compared to national all but

Attainment	2023 School Disadvantaged		2023 School All		2023 National Disadvantaged		2023 National All	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
KS1								
RWM	46.2%	7.7%	47.7%	4.5%	40.2%	2.3%	58.0%	6.2%
Reading	76.9%	15.4%	65.9%	18.2%	54.0%	9.1%	68.7%	18.8%
Writing	46.2%	7.7%	59.1%	6.8%	44.5%	3.3%	61.9%	8.2%
Maths	61.5%	23.1%	61.4%	18.2%	55.8%	7.7%	71.1%	16.3%

above national disadvantaged. Our disadvantaged out performed all other groups for GDS combined. Our disadvantaged were above for reading EXS, in line with Maths but below school all for writing. Our disadvantaged GDS figures were just below or above all other groups.

Attainment	2023 School Disadvantaged		2023 School All		2023 National Disadvantaged		2023 National All	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
KS2								
RWM	58.8%	5.9%	56.6%	5.7%	44.0%	3.2%	59.5%	8.0%
Reading	70.6%	11.8%	71.7%	22.6%	60.2%	17.4%	72.6%	29.0%
Writing	58.8%	11.8%	62.3%	7.5%	58.1%	6.6%	71.5%	13.3%
Maths	70.6%	11.8%	73.6%	20.8%	58.8%	12.7%	72.9%	23.8%

33% of the year group were identified as disadvantaged with 7 of the disadvantaged group having identified SEND. There is no attainment gap between school disadvantaged and school all for EXS combined and only a slight gap compared to national all but above national disadvantaged. Our disadvantaged out performed school all and national disadvantaged for GDS combined but below national all GDS. Our disadvantaged were only slightly below for

reading and Maths EXS, Maths but below for writing. Our disadvantaged GDS figures were mainly below all other groups.

Progress KS2	2023 School Disadvantaged	2023 School All	2023 National Disadvantaged	2023 National All
Reading	+0.40	+0.38	-0.86	+0.04
Writing	+0.73	-0.40	-0.69	+0.05
Maths	-0.04	+0.93	-1.05	+0.04

Our disadvantaged progress scores are above national all for reading and writing but below for maths.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*