

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 2022 / 23

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 (3 year plans are recommended)	21 - 24
Date this statement was published	March 2023
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Katrina Shaer
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,931
Recovery premium funding allocation this academic year	£15,370
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
Total budget for this academic year <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>	£167,301

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment, specifically in the core subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and disadvantaged and the strategies that will best support their progress.

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

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 English skills 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. There are low levels of spoken language children upon school entry. Low uptake of supporting reading at home.

	Comprehension and vocabulary less well developed leading to lower outcomes in reading and writing.
2	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
3	Our observations and discussions with families has highlighted an increased level of poverty, and therefore increased levels of deprivation amongst pupils and families. This has led to increased social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 effectively 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 to Maths Mastery principles, 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: £70,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on teaching reading and phonics across the school</p> <p>Phonics teaching continuing CPD</p> <p>Planning for Progress implemented in reading</p> <p>Use of AfL in reading and phonics</p> <p>Use of predictions to target teaching of focussed adjustments and interventions</p> <p>Monitoring and then coaching of reading and phonics planning, provision and outcomes</p> <p>Review of phonics scheme</p> <p>Moderation of reading</p> <p>Review planning and resources for reading</p> <p>Clarification of the non-negotiables in teaching provision</p> <p>Development of the assessment process and quality in phonics and reading</p> <p>Investigate ways to increase the regularity and quality of reading at home</p> <p>Improved identification and monitoring of progress of disadvantaged pupils</p>	<p>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.</p> <p>A focus on the teaching planning, implementation and review cycle has been shown to improve outcomes for all pupils.</p> <p>Monitoring and coaching has been shown to improve classroom practice.</p> <p>Accurate assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF - Use high-quality information about pupil's current capabilities to select the best next steps for teaching.</p> <p>EEF - Making the best use of teaching assistants:</p> <p>Ensure TA's are fully prepared for their role in the classroom;</p> <p>Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.</p> <p>EEF - Ensure that teaching builds on what children already know</p>	<p>1, 2, 3</p>
<p>CPD on teaching planning and use of AfL in writing</p> <p>Talk for Writing CPD</p> <p>Planning for Progress implemented in writing</p> <p>Use of AfL in writing</p>	<p>A focus on the teaching planning, implementation and review cycle has been shown to improve outcomes for all pupils.</p> <p>Monitoring and coaching has been shown to improve classroom practice.</p>	<p>1, 2, 3</p>

<p>Use of predictions to target teaching of focussed adjustments and interventions</p> <p>Monitoring and then coaching of writing planning, provision and outcomes</p> <p>Moderation of writing</p> <p>Review planning and resources for writing</p> <p>Clarification of the non-negotiables in teaching provision</p> <p>Development of the assessment process and quality in reading and writing</p> <p>Improved identification and monitoring of progress of disadvantaged pupils</p>	<p>Accurate assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>EEF - Use high-quality information about pupil's current capabilities to select the best next steps for teaching.</p> <p>EEF - Making the best use of teaching assistants:</p> <p>Ensure TA's are fully prepared for their role in the classroom;</p> <p>Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.</p> <p>EEF - Ensure that teaching builds on what children already know</p>	
<p>Review planning and resources for maths</p> <p>Planning for Progress implemented in maths</p> <p>Use of AfL in maths</p> <p>Use of predictions to target teaching of focussed adjustments and interventions</p> <p>Monitoring and then coaching of maths planning, provision and outcomes</p> <p>Moderation of maths</p> <p>Review planning and resources for maths</p> <p>Clarification of the non-negotiables in teaching provision</p> <p>Development of the assessment process and quality in maths</p> <p>Improved identification and monitoring of progress of disadvantaged pupils</p>	<p>A focus on the teaching planning, implementation and review cycle has been shown to improve outcomes for all pupils.</p> <p>Monitoring and coaching has been shown to improve classroom practice.</p> <p>Accurate assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>EEF - Use high-quality information about pupil's current capabilities to select the best next steps for teaching.</p> <p>EEF - Making the best use of teaching assistants:</p> <p>Ensure TA's are fully prepared for their role in the classroom;</p> <p>Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions.</p> <p>EEF - Ensure that teaching builds on what children already know</p>	1, 2, 3

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

Budgeted cost: £58,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support sessions with targeted children to accelerate progress in phonics	EEF: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions	1, 2, 3
Parent phonics and reading workshops	EEF: Working with parents to support children's learning - provide practical strategies to support learning at home	1, 2, 3
Additional support sessions with targeted children to accelerate progress in reading	EEF: Use high quality targeted support to help all children progress in reading	1, 2, 3
Additional support sessions with targeted children to accelerate progress in writing	EEF: Use high quality targeted support to help all children progress in writing	1, 2, 3
Additional support sessions with targeted children to accelerate progress in maths	EEF: Use high quality targeted support to help all children progress in maths	1, 2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 2, 3

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

Budgeted cost: £ 38,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the role of the Emotional Needs assistant employed who has specialist training in	EEF: Know and understand your pupils and their influences	3

therapeutic story writing, bereavement training, mental health first aid, peer on peer abuse, working with parents		
Further develop the role of the Family Liaison Officer (FLO) in supporting families facing difficulties, financial hardship etc	EEF: Tailor targeted approaches to meet the needs of individuals in your school	3
Further develop the work between FLO and EWO, to work with Families where attendance causes concern and emphasise the links between poor attendance and educational outcomes Work on identified areas of good practice set out in the DfE's Improving School Attendance advice.	EEF: Tailor targeted approaches to meet the needs of individuals in your school	1, 2, 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.	1, 2, 3

Total budgeted cost: £167,301

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils during the 2022 - 2023 academic year.

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.

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%

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 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.