HAYESDOWN FIRST SCHOOL
Pupil premium strategy statement 2024/25 – 2026/27

Report for 2024-2025

This statement details our school's use of pupil 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 effect that spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hayesdown First School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	10.7% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Local Governing Body (27.11.2024)
Pupil premium lead (Hayesdown)	Julia Battersby, Headteacher
Governor / Trustee lead	Jonathan James – Governor Belinda Deery - Trustee
Trust Pupil Premium Champion	Vicky Dupras (director of School Improvement)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£47,350**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£47,350**

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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*
- *Working 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*
- *Using 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*
- *Adapt teaching in all lessons to meet the needs of disadvantaged pupils*
- *Support the delivery of 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	*Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, especially those in the early years.* *Our baseline assessments on entry to Reception class show that 75% of disadvantaged leaners arrive below average in Speaking and 50% arrive below age related expectations in Listening and Attention and.*
2	*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. Without additional support and daily 1:1 some of our disadvantaged pupils do not make progress at the same rate as their non-disadvantaged peers.*
3	*Our assessments, discussions and observations have identified social, emotional, mental-health issues for some of our disadvantaged pupils.* *Within school 13% of pupils are identified as needing additional support with SEMH needs with currently 26% of disadvantaged pupils accessing ELSA / Therapy / Mentoring / Nurture provision. Teacher referrals and parent requests for support have increased over the past three years.*
4	*Our assessments, discussions and observations show that pupils writing remains the subject area with lowest attainment and therefore is an area for focus, including strength/ stamina for writing, spelling, handwriting and structuring writing compositions.* *Reception baseline data shows that 34% 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 67%; Y1 55%; Y2 66%; Y3 40%; Y4 50%) and lower than non-disadvantaged pupils.*
5	*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* *Current data shows that 19% of our pupil premium pupils are in danger of falling into the "persistent absenteeism" category.*
6	*Our assessments, discussions and observations show that disadvantaged pupils attain less well than their non-disadvantaged peers in maths and require more support/interventions to keep up. Areas identified as hindering progress are lack of number fluency and poor oracy skills.*

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
1. 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.
2. Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes show that more than 90% of disadvantaged pupils meet the expected standard.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing are demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • high levels of participation in enrichment activities, particularly among disadvantaged pupils.
4. Improved writing attainment among disadvantaged pupils.	Writing outcomes in all year groups show that more than 67% of disadvantaged pupils met the expected standard. (national data for disadvantaged KS1= 44% 2023; KS2 = 58% 2024)
5. Improve the attendance of all pupils, specifically those who come from under resourced backgrounds, to be in line with their peers through close analysis of attendance data, accurately identifying at risk pupils and providing support and challenge for parents and carers. Reduce persistent absence of this pupil group.	Improve attendance of the disadvantaged pupil group from 93.9% to 95.5% by the end of this current strategy plan. • 94.5% by the end of 2024/25 academic year; • 95% by the end of 2025/26 academic year; • 95.5% by the end of 2026/27 academic year; Reduce the level of persistent absence from 19% to 10% for this pupil group by the end of this current strategy plan.
6. Improved maths attainment for disadvantaged pupils	Maths outcomes in all year groups show that at least 67% of disadvantaged pupils reach the expected standard (national data for disadvantaged KS1= 56% 2023; KS2=59% 2024)

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: *£10,850*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality non-fiction texts throughout the curriculum (reading spine, in class book corners, project boxes and in the library) Ensure texts linked to projects Non-fiction texts will be purchased so there is access to language rich books in every classroom.	Reading aloud to children has been shown to have a big impact on outcomes for pupils, not only on academic outcomes but on socio-economic outcomes for their future and levels of social and emotional wellbeing. It extends their language and vocabulary and motivates them to want to become a reader, transferring these skills into writing. The Reading Framework 2023	1, 3, 4
Develop skill of oral rehearsal of sentences and longer text as a key approach to developing children's writing skills and understanding of sentence structure and punctuation, and so improve their writing. Provide CPD for staff and monitor implementation at classroom level, as well as during interventions.	Ofsted English Subject Report: Telling the Story (March 2024) https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report Specifically: • Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language underpins pupils' reading and writing development. 1. The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these. • Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils' books show that fundamental errors go unnoticed and persist over time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4

Embed strategies to support language and vocabulary development across the school including: Talk for Writing as oral rehearsal across EYFS, KS1 and 2; Explicit pre-teaching of vocabulary across the curriculum Develop teacher understanding and classrooms strategies to enhance Oracy in Maths We will purchase resources and fund ongoing teacher/TA training and release time.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF Oracy is a powerful tool for learning; it is also a route to social mobility empowering pupils to find their voice to succeed at school and in life. Voice 21 Impact report Talk for Math benchmarks	1, 4, 6
Continue to embed our DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils. This will include purchase of resources, training for staff and on-going release time.	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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF The Reading Framework 2023	2
Enhance the teaching of, and curriculum provision for, writing across the school to include: • Development of consistent handwriting across the school • More opportunities for writing in project work We will provide ongoing staff training and release time as well as purchasing required resources.	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. Improving Literacy in KS1 Improving Literacy in KS2 Preparing for Literacy EYFS Education Endowment Foundation	4
Raise the standards and expectations for swift recall of number facts including times tables recall across all year groups.. We will purchase resources and fund ongoing teacher training and release time.	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:	6

	Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Early Years and KS1 Improving Mathematics in Key Stages 2 and 3	
Support staff to adapt teaching in all lessons so that all children continue to make progress Provide staff training and release time to allow staff to develop and implement strategies	Adaptive teaching is an approach to providing quality education to all students. It aims to help learners reach the same goals and learn the same skills and concepts. By developing teacher expertise we will ensure that all children make good progress in all areas of the curriculum. EEF 5-a-day Early Career Framework Claire Sealy 4 verb approach to adaptive teaching	1,2,3,4,5,6

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

Budgeted cost: £ 14,000

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: "Pegs to Paper" The school will purchase resources	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

and provide adequate staff capacity and training to deliver interventions		
Additional RWI phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. 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.	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 | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work supportively with parents and carers to promote good attendance (in line with the DfE Attendance Guidance and Trust Attendance Policy), and provide additional support for those who have challenges in this area. This will also involve employing attendance/support officers to work with the Headteacher and families with acute needs	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. Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022 EEF Attendance interventions rapid evidence assessment – March 2022 Why is attendance important? – Gov.uk Specifically: The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four	5

	more days per school year than those whose performance exceeded the expected standard; Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.	
Continue to provide high quality Nurture provision 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.	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. Nurture UK EEF: Social and Emotional Learning	1,2,3,4,5,6
Provide ELSA/sports mentoring/play therapy provision to ensure that the school SEMH offer meets children's needs and enables children to be in the best place possible for learning.	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 DFE: promoting children's emotional health and wellbeing 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. EEF: Social and Emotional Learning	1,2,3,4,5,6
Provide subsidised financial support for extra-curricular/ enrichment activities for disadvantaged pupils	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. An unequal playing field: Social mobility commission	1,2,3,4,5,6
Develop a sensory provision so that pupils can access a range of resources, space and activities that supports self regulation.	Students with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014). Students learn more effectively and have better academic outcomes if they are happy	1,2,3,4,5,6

	in their work, believe in themselves and feel acknowledged and supported in their schools NCSE: Sensory spaces in schools	

Total budgeted cost: £ 47,350

Part B: Review of outcomes in the 2024-2025 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Review of 2024-2025 (year 1 of our 3-year strategy)

1. **Improved oral language skills and vocabulary among disadvantaged pupils.**

- The reading spine was reviewed so that is now includes high quality non-fiction texts for all year groups, providing all pupils with a wide variety of information texts linked to the wider curriculum. SLT monitoring showed that reading corners that had non-fiction texts and project boxes enhanced the children's opportunities to read, deepen vocabulary and develop further knowledge about a project, fostering a love of reading for pleasure and information. Disadvantaged pupils were part of the pupil group who selected non-fiction books for the school. Recent pupil voice surveys showed that disadvantaged pupils can identify non-fiction books they have read and know they can access them from the library and reading corners. They have shown an enjoyment of project books particularly in KS2 "I loved reading books about the Great Fire of London and finding out what happened". "We are reading books about Pompeii and volcanoes to help us learn."
- Data from EYFS shows that language and communication skills were well developed during the year. Talk Boost sessions ran for 2 groups of Reception pupils over the academic year and end of year data showed that communication and language improved from 62% (combined LAU and Sp baseline) to 82% (EYFSP) for all pupils and from 43% (baseline) to 86% (EYFSP) for PPG pupils. During the year the gap narrowed more for PPG pupils than for all pupils.
- Children are read to by teachers for the first 10minutes of every day across the school. Books are chosen from a well-developed reading spine of core texts and "read alouds" specifically chosen for their rich language. This exposes children to daily vocabulary enrichment.
- Oracy was developed across the school (starting in maths and cascading through to all subjects). All teachers trialled oracy strategies and groupings in their classes and created a toolbox that matched the needs of their specific pupils. Children can talk about oracy techniques that help them with their learning evidenced through SLT pupil conferencing. Oracy strategies are used across the curriculum as evidenced through learning walks showing children are able to articulate their thinking and use subject specific vocabulary to explain their learning.

2. **Improved phonics attainment among disadvantaged pupils.**

- Year 1 Phonics Screening Check: All pupils = 83% pass (above national); PPG = 67% (6 out of 9 pupils) (in line with national)
- By the end of KS1 Phonics Screening Check: All pupils = 98% ; PPG = 100%. (both above national)
- 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 RWINC development programme was very effective in training and coaching all staff to become secure in their phonics delivery. Phonics resources were well used to provide staff training and support additional home learning.
- Having a phonics leader on SLT who can carry out daily /weekly monitoring, enabled high quality coaching and modelling to take place on a frequent 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.

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

- Over the year further disadvantaged pupils were able to access ELSA and Nurture provision due to extension of these programmes. Forty-six pupils received ELSA support, 12 of whom were PPG (26%). Our excellent Nurture provision (achieving national accreditation through Nurture UK in January 2025) had a positive impact on our disadvantaged pupils with 5 PPG out of 13 accessing it – 42% of the total number receiving this provision. Their Boxall scores showed positive progress in the key learning focus areas "Diagnostic (problematic behaviours) and "Developmental" (behaviour for learning). This provision also links to strong attendance outcomes – no disadvantaged pupil accessing Nurture provision was persistently absent during the year.
- Sports mentoring had a positive impact on the mental health and wellbeing of pupils involved. Four PPG pupils accessed this provision out of a total of 7 focus pupils receiving this support over the year. Their conduct in class was excellent and reports of concerns around their specific problems such as anxiety and poor focus and attention were significantly fewer.
- Play therapy was offered to four pupils over the year, two of whom were PPG.
- Off-site forest school was accessed by three children over the academic year of which one was PPG. We offered additional Forest School small group Nurture sessions to 23 pupils 10 of which were PPG.
- Across the year 55% of PPG pupils accessed after school clubs (which were heavily subsidised or no cost for PPG), This is much stronger in KS2 with 83% of PPG pupils in Year 3 attending clubs (10 out of 12 pupils) and 100% in Year (6 out of 6 pupils). This will be developed over the next year to increase the number of pupils accessing clubs and enrichment activities. 100% of PPG pupils attended the Year 4 residential visit which gave them additional social, emotional and leadership skills that they would not have gained in the school environment.
- Additional PPG pupils were co-opted onto the School Council, Eco team and the library group giving them additional status, self-efficacy and experiences
- Outcomes of wellbeing surveys across the year show that 92.5% of PPG pupils scored between 40 and 50 points (50 being the maximum score) compared 96% for all pupils. This was an increase from 83% last year. All PPG pupils scored over 30 this academic year.

4. **Improved writing attainment among disadvantaged pupils.**

- Across the school, 63% of PPG pupils are meeting the expected standard in Writing. (YR = 71%; Y1=67%; Y2= 57%; Y3= 58%; Y4= 67%). The gap between disadvantaged and non-disadvantaged are beginning to close and are mainly below the national gap of 19% points (YR= 9% gap; Y1 = 15% gap; Y2 = 21% gap; Y3= 14% gap; Y4 = 16% gap)
- A sequenced and progressive Handwriting Scheme was implemented throughout the school with clear steps, expectations and outcomes for year groups. All staff received training and all school computers have been installed with new handwriting font so that displays/children's worksheets etc reflect the expectations. Handwriting has been celebrated at school via the Golden Presentation Board, through an award ceremony and by sharing examples of handwriting with parents in the newsletter. SLT monitoring shows the quality of children's handwriting has improved in books. In recent writing moderation with local schools, it was noted that the standard of handwriting and presentation exceeded that in other schools.
- 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 90% of pupils met the ELG for Fine Motors skills (86% of PPG pupils achieved this ELG)
- The expectation for more writing across the curriculum was developed across the year. Book looks showed that there had been a reduction in worksheets and an increase in children's free recording by the end of the year. Standards and expectations of the quality of writing in the wider curriculum is

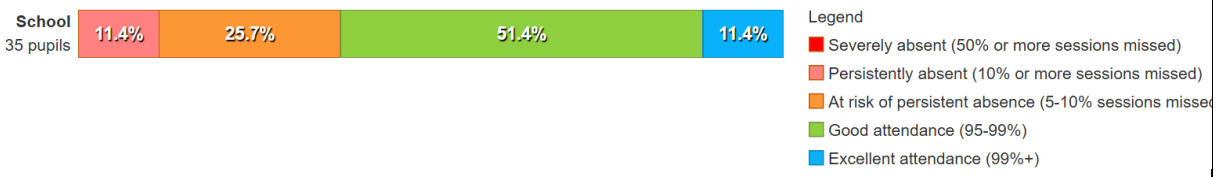
now consistent with the quality in English books and the quantity of writing across the curriculum has also increased.

5. **Improve the attendance of all pupils, specifically those who come from under resourced backgrounds, and reduce persistent absence of this pupil group.**

- Attendance is excellent with the school being within the top 10% nationally as evidenced in the DfE (VYED) attendance reports.
- Attendance for the 2024-2025 year for the whole school was 97% and for PPG pupils 95.1% (gap of 1.9%).

1. **All Pupils**

2. **PPG pupils**



- Employing an Education Welfare Officer has provided excellent support for the school in monitoring attendance and engaging with disadvantaged families. This has been effective professional development for the attendance leads. Year on year trends show that attendance is improving and the gap is narrowing (2023-2024 gap = 2.1%; 2024-2025 gap = 1.9%).
- Whole school persistence absence has reduced as has that for disadvantaged pupils. In 2023-2024 PA = 5.3% (15 pupils); in 2024-2025 PA = 2.9% (7 pupils). The number of PPG pupils who were persistently absent in 2023/24 was 8 pupils (19%) but decreased to 4 pupils in 2024-2025 (11.4%). This is an area where continued work needs to happen to address ongoing persistent absence for disadvantaged pupils.
- Attendance is closely monitored and swift action is taken where children's attendance dips.

6. **Improved maths attainment for disadvantaged pupils**

- All teachers received training focussed on regular number pattern (EYFS) and multiplication practise (Y1-Y4). Teachers embedded these into lessons and additional number fluency sessions. Teachers built on their practice throughout the year. Progress was assessed and tracked termly, identifying children who needed additional practise and support.
- Year 4 MTC data 2024-2025 was significantly above national for all pupils and PPG. The average score (out of 25) was 24 for all pupils (above the national average 21.2) and 21.3 for PPG pupils (above the national 18.9). 57% of pupils scored full marks (above national 39%) and 50% of PPG pupils scored full marks (double the national at 25% PPG). 95% of children scored 20 or more out of 25.
- Percentage of children in Y2-Y4 who are secure in multiplication facts (scoring 20 or above) is 75% (58% for PPG) and scoring 25 marks is 34% (29% for PPG). The average mark for all pupils Y2-Y4 is 21; (Y2 = 21, Y3 = 21, Y4 = 24). The average mark for PPG pupils Y2-Y4 is 19; (Y2 = 16, Y3 = 19, Y4 = 21)

- EYFSP data shows that 86% of pupils achieved the ELG in number and numerical patterns – with PPG pupils also achieving the same high standards (87% Number ELG; 85% Numerical patterns ELG)
- End of year data indicates that outcomes for PPG pupils are improving in Maths with 71% of PPG pupils across the school achieving the expected standard by the end of the year. (YR = 71%; Y1=67%; Y2= 57%; Y3= 58%; Y4= 67%). This is above the national outcome for KS2 of 61% PPG pupils achieving expected. The gaps between disadvantaged and non-disadvantaged are beginning to close and are below the national gap of 20% points at KS2 (YR= 0% gap; Y1 = +2%; Y2 = 20% gap; Y3= 17% gap; Y4 = 16% gap)

Additional strategies to support PPG children across all subjects/areas

7. **Adaptive teaching**

   Due to training and professional development throughout the year, teachers have a deeper understanding of adaptive teaching. They have developed knowledge and understanding to support them to adapt lessons at the planning stage and also "in the moment". Monitoring kept this development high focus and all teachers were well supported, for example through INSET, professional development meetings, a teacher training booklet, resources, Trust clusters and release time for peer support/observations. Subject leaders provided subject specific ideas and guidance for adaptive teaching so that children are supported across the wider curriculum as well as in core subjects. A Hayesdown Adaptive teaching handbook was developed with overarching principles: a. Planning stage "How do I make this lesson accessible for all pupils?"; b. providing scaffolds and support; c. "live" adaptations during lessons; alongside subject specific guidance. This will ensure that strategies developed this year become embedded into daily practice going forward. This has had positive impact for all pupils and disadvantage pupils.

   Sensory Room development

   This was developed in the Autumn Term 2024. It now provides a safe and sensory stimulating/calming zone for all pupils, including disadvantaged, who have additional needs. Staff received training using research and resources from National Council for Special Education. Children who use the room say that it helps them to manage their emotions "If I feel fizzy I know I can come here and be myself and calm down" (Y3 chid) while parents are extremely positive about the impact it has had "I know there is a place where they can regulate if they are overwhelmed – it adds to the excellent Nurture provision". 23% PPG pupils used the Sensory Room as part of their timetables last year with 1 PPG pupil using it on a daily basis (which supported attendance, inclusion and reduced suspensions).

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
Pegs to Paper	Nexus
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: