

Pupil Premium Strategy Statement: Hayeswood First School - Autumn 2020 - Summer 2021

1. Summary information					
School	Hayeswood First School				
Academic Year	2020-21	Total PP budget 2020/21	£8,070	Date of most recent PP Review	September 2020
Total number of pupils	153	Number of pupils eligible for PP	7 Service Premium 1	Date for next internal review of this strategy	12.7.2021

2. Current attainment		
	<i>Pupils eligible for PP –FSM (your school)</i>	<i>Pupils not eligible for PP (national average end KS1 2018)</i>
% working at expected standard in maths	71% (5/7 pupils)	Data not available due to Covid19
% working at expected standard in reading	71% (5/7 pupils)	Data not available due to Covid19
% working at expected standard in writing	71% (5/7 pupils)	Data not available due to Covid19

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some eligible pupils have low levels of confidence, self-esteem and / or difficulties in making secure peer – peer relationships. This is providing an additional challenge to academic progress in an already challenging curriculum which demands resilience.
B.	A number of these children have specific learning difficulties with reading, writing and spelling and / or numeracy.
C.	A number of eligible pupils have gaps in their knowledge and understanding, for a range of reasons, which negatively affect their capacity to use and apply their learning across curricular contexts and subjects.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Some eligible pupils are experiencing barriers to learning due to lack of capacity for support in the home environment, in some cases due to a reluctance to engage with learning at home.
F.	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities.
G.	Individual eligible pupils have poor punctuality and there is an ongoing conversation with families about the importance of being at school on time.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	Build confidence, self-esteem, learning esteem and social skills of eligible pupils with bespoke support from ELSA / Pupil Premium Mentor / pastoral support in-class.	Emotional literacy assessments show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve at least targeted outcomes by end of year, with no eligible children 'dropping off' their flight paths; Higher performing pupils demonstrate attainment at greater depth across a range of subjects.
2	Effectively address gaps in pupils' knowledge and/or skills through additional bespoke interventions as required.	Gaps no longer prevent pupils from achieving targeted outcomes as a result of PP mentor support/ effective intervention strategies..
3	Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task.	Behavioural / attitudinal factors do not inhibit learning outcomes and progress over time, leading to pupils securely achieving their individual end of year targets, ARE / GD depending on subject.
4	Enable eligible pupils to receive support with home learning in school. Provide additional opportunities as required.	Eligible pupils make targeted progress and securely achieve ARE / GD by the end of the academic year. Engagement with parents of these children will be maximised.
5	Pupils in receipt of the Pupil Premium come to school with all the necessary equipment and can access the full range of curricular and extra-curricular opportunities.	Financial records evidence appropriate use of PP funding to enable this level of access for all eligible pupils, used to fund PE kits, school uniform, educational visits, curricular enrichment and extra-curricular activities.
6	Improve punctuality rates for PPE pupils, ensuring that they do not negatively impact on progress for this group.	Pupils in the PPE category have attendance rates at least in line with other pupils in the school, and any persistent absence of eligible pupils is targeted appropriately, leading to subsequent improvement. Punctuality reviews offered to all parents / carers of eligible pupils with poor punctuality. PPE attendance data is broadly in line with whole school attendance data.
7	Additional on-line learning support for vulnerable groups and offers of equipment to support where necessary.	Pupils in PP category supported to access on-line learning as necessary
8	Targeted bespoke ELSA support to address identified developmental needs, health and wellbeing.	Eligible pupils to engage fully with learning and wider school life experiences, minimising anxiety and addressing individual needs effectively as shown on PP support plan target reviews.

5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review notes: July 2021
1. Improved confidence, self-esteem and learning esteem for all pupils across the school, resulting from effective 'wave 1' targeted support for disadvantaged pupils.	<p>a) Continued effective use of 'growth mindset' approach amongst all pupils, with particular teacher focus on the disadvantaged group.</p> <p>b) Bespoke deployment of Pupil Premium Mentor to build self and learning esteem of key identified children.</p> <p>c) Targeted wave 1 support for PPE children, including focused questioning, academic support, facilitated participation, prioritized feedback.</p> <p>d) Targeted support to ensure PPE pupils can access a full range of curricular enrichment opportunities.</p> <p>e) Continued high focus on eligible pupils in lesson observations, work scrutiny, pupil interviews and moderation.</p>	<p>PP eligible pupils often appear less resilient than their peers when faced with new learning challenges.</p> <p>Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.</p> <p>Targeted PP mentor work will be undertaken with key identified eligible pupils, as detailed below.</p> <p>ELAT will provide quantifiable baseline and end of intervention measures to assess impact. This will be supported by a range of qualitative evidence.</p> <p>Evidence over time confirms that PPE pupils need and rely upon academic support, facilitated participation and detailed feedback on learning in order to secure their onward progress.</p> <p>EEF report shows that social / emotional interventions impact on raising standards. It also confirms that for eligible pupils, a sense of belonging to the school community and playing a full and active part in enrichment activities are key to securing achievement.</p> <p>ECP feedback confirms the importance of sustaining a high focus on the PPE group in monitoring whole school effectiveness.</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2020-21.</p> <p>PP Mentor will report back to SLT on a half-termly basis to assess impact with key identified eligible individuals/ groups.</p> <p>ELSA to report back to SLT on a half-termly basis to assess impact.</p> <p>ELAT scores will evidence value added.</p>	<p>Head-teacher Deputy Head PP Mentor ELSA SENCo</p>	

2. Improved access to support with home learning.	Opportunity for all pupils to receive support with home learning tasks through support provided by class teachers / support staff.	A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. All pupils, whether PP eligible or not, are entitled to benefit from opportunity for additional support with completing key homework tasks. Bespoke support for 'harder to engage' families has been shown to strengthen home-school links and increase / improve dialogue.	Monitor successful completion of home learning and evaluate the impact of home learning in achieving end of year targets. Identify needs-led strategies to ensure home learning adds value and is inclusive of all children.	Head-teacher Deputy Head PP Mentor	
Total budgeted cost					90% £7263
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.	Use of Pupil Premium Mentor and / or ELSA to build self / learning esteem and to address emotional literacy needs and learning esteem needs.	Plan in place detailing bespoke PP mentor work / ELSA work to address agreed identified priorities resulting from needs identified by class teachers and SLT.	PP mentor / ELSA work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes to be evaluated using ELAT alongside qualitative data.	PP Mentor ELSA SLT (PP ACM)	
B1. Address barriers to learning arising from specific learning difficulties with one or more of reading, writing, spelling, numeracy	Use of targeted intervention time, wave 2 or 3, to address needs in line with pupils' support plans for PP /SEND	PP pupils with identified needs will need close and regular support and monitoring of targeted teaching to ensure progress as this group is particularly 'at risk'.	Class teachers to prioritise this group and ensure a single coherent plan and strategy is in place and effective, supported by close and regular dialogue with all staff delivering intervention if not the class teacher themselves.	PP mentor class teachers Intervention support staff	
B2. Effective coordinated planning and provision for SEND pupils in PPE category.	Closely integrated planning and provision for PPE SEND pupils.	Effective provision is based on close communication and dialogue between PP lead and SENDCo. All PPE pupils will receive the same level of provision planning that SEND pupils receive. This remains achievable within our current capacity.	SENDCo and PP lead (HT) to jointly monitor PPE pupils with SEND closely and regularly. Feed back to PP AC member on a termly basis.	Headteacher SENCo PP Mentor (PP ACM)	

C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.	Use of funding to target additional time for key identified pupils to close gaps in subject knowledge through pre-teaching, over-learning and skills practice as appropriate to need.	Some pupils, including those transferring in from other schools, present some gaps in aspects of their subject knowledge, in both mathematics and English. We aim for these pupils to maintain their good pace of progress and continue to achieve targeted end of year outcomes this year and subsequently.	Class TAs/ intervention TAs to feed back to class teachers. Children to achieve ARE securely by end of academic year. Those already achieving ARE are targeted for GD.	Inter-vention TAs Class TAs Class teachers SLT	
D. Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task.	Use of Pupil Premium mentor time to develop pupils' self-awareness and to support them in improving focus / concentration.	A small number of eligible pupils remain at risk of underachieving as a result of the difficulties they experience in maintaining focus during the whole class part of the lesson, including lesson inputs. We want them to develop and own personal strategies to help them with this skill, enabling them to achieve their potential in each lesson.	PP mentor to focus on this skill with key identified children, feeding back to class teachers and parents as appropriate. Pupils encouraged to use and apply learned strategies independently.	PP mentor	
E. Enable eligible pupils to receive support with home learning in school.	Use of Pupil Premium Mentor to target support for pupils with home learning, backed up by in-class support from teacher and class TA.	A number of PP eligible pupils are relatively less well supported with home learning owing to lack of capacity and/or lack of engagement of families with support. We want these pupils to be as secure as their peers with key skills and learning practised/ consolidated at home, thereby making equally strong progress, achieving ARE / GD depending on individual pupil targets, by end of academic year.	PP mentor to target key identified children in close liaison / collaboration with class teachers and TAs. Provision to be efficient in each year group - we recognise it cannot always be 1 to 1, and peer to peer home learning support (without copying answers!) will be explored and encouraged.	PP mentor Class teachers / TAs	
F. Provide support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families.	Targeted use of funding to ensure full participation in school life	PPE pupils should in no way be able to be singled out as they are not participating fully or don't have access to the full range of equipment / opportunities.	PP mentor and office staff to identify children and ensure resources are provided. Due regard is given to need for discretionary approach.	School office team SLT	
Total budgeted cost					10% £807

6. Review of expenditure

Previous Academic Year

2019-20

External Challenge Partner Reports:

- Outcomes are good or better at the end of EY, KS1 and KS2. Attainment is high by the time pupils leave Year 4 and progress is excellent.
- Assessments are mostly secure, with very good use made of tests and Teacher Assessment.
- Disadvantaged pupils and those who have SEN make excellent progress.
- This supports them to do so well in tests at the end of key stages.

Sept 2020 Review

We are pleased overall with the PP projected progress before Lockdown overall with all pupils achieving ARE+ and 3% above ARE. However, we can see that the rate of progress is below that of the non PP group in reading and writing in KS1 and very slightly below the national average. This is due to the combination of PP and SEND. We would like to ensure this is not the case in the future by making this combined group a particular focus.

The progress in KS2 was in line with or better than that of non-PP children. Good progress was made from starting points and intervention can be seen as effective in books. Our focus needs to be on ensuring accelerated progress is made by these groups.

7. Additional Detail

In 2020/21, whilst the PP group achievements were broadly in line with national averages, progress and attainment did not match that of the non PP group, particularly in KS1 literacy skills. This reflects the cohort, in that several PP eligible pupils are also on the SEND register. Our aim is to ensure these children make more comparable progress to their non-PP counterparts by putting in place enhanced interventions and more focused plans to support these children, with a particular emphasis on mental health and well being, post Covid epidemic. In 2020/21 we have a TA who will act as PP champion, focusing on interventions and ensuring the children are tracked on a weekly basis, reporting back to the inclusion leader.

External challenge partners comments:

Interventions and targets are now more focused. The new IEP forms are being used effectively, with review notes made against the clear and specific targets.

Priority points from Challenge Partner visits and noted in our School Self Evaluation include development of the strategic use of intervention in relation to Quality First Teaching, with a particular focus on phonics and further development and refinement of support staff skills.