

# Hayeswood 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	Hayeswood First School
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrew Turrall
Pupil premium lead	Sarah Fairman
Governor / Trustee lead	Emma Clipson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,655
Recovery premium funding allocation this academic year	£ 2000
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	£12,655

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is for every one of our disadvantaged pupils to achieve their full potential academically, socially and physically, attaining educational outcomes that are at least in line with those of their peers. We want them to play a full and active part in school and community life, enjoying the same breadth of opportunities offered to all pupils, so that they can continue to learn and develop effectively right through into adulthood and enjoy happy, fulfilling and productive lives.

Our Pupil Premium Strategy Plan works towards achieving these objectives in the following ways:

- By ensuring that our teachers invest time in knowing their learners very well, building strong relationships with them, and understanding their challenges. Teachers plan and deliver quality first teaching each day that addresses these challenges. They are mindful of who the disadvantaged children are within the class and take every step to maximise their access to resources and opportunities and their engagement in school and with home learning.
- By ensuring that reading and numeracy are well founded so that these critical skills are not barriers to present or future achievement.
- By ensuring that our disadvantaged pupils are supported to build the highest levels of confidence, self-esteem and learning esteem so that they believe in themselves and can aspire to achieve their personal goals and ambitions regardless of their academic starting points.
- By ensuring that our disadvantaged pupils feel positive about coming to school, are keen to attend regularly and participate fully in school life and parents of these children are enabled to support them as fully as possible. The relationship between the school and parents is open, communicative, supportive and underpinned by ready access to additional services at an early stage of need.
- By ensuring that there is targeted academic support for disadvantaged pupils, precisely focused on specific identified areas of need. This is underpinned by training for all staff to maximise the effectiveness of this support.
- By ensuring timely targeted intervention to enable our disadvantaged pupils to have full access to all of the resources necessary to support them in achieving their potential, including technology, language, literature, cultural resources, enrichment opportunities alongside resources to ensure healthy growth and development.
- By taking all possible steps to maximise attendance and reduce absence and persistent absence for these pupils.
- By maximising access to technology for all of our pupils.

In achieving these intentions our strategy is informed by best practice evidence from the DfE and Education Endowment Fund (EEF).

As a Wimborne Academy Trust school we also strive to meet the trust's ambition of...**'each and every school to be in the top 10% nationally by 2024'**.

## Challenges

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

Challenge number	Detail of challenge
1	Some eligible pupils have/had gaps / delays in early speech and language development, leading to specific difficulties with articulation, aural comprehension, reading, phonics and writing.
2	A number of children have specific learning difficulties with reading, writing, spelling and / or numeracy.
3	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.
4	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.
5	A very small number of pupils exhibit behavioural / attitudinal issues, including poor concentration and distractibility, leading to potential misconceptions and underachievement in their learning.
6	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.
7	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities
8	For some children the impact of Covid 19 and lockdowns has impacted on concentration and access to learning resulting in delays to catch up support.
9	A small number of eligible children have lower attendance than typical for the school, and their punctuality is variable.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve speech, language and communication skills for eligible pupils across the school.	SALT assessment confirms gaps are reduced / eliminated. Pupils meet termly SALT support plan targets and maximise progress in reading, writing, speaking and listening by the end of the Key Stage. S, L & C needs do not grow into a long term barrier to progress / attainment.
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.
Ensure there is appropriate strategic oversight in planning to meet the needs of PPE pupils, and good communication with SENCo, including effective, joined-up monitoring of those pupils who fall into both SEND and PPE categories.	Pupils in the PPE + SEND category make at least comparable progress with those in the PPE non-SEND category. Effective joining up of PPE and SEN provision leads to holistic provision planning for key pupils. For pupils whose SEND present significant additional barriers to progress, there is clear measurable progress against specific SEND targets.
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 flightpaths; Higher performing pupils demonstrate attainment at greater depth across a range of subjects.
Enable eligible pupils a) to recognise the need to focus and concentrate and b) to	Behavioural / attitudinal factors do not inhibit learning outcomes and progress

readily ask questions to seek clarification if they do not understand a task	over time, leading to pupils securely achieving their individual end of year targets, ARE / GD depending on subject.
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.
Targeted ELSA support to address identified developmental needs, health and well-being	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.
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

### 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 Priorities

Budgeted cost: £ 2130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching</i></p> <ul style="list-style-type: none"> <li>CPD underpinned by Rosenshine Principles of Instruction and WalkThrus</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p>	2, 3, 4, 5, 6
<p><i>Metacognition and self-regulation</i></p> <ul style="list-style-type: none"> <li>Continued effective use of 'growth mindset' approach (learning line)</li> <li>Subject / task specific metacognitive strategies.</li> <li>Learning culture - 'TRACK' acronym.</li> </ul>	EEF evidence suggests up to 7 months additional progress - disadvantaged pupils need to be taught these strategies explicitly.	2, 4, 5

<p><i>Collaborative Learning approaches</i></p> <ul style="list-style-type: none"> <li>• pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates</li> <li>• Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</li> </ul>	<p>EEF evidence suggests that pupils make an additional 5 months' progress, on average, over the course of an academic year.</p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p>	<p>1, 3, 4, 5</p>
<p><i>Home / Remote Learning</i></p> <ul style="list-style-type: none"> <li>• Improved access to, and support with, home learning and on-line learning platforms introduced in 2020-21.</li> </ul>	<p>EEF toolkit confirms that pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. As a result we continue to prioritise access to technology both hardware and platforms to support home and remote learning.</p>	<p>6, 7, 8</p>
<p><i>Feedback</i></p> <ul style="list-style-type: none"> <li>• All staff engaged in ongoing review of feedback to ensure it has impact and leads to rapid progress across all pupils groups, regardless of starting points.</li> </ul>	<p>EEF toolkit confirms there are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p>	<p>4, 5, 8</p>

## Targeted academic support (including structured interventions)

Budgeted cost: £ 8375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Mentoring</i></p> <ul style="list-style-type: none"> <li>● Key targeted adult to act as a role model for key pupils</li> <li>● Build confidence and relationships</li> <li>● Develop resilience and character</li> <li>● Raise aspirations</li> </ul>	<p>EEF evidence confirms this has a small positive impact.</p> <p>Our approach is to combine mentoring with academic support for specific targeted curriculum areas. The same adult in the mentoring role is also providing academic support. Our experience over the past 4 years is that this has an enhanced positive impact.</p>	<p>2, 4, 5, 6</p>
<p><i>Phonics</i></p> <ul style="list-style-type: none"> <li>● targeted intervention in class and small groups</li> <li>● systematic and synthetic teaching structure</li> </ul>	<p>EEF evidence suggests a 5 months impact. Decoding skills progress more quickly in children who have had less exposure to a variety of vocabulary at home and fewer books and learning materials.</p>	<p>1, 2, 3, 6</p>
<p><i>Teaching assistance intervention</i></p> <ul style="list-style-type: none"> <li>● Early language intervention</li> <li>● Talk for writing</li> <li>● Catch up for Literacy and Numeracy</li> <li>● Specialist therapeutic interventions inc.SALT</li> </ul>	<p>EEF suggests 4 months additional progress across the year. Teaching situations where teaching assistants deliver targeted interventions to individual pupils or small groups lead to even higher rates of progress.</p>	<p>1, 2, 3, 8</p>
<p><i>Mastery Learning i.e. Precision Teaching</i></p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p>	<p>1, 2, 4, 5</p>

## Wider strategies

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

Budgeted cost: £1650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maximising engagement and participation</i></p> <p>Support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families. Work with targeted families to increase parental engagement with pupils' academic progress.</p>	<p>EEF - average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>4, 6, 7</p>
<p><i>Maximising attendance and Punctuality</i></p> <p>Maximise punctuality and attendance for individually identified eligible pupils.</p>	<p>DfE report from 2016 confirms that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. Extending this to look at individual reasons for absence did not add a greater understanding of the link between absence and attainment.</p>	<p>6, 10</p>
<p><i>Social and Emotional Learning</i></p> <p><i>ELSA support and well being intervention</i></p>	<p>EEF suggests this intervention has a 4+ month impact on learning</p>	<p>4,5,6</p>

**Total budgeted cost: £ 12,155**

## Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to Covid 19, national performance measures were unavailable as benchmark comparators, so we used the following data to understand the progress of our pupils:

- Teacher assessment data for end of year in 2021, informed by Test Base results for Y3 and Y4, mock SATs for Y2, and mock phonic screening results for Y1;
- End of EYFS profile results for pupils in Reception year;
- Reading age data using STAR reader and Salford tests.
- Spelling age data using SWST.

We believe based on this evidence that the Pupil premium strategy at Hayeswood First School had a positive impact on our disadvantaged pupils in 2020-21. All of our PPE pupils at Hayeswood First School continued to make progress at least in line with their progress flightpaths and achieve outcomes comparable to those attained by non-eligible pupils in our school (national data was not available due to Covid) across all three core subjects.

This reflects and validates the focus given to basic skills in English through quality first teaching and PP intervention work and the well-being support strategies during lockdown. We sustained provision of a high quality curriculum to all pupils whether learning remotely or attending school in person, and parents of disadvantaged pupils were strongly encouraged to send their children to school in person, and the vast majority of these parents did so. We remained in close contact with all families throughout. Additionally we supplied Chromebook devices for pupils learning remotely without access to technology. On re-entry to school from March 2021, we focused without delay on the learning of our disadvantaged pupils to identify and address immediate gaps, and consequently we were pleased with the progress of this group through to the end of the summer term 2021. Last year internal data showed that 100% of pupils remained on their flightpath in Reading and Writing and in Maths all children remained on the flightpath with one child exceeding.

Our assessments and observations did confirm that a small number of pupils were impacted by the pandemic and lockdown, not only in terms of their capacity to focus on learning but also on their wider mental health and wellbeing. We used PP funding to provide targeted support and specialist interventions from ELSA and a mental health practitioner as appropriate. Consequently targeted pupils made measurable positive progress by the end of the Summer Term 2021 and the approach was continued into 2021-22.

**Evidence from External Validation is given below:**

### **External Challenge Partner Visit Post Lockdown - Summer 2021**

Interventions and targets are 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 recording of targets for PP children to ensure that staff across the school are aware of all pupils' targets, not just those for pupils whom they teach, and to facilitate a whole school approach.

## 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?	High quality teaching and support staff CPD for staff - memory training School uniform, school trips and experiences, after schools clubs, forest school support offered ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils made expected progress and were in line with peers.