

HAYESDOWN FIRST SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Local Governing Body (23.11.2022)
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	£56,785
Recovery premium funding allocation this academic year	£5,945
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	£62,730

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, therefore we prioritise reading/ phonics within this strategy as well.

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"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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"> • 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%. • A reduction in the overall number of persistent absentee pupils and a reduction in the percentage of these who are disadvantaged
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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 4, 6
<p>Develop strategies to support language and vocabulary development across the school including:</p> <p>Language through play in the EYFS (ShREC approach)</p> <p>Talk for Writing as oral rehearsal across EYFS, 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Adults have a vital role to play in modelling effective language and communication and this is a key recommendation in the EEF “Preparing for Literacy” report</p> <p>EEF/literacy-early-years/Preparing for Literacy</p> <p>EEF: ShREC evidence based approach</p>	1
<p>Continue to embed our DfE validated Systematic Synthetic Phonics programme to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	2

<p>strong phonics teaching for all pupils.</p> <p>This will include purchase of resources, training for staff and on-going release time.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhance the teaching of, and curriculum provision for, writing across the school to include:</p> <p>Focus on targeted fine and gross motor skills development in the Early Years; Development of spelling (CEW) and writing stamina in KS1; Talk for Writing as a structure for teaching across the school</p> <p>We will provide ongoing staff training and release time as well as purchasing required resources.</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> <p>Improving Literacy in KS1 Improving Literacy in KS2 Preparing for Literacy EYFS Education Endowment Foundation</p>	4
<p>Embed the whole school number fluency programme to enhance our maths provision . (introduced last year)</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3</p>	6
<p>Embed the use of our 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>	1,2,3,4,5

(Introduced last year)	School Library Organisation impact reports	
Embed more effective practice around explicit instruction (scaffolding and feedback) to secure high quality, consistent practice across the school	Principles of Instruction - Barak Rosenshine demonstrates this has significant benefits for all pupils, including disadvantaged pupils. https://www.walkthrus.co.uk/	1,2,3,4,6

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

Budgeted cost: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme to improve oral language skills for disadvantage pupils who have relatively low spoken language skills	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: https://ican.org.uk/talk-boost/	1
Provide a programme to develop gross and fine motor skills so children secure the foundations for writing skills: strength and stamina The school will purchase resources and provide adequate staff capacity and training to deliver interventions	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. EEF intervention programmes delivered by TAs	4
Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This	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	2

<p>will be delivered in collaboration with our local English hub.</p> <p>The school will provide additional TA support to deliver 1:1 phonics and small group phonics interventions. In addition we will purchase the RWInc portal and resources to ensure fidelity to the scheme.</p>	<p>when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Additional maths/ number fluency focussed sessions targeted at disadvantaged pupils.</p> <p>The school will purchase resources and provide adequate staff capacity to deliver interventions</p>	<p>High quality, targeted interventions can provide effective extra support for children.</p> <p>Improving Mathematics at KS2 and 3 - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	6
<p>Engaging with School Led Tutoring to provide small group reading tuition to include identified disadvantaged pupils who are working below the expected standard.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £ 12,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extend the school's Nurture provision to five afternoons per week to ensure that the SEMH offer meets the needs of disadvantaged pupils so</p>	<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>Nurture UK</p>	1,2,3,4,5,6

<p>they are in the best place possible for their learning.</p>	<p>EEF: Social and Emotional Learning</p>	
<p>Expand ELSA/sports mentoring 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>	<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>DFE: promoting children's emotional health and wellbeing</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>EEF: Social and Emotional Learning</p>	<p>1,2,3,4,5,6</p>
<p>Improve the attendance of disadvantaged learners</p> <p>This will involve employing attendance/support officers to work with the Headteacher and families with acute needs</p>	<p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>Poor attendance impacts on pupils’ ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.</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>An unequal playing field: Social mobility commission</p>	<p>1,2,3,4,5,6</p>

<p>Develop Forest School provision to support SEMH and wellbeing</p>	<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>DFE: promoting children's emotional health and wellbeing</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>EEF: Social and Emotional Learning</p>	<p>3, 5</p>
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Total budgeted cost: £ 62,730

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 2021 to 2022 academic year.

Review of 2021-2022 (year 1 of our 3 year strategy plan)

Improved oral language skills and vocabulary among disadvantaged pupils.

- Talk Boost sessions ran for two cohorts in Reception and end of year data showed that communication and language improved from 65% (baseline) to 86% (EYFSP) for all pupils and from 50% (baseline) to 80% (EYFSP) for PPG pupils. During the year the gap narrowed more for PPG pupils than for all pupils.
- Vocabulary was a focus for all year groups with strategies such as vocab walls; vocabulary exploration in guided reading and inclusion on knowledge organisers. The evidence of impact could be seen through lesson observations/learning walks where children were expected to use the correct technical vocabulary and answer in full sentences. This remains a focus for the coming year.

Improved phonics attainment among disadvantaged pupils.

- Year 1 Phonics Screening Check: All pupils = 93% pass; PPG = 75% (3 out of 4 pupils)
- By the end of KS1 Phonics Screening Check: All pupils = 98% ; PPG = 100%.
- Additional 1:1 phonics teaching had a positive impact on phonics learning and supported the majority of PPG children to move through the phonics scheme at the expected pace.
- Support from the English HUB and RWINC development programme was very effective in training and coaching all staff to become secure in their phonics delivery.
- Having a phonics leader who was non-class based, enabled high quality coaching and modelling to take place on a daily basis; supporting all staff to become strong phonics teachers and maintaining rigour and consistency across the school. This will continue next year so new staff can be trained and supported.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Over the year more disadvantaged pupils were able to access ELSA and Nurture provision due to extension of these programmes. Ten PPG pupils accessed ELSA (45% of the total number of children accessing the provision) and 7 pupils accessed Nurture provision (58% of the total number accessing the provision).
- Sports mentoring had a positive impact on the mental health and wellbeing of pupils involved. Four PPG pupils accessed this provision over the year (out of a total of 7 focus pupils receiving this support). SDQ analysis showed all children (bar one PPG high (SEN)

needs pupil) improved their SDQ score with an average decrease of 3.5 points indicating an overall positive impact on their wellbeing.

- Across the year 71% of PPG pupils accessed after school clubs (which were heavily subsidised or no cost for PPG), with the PE leader running specific clubs after gathering feedback from PPG pupils about what they would like (for this after school club 21 PPG children attended).
- Outcomes of wellbeing surveys across the year show that 83% of PPG pupils scored between 40 and 50 points (50 being the maximum score) compared 71% for all pupils. Two low scoring PPG children were offered either play therapy or Nurture provision.
- The Library development provided all pupils with an engaging environment to support a love of reading – placing “reading at the heart of Hayesdown”. PPG pupils were selected as a “Library squad” and worked with the Library leader to select new book stock and develop key parts of the Library. This gave them status and a voice in a key whole school project.

Improved writing attainment among disadvantaged pupils.

- Teachers and teaching assistants received training to support the development of writing: Sentence stacking, fine motor skills training, teaching of common exception words and writing strategies for KS2.
- Fine motor interventions took place in the EYFS and led to improved physical outcomes and better developed/more effective pencil grip (by the end of the year 87% of pupils met the ELG for Fine Motors skills (90% of PPG pupils achieved this ELG)
- Pupil feedback from sentence stacking lessons was very positive with children commenting that they saw themselves as “writers”. Strong writing models supported pupils to engage with writing, however some children relied on this scaffold and struggled to be completely independent in their writing without it.
- The % of PPG pupils achieving expected by the end of the year increased in Y2 (by 33%) and Year 3 (by 8%). Across the school the % of PPG pupils at expected in writing increased from 37% to 48% with 3 children being assessed at Greater Depth. However, writing attainment remains lower than reading or maths for PPG pupils across the school. This therefore remains a focus for staff training and development in the 2022-2023 academic year.
- 28 (22 PPG) out of 46 (38 PPG) pupils who received school led tutoring in writing, achieved the expected standard with 11 (7 PPG) pupils making accelerated progress (WTS to EXP).

To sustain high attendance for all pupils, particularly our disadvantaged pupils.

- Attendance for the 2021-2022 year for the whole school was 95.6%. School attendance was impacted by pupil COVID illness and a significant bout of chicken pox and scarlet fever (reported to public health due to numbers involved).
- Employing an Education Welfare Officer has provided excellent support for the school in monitoring attendance and engaging with disadvantaged families. Attendance for the 2021-2022 year for the whole school was 95.6% with attendance for PPG pupils at 95.6% (gap 0%). This is an improvement on 2020-2021 97.3% (gap 1.2%) and 2019-2020 PPG attendance = 94.4% (gap 2.8%).

- 16% of persistent absentees are disadvantaged (3 pupils out of 19) which is an improvement on 2020-2021 = 20%; 2019-2020 = 54% and on 2018-2019 = 66%.
- Comparative Trust data indicates that PPG attendance at Hayesdown First School is the highest across the Partnership Trust schools (17 schools) for the last two academic years (2020-2021 and 2021-2022).
- This strategy has had positive impact on attendance and we will continue with this in the coming years.

Improved maths attainment for disadvantaged pupils

- Numbersense training was provided for all teachers and teaching assistants, enabling effective use of the resources to teach daily fluency number lessons. The impact of this was increased focus on basic number facts and rapid recall. This daily session is now embedded across the school.
- Three staff members received Catch Up Numeracy training so this intervention can now be delivered to children in KS1 and KS2 during the 2022-2023 academic year.
- Evidence from Internal observations and monitoring activities showed PPG pupils were fully engaged in the Numbersense sessions through 'maths talk' with a partner, recording thinking appropriately and answering directed questions. Learning walks showed PPG pupils were able to transfer the fluency skills of counting, subitising and increased confidence with place value into the fluency aspects of maths lessons.
- End of year data indicates that outcomes for PPG pupils were improving in Maths with 54% of PPG pupils across the school achieving the expected standard by the end of the year (an improvement from 47%) and 10% PPG pupils achieving GD.
- Year 4 MTC data showed that the average score (out of 25) was 21 for all pupils (above the national average 19.8) and 19 for PPG pupils (above the national 17.9). 40% of pupils scored full marks (above national 27%) and 14% of PPG pupils scored full marks (national 18% PPG)

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
RWInc Phonics	Read Write Inc
Talk Boost	I CAN Charity
Numbersense	Number Sense Maths
Catch Up Numeracy	Catch Up
ELSA	Somerset Education Psychology Service
Nurture/ Boxhall	Nurture UK

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: