

# HAYESDOWN FIRST SCHOOL

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hayesdown First School
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body (24.11.2021)
Pupil premium lead	Julia Battersby, Headteacher Anita Crawley, Inclusion Leader
Governor / Trustee lead	Heather Morgan – Governor Belinda Deery - Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,105

# Part A: Pupil premium strategy plan

## Statement of intent

*Hayesdown First School commits to working collaboratively and collectively with schools across The Partnership Trust to eliminate the disadvantage gap. Our school aim is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.*

*We will do this through:*

- *Supporting our disadvantaged pupils to be in the best place possible to access learning*
- *Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching*
- *Supporting disadvantaged pupils to succeed academically*
- *Work hard to develop effective relationships with families and focus on those pupils who need us most*
- *Intelligent analysis of both hard and soft data to identify attainment gaps and barriers to achievement*
- *Use of evidence based training, supported by reflective practice and coaching*

*During the period of the strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language skills; writing; fluency in maths, cultural capital and social and emotional resilience.*

*Our expectation at Hayesdown First School is that all pupils, irrespective of their background or challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. We place reading at the heart of Hayesdown First School.*

*The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will*

- *Adopt a whole school “deliberately bothered” approach in which all staff take responsibility for disadvantaged pupil’s outcomes and recognise the impact they make*
- *Ensure disadvantaged pupils are challenged in the work they are set*
- *Act early to intervene at the point which it is needed*
- *Support the delivery of school-led tutoring to provide specific interventions for disadvantaged pupils.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.</i></p> <p><i>Our baseline assessments on entry to Reception class show that 50% of disadvantaged learners arrive below age related expectations in Communication and Language.</i></p>
2	<p><i>Internal and external data show some disadvantaged pupils attain less well in the Y1 phonics check and are making slower progress in securing their phonic knowledge, impacting on their development as readers.</i></p> <p><i>Assessments show that 33% of disadvantaged pupils passed the Y1 phonics screening and 66% of Y1 pupils were below the expected level in our RWInc progression expectations.</i></p>
3	<p><i>Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.</i></p> <p><i>Within school 11% of pupils are identified as needing additional support with SEMH needs with currently 27% of disadvantaged pupils accessing ELSA / Therapy / Mentoring / Nurture provision. Since the pandemic teacher referrals for support have increased.</i></p>
4	<p><i>Our assessments, discussions and observations show that pupils writing has been disproportionately affected during school closures, including strength/ stamina for writing, spelling and structuring writing compositions.</i></p> <p><i>Reception baseline data shows that 43% pupils have a fist or thumb wrap type of pencil grip on entry to school. In every year group the number of disadvantaged pupils achieving the expected standard in writing is lower than in reading or maths (R 75%; Y1 33%; Y2 60%; Y3 53%; Y4 38%) and lower than non-disadvantaged pupils.</i></p>
5	<p><i>Analysis of attendance data shows that some disadvantaged pupils and families remain in need of additional support to secure and sustain better punctuality and attendance, although we have made improvements over the past years</i></p> <p><i>Current data shows that 12% of our pupil premium pupils are in danger of falling into the “persistent absenteeism” category.</i></p>
6	<p><i>Our assessments, discussions and observations show that a lack of number fluency is hindering progress in maths for some disadvantaged pupils, particularly girls.</i></p> <p><i>Only 50% of disadvantaged girls in 2020-2021 were working at the expected standard or above in maths across the school compared to 75% of non-disadvantaged girls.</i></p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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 assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes show that more than 90% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved writing attainment among disadvantaged pupils.	Writing outcomes in all year groups show that more than 70% of disadvantaged pupils met the expected standard. (national data 2019 for disadvantaged KS1= 55%; KS2 = 68%)
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance is demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being above 96.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1.5%.</li> <li>• A reduction in the overall number of persistent absentee pupils and a reduction in the percentage of these who are disadvantaged</li> </ul>
Improved maths attainment for disadvantaged pupils	Maths outcomes in all year groups show that 70% of disadvantaged pupils reach the expected standard (national data 2019 for disadvantaged KS1= 62%; KS2=67%)



## 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: £ 35,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop strategies to support language and vocabulary development across the school including:</p> <p>Language through play in the EYFS</p> <p>Development of oracy and vocabulary across KS1 and 2</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhance our <a href="#">DfE validated Systemic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>This will include purchase of resources and training for staff</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 href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Focus on boys writing opportunities and fine motor skills development</p>	<p>Evidence shows that strong modelling and opportunities for purposeful practice enhance writing outcomes for children. Developing engaging contexts for writing motivates younger children who are also supported by developing spelling skills through explicit teaching.</p>	4

<p>in the Early Years; Development of spelling (CEW) and writing stamina in KS1; sentence stacking structure and high quality modelling in KS2</p> <p>We will provide ongoing staff training and release time as well as purchasing required resources.</p>	<p><a href="#">Improving Literacy in KS1</a> <a href="#">Improving Literacy in KS2</a> <a href="#">Preparing for Literacy EYFS Education Endowment Foundation</a></p>	
<p>Develop a whole school number fluency programme to enhance our maths provision .</p> <p>We will provide all staff with Numbersense training and purchase resources to support.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Early Years and KS1</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	6
<p>Enhance the school's library provision, to ensure that disadvantaged children read widely and with enjoyment.</p>	<p>Access to library space and School Library Services will have an impact on attainment at a pivotal point in a child's educational life. Studies have shown that children who read for pleasure from a young age are much more likely to do well throughout their academic life.</p> <p><a href="#">School Library Organisation impact reports</a></p>	1,2,3,4,5
<p>Embed more effective practice around explicit instruction to secure high quality, consistent practice across the school</p>	<p><a href="#">Principles of Instruction - Barak Rosenshine</a> demonstrates this has significant benefits for all pupils, including disadvantaged pupils.</p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p>	1,2,3,4,6

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a programme to improve oral language skills for disadvantage pupils who have relatively low spoken language skills</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://ican.org.uk/talk-boost/">https://ican.org.uk/talk-boost/</a></p>	1
<p>Provide a programme to develop gross and fine motor skills so children secure the foundations for writing skills: strength and stamina</p> <p>The school will purchase resources and provide adequate staff capacity and training to deliver interventions</p>	<p>Using a focussed programme of intervention, led by a well trained teaching assistant, with clear entrance and exit criteria has been shown to have a positive impact on pupils learning.</p> <p><a href="#">EEF intervention programmes delivered by TAs</a></p>	4
<p>Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Additional number fluency focussed sessions targeted at disadvantaged pupils.</p> <p>The school will purchase resources and provide adequate</p>	<p>High quality, targeted interventions can provide effective extra support for children.</p> <p><a href="#">Improving Mathematics at KS2 and 3 - EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	6



staff capacity to deliver interventions		
Engaging with School Led Tutoring to provide small group writing tuition targeted at disadvantaged pupils.	<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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the school's Nurture provision to five afternoons per week to ensure that the SEMH offer meets the needs of disadvantaged pupils so they are in the best place possible for their learning.	<p>Nurture.org research based information on the benefits of nurture provision to the most vulnerable pupils and the impact it has on their academic achievement.</p> <p><a href="#">Nurture UK</a> <a href="#">EEF: Social and Emotional Learning</a></p>	1,2,3,4,5,6
Expand ELSA provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.	<p>The government recognises that poor mental health produces significant barriers to learning – and is more likely to be an issue for disadvantaged learners. How a school approaches and improves mental health is vital to its success</p> <p><a href="#">DFE: promoting children's emotional health and wellbeing</a></p> <p>Improving the SEMH offer in primary settings is especially important for children from disadvantaged backgrounds and other vulnerable groups. Children in these groups have weaker social emotional literacy skills at all ages compared to their non-disadvantaged classmates.</p> <p><a href="#">EEF: Social and Emotional Learning</a></p>	1,2,3,4,5,6

<p>Employ an EWO to work in partnership with the head teacher to support families with attendance and acute need.</p> <p>This will involve working with attendance/support officers to improve attendance.</p>	<p>The DfE guidance (<a href="#">Improving School Attendance</a>) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils</p>	<p>Research shows that many disadvantaged pupils do not access extra-curricular activities and therefore lose out on the benefits – increased confidence which helps social interaction, an aspiration to go onto higher or further education, soft skills and a sense of wellbeing and belonging. Enrichment and extra-curricular activities are considered to be valuable not only for their inherent value, but for the skills they offer which could benefit them in later life.</p> <p><a href="#">An unequal playing field: Social mobility commission</a></p>	<p>1,2,3,4,5,6</p>
<p>Increase the offer of pupil voice opportunities for disadvantaged pupils</p>	<p>Research increasingly suggests that when learners are engaged in shaping and leading their education this can result in benefits for all (eg Davies et al 2007). In particular, the benefits for learners who are involved are said to include: greater sense of ownership over their learning; increased motivation; improved self-esteem; greater achievement; improved relationships with peers and educators; increased self-efficacy.</p> <p><a href="#">CARNEGIE YPi: Inspiring Schools/ taking up the challenge of pupil participation</a></p>	<p>3, 5</p>

**Total budgeted cost: £ 68,105**

## 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 2020 to 2021 academic year.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Our internal assessments (for example NFER standardised tests at the end of the academic year) during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use “live” online lessons and the use of resources such as those provided by Oak National Academy. Our programme of developing whole-school, evidence based, high-quality teaching and learning strategies, modelled on explicit instruction, also provided a solid foundation which we will build on this year.

Employing an Education Welfare Officer has provided excellent support for the school in monitoring attendance and engaging with disadvantaged families. Attendance for the 2020-2021 year for the whole school was 98.5% with attendance for PPG pupils at 97.3% (gap 1.2%). This is an improvement on 2019-2020 PPG attendance = 94.4% (gap 2.8%). 20% of persistent absentees are disadvantaged which is an improvement on 2019-2020 = 54% and on 2018-2019 = 66%. This strategy has had positive impact on attendance and we will continue with this in the coming years.

Our assessments (including pupil wellbeing survey) and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will support our work on a whole school approach.