

Pupil premium strategy statement – Hayes 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

Detail	Data
Number of pupils in school	355F2 - Yr6 37 F1
Proportion (%) of pupil premium eligible pupils	143 (40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023, 2024, 2025
Statement authorised by	Mark Hanbury
Pupil premium lead	Patrice White
Governor / Trustee lead	Nigel Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,345
Recovery premium funding allocation this academic year	£23, 200
Total budget for this academic year	£254,545

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 across all subject areas. 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, 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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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

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.

Ultimate Objectives:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress, catching up on lost learning caused by the impact of the COVID-19 whole school closures.

- ✓ 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 could include and would not be inclusive of:

- ✓ High quality CPD to ensure quality first teaching
 - ✓ 1-1 and small group tuition using the NTP
 - ✓ Targeted 1-1 and small group intervention to enable "catch-up" based on needs analysis
 - ✓ Behaviour, emotional and social support through our Hayes Pastoral Package – FSW,
 - ✓ Forest schools type provision to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning.
 - ✓ Improving attendance through the use of an attendance officer/FSW
 - ✓ Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Hayes Values and thus enhance learning.
 - ✓ Targeted speech and language support for identified children.
 - ✓ 1:1 and small group pastoral support from our Autism and mental health champion
- This list is not exhausted 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	Assessments, observations and discussions with pupils indicates that disadvantaged pupils' speech and language skills are very low on entry. This slows their progress in many areas of learning into KS1 and beyond.
2	A range of social and emotional issues heightened by Covid-19 and the subsequent extended school closures are hindering the progress of our PP children.
3	Disadvantaged pupils enter the Foundation Stage with poor oral language skills and limited experience of the world, either first hand or through books. This has a significant effect on their ability to write, in terms of composition, and slows their progress in both reading and writing into KS1 and beyond.
4	Groups of children from Year 2 – 6 have significant gaps in maths caused by interruptions to sequential teaching.
5	A widening of learning gaps in reading, writing and mathematics for pupil premium pupils as a result of the extended school closures caused by Covid-19. Internal school data summer 2023 shows

	Current year group:	% of non-disadvantaged pupils achieving ARE combined	% of disadvantaged pupils achieving ARE combined	GAP
	1			
	2	26%	19%	-7%
	3	50%	29%	-21%
	4	76%	36%	-40%
	5	52%	39%	-13%
	6	33%	50%	+17%
6	Disadvantaged pupils' attendance was 90.28% in 2021-2022. This reduces their school hours and can cause them to fall behind their peers.			
7	Disadvantaged pupils have limited experiences and knowledge of their own community and wider world. This has a significant impact on their vocabulary, comprehension skills and in turn their aspirations for life beyond Hayes.			

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 oral language skills and vocabulary among disadvantaged pupils	Assessments and observations significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
To improve the percentage of children passing the phonics screening test by the end of KS1, regardless of entry point.	Target of 80% of Pupil Premium children passing Year 1 phonics screen. Intervention and support is designed and evaluated to ensure those in year have developed their decoding skills to improve and make accelerated progress from their starting points.
To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a significant reduction in the number of disruptive behaviour incidents logged on CPOMS

	-individual case study reports for identify pupils and their families.
Improve the combined attainment for disadvantaged pupils at the end of each key stage.	FS2, KS1 and KS2 combined outcomes in 2024/25 show more than 65% of disadvantaged pupil met the expected standard. (In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils)
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: Improved attendance and punctuality in targeted children to at least 95%. Persistent absenteeism for PP pupils is reduced from the 21/22 figure of 14.2% to 8%. National figure for persistent absence for children entitled to free school meals is 21.6% compared with 8.1% for non-FSM pupils.
To embed the use of metacognition and self-regulation strategies across the school.	An increasing number of children will be able to identify the key steps for keeping their own learning on track in order to access the curriculum at ARE or above – resulting in a rise in attainment in reading, writing and maths. (70% in KS1 and 70% R W M in KS2) Narrowing the gap towards non – disadvantaged children.

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: £ 157,126 (62% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>2 Teacher Model – Year 6:</u>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	4,5,7

<p>Additional 2 teachers x 0.5 days per week. (5 x mornings)</p> <p>Focus on small group targeted support for identified pupils.</p> <p>£33,210 (RB) £39,777 (HS)</p>	<p>or those falling behind, both one-to-one and in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p><u>Professional Development – coaching programme</u></p> <p>Deputy Headteacher x 1 day per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across the school as identified by a range of monitoring and evaluation activities.</p> <p>£17,586</p>	<p>The best available evidence indicates that great 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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p>	5
<p><u>Professional Development – coaching programme</u></p> <p>Release time for phonics lead/specialist teacher x 1.25 days per week.</p> <p>£16,032 – phonics lead</p>	<p>The best available evidence indicates that great 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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days.</p>	5,3
<p><u>Specialist Music Provision:</u></p> <p>Release time for the music specialist to teach the music curriculum to all</p>	<p>High quality arts education will be provided as part of the weekly music lessons for all pupils Yr 2 – Yr6.</p> <p>The latest research suggests that wider benefits such as more positive attitudes to learning and increased well-being are linked to high quality arts provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,7

pupils from Year 2 – 6. 0.5 x days per week. £33,210		
<p><u>Speech and Language TA 5 day per week.</u></p> <p>Speech and Language specialist (SALT) employed to deliver 1:1 and small group sessions. Also to train other staff to deliver effective speech & language intervention.</p> <p>£17,311</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Due to and poor socio-economic 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>	1,2,5

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

Budgeted cost: £ 48,699 (19% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1:1 and small group tuition:</u> To accelerate the progress of identified children within KS1 in phonics in order to achieve ARE by the end of the academic year through targeted interventions.</p> <p>RS 2.5 days per week £9549 AT 2.5 days per week £11,127 JB 2.5 days per week £10,145 <u>£30,821</u></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from 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 EEF (educationendowmentfoundation.org.uk)</p>	2,5,7

<p><u>1:1 tuition:</u> SENDSCO to deliver 1:1 reading interventions to at risk pupils in year 2.</p> <p>5 hours per week £15,910</p>	<p>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:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	5,7
<p><u>Online individualised instruction – Doodle maths:</u></p> <p>Diagnostic, individualised instruction system – Doodle maths is used with all children across school to supplement whole class maths teaching.</p> <p>£1968</p>	<p>Various models of individualised instruction have been researched over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently.</p> <p>Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average – 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	4,5

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

Budgeted cost: £48,720 (19% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Autism and Mental Health Champion</u> 5 x days per week.</p> <p>Autism and mental health champion to provide small group and 1:1 SEMH support.</p> <p>Availability of nurturing and resilience building activities in 1:1 or small groups.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional</p>	2,5,6,7

<p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>£32,504</p>	<p>progress in academic outcomes over the course of an academic year.</p>	
<p><u>Improving Attendance:</u></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Attendance officer to be employed for 2.5 days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> <p>£16,216</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5,6,7 – Attendance impacts heavily on all barriers to learning.</p>

Total budgeted cost: £254,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Current year group:	% of non-disadvantaged pupils achieving ARE combined	% of disadvantaged pupils achieving ARE combined	GAP
1			
2	26%	19%	-7%
3	50%	29%	-21%
4	76%	36%	-40%
5	52%	39%	-13%
6	33%	50%	+17%

Data analysis from internal school data summer 2023 indicates that despite making good progress. The gap between pupil premium and non-pupil premium children achieving ARE combined is significant in some year groups.

KS2 SATs

Number in cohort: 62

	<u>Combined</u>	<u>Reading</u>	<u>Writing (Moderated)</u>	<u>Maths</u>
All (62 Pupils) ARE+	88%	79%	88%	93%
All:GD	24%	19%	29%	36%
National % 2022	59%	73%	73%	71%
PP (21 Pupils)	71%	61%	71%	85%
PP: GD	5%	14%	5%	23%
National % GD 2022	Data currently unavailable			

KS1 SATS (Year 2)

KS1 data is teacher assessed, using KS1 SATs as evidence for the teacher assessment.

50 Pupils	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
All (50 Pupils) ARE+	58%	46%	63%
All:GD	2%	0%	6%
PP (24 Pupils)	42%	33%	38%
PP: GD	05	0%	8%

Phonics Screening Year 1 and 2:

Year 1

43 Pupils	Passed	Below
All (43 pupils)	70%	30%
PP (20 pupils)	63%	37%

Actions

- Streamed RWI
- Interventions daily with Senco/ Academic mentor/ RWI trained TA.
- Gap Analysis regularly
- RW 1:1 fast track tuition
- Early morning reader sessions before school
- Extra phonics session for all pupils in the afternoon
- RWI half termly assessments
- Targeted groupings

Year 2 – RE-sits (those children who did not pass PSC in year 1)

11 Pupils (excluding pupil who joined on 20th June)	Passed
All (11 pupils)	27%
PP (6 pupils)	0%

ACTIONS

- Streamed RWI groups
- Interventions with reading specialists
- Focus on word blending
- Academic mentor
- Phonics split into small focus groups

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
Doodle Maths	Doodle learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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