

Pupil premium strategy statement – Haydon Wick Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	11.6% (32 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Chris Neal
Pupil premium lead	Chris Neal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4785
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,545

Part A: Pupil premium strategy plan

Statement of intent

At Haydon Wick we have developed our curriculum and enrichment activities to allow all our children the opportunity to find their voice in society and know their worth. We want the curriculum to instil and develop our core school values of resilience, perseverance, tolerance and friendship and to nurture self-respect and love. We aim to develop Children's curiosity and love of learning through a varied and rich curriculum. We want the children to feel connected to their environment and to develop a sense of responsibility in striving to be the best that they can be. We may adapt the way we deliver our curriculum to match the learning needs of our Pupil Premium learners to ensure they are given opportunities for an enriched curriculum. Pupil Premium children may need academic interventions to help them achieve their full potential and improve their self-confidence. Irrespective of their background or the challenges they face, our intention is that all pupils, make good progress and achieve high attainment across all subject areas. High-quality teaching is at the focus of our approach, targeting areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will respond to individual needs, rooted in robust diagnostic assessment, teacher observations and discussions and data analysis. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 38 children (10 of whom are disadvantaged) require additional support with emotional and social needs.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
3	Our assessments and observations indicate that the financial constraints of children from disadvantaged backgrounds have led to fewer trips/ experiences and a general lack of cultural capital compared to non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils will have a positive image of themselves and increase emotional well-being.</p> <ul style="list-style-type: none"> • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges and feel motivated within lessons. • Pupils will be able to develop their emotional maturity and maintain social friendships with their peers

Improved oral language skills and vocabulary among disadvantaged pupils.	Children to have a better understanding of words and larger vocabulary as a result of teachers explicitly teaching vocabulary <ul style="list-style-type: none"> • Targeted support to work on language skills through small group activities and play situations will improve pupils' communication and conversation skills. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidenced by lesson observations, book scrutiny and ongoing formative assessment.
To give disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital	Positive Pupil Voice and family feedback (through survey's and questionnaires) on the school's curriculum offer.
Improved reading attainment among disadvantaged pupils.	KS2 outcomes for 22/23 show that 57% of PP children achieved the expected standard.
To raise the attainment of Pupil Premium children in Writing	KS2 outcomes for 22/23 show that 43% of PP children achieved the expected standard
To raise the attainment of Pupil Premium children in Maths	KS2 outcomes for 22/23 show that 71% of PP children achieved the expected standard

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Achieving and maintaining consistent quality first teaching across the school by regularly reviewing teaching and learning through book scrutinies, learning walks, lesson observations. The objective is to raise the % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%.</p>	<p>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods”. (Education Endowment Foundation 2018) EEF studies demonstrate teaching strategies such as feedback and metacognition can increase academic progress by 7 – 8 months.</p>	<p>2, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2. 4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Inclusion lead to provided support for pupils who are vulnerable and exhibit low self-esteem. Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental wellbeing and self-esteem.</p>	<p>EEF studies found social and emotional learning groups made on average an additional 4 months extra progress. Nurture support for pupils who are vulnerable and exhibit low self-esteem to shown to improve self-esteem and confidence allowing the pupils to better engage in the learning in the lesson.</p>	<p>1</p>
<p>Booster Lessons for English and Maths in year 6 and year 2 by teachers.</p>	<p>Additional support outside of the normal classroom teaching solidifies understanding and gives opportunities for pupils to practice. EEF studies indicate that small group tuition produces an extra 4 months progress. 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,4</p>

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium children have the opportunity to increase their cultural capital and enjoy a wide variety of experiences.</p> <p>Trip Subsidies</p> <p>Cultural experiences</p> <p>Sunrise club</p> <p>Actors, workshops or special visitors coming to school</p>	<p>To ensure all children are able to gain extra-curricular activities, board and lodgings will be paid for the FSM children on the year 6 residential. Participation in school trips develops children's confidence and understanding of the wider world. EEF studies show that outdoor adventurous learning increases academic progress by 4 months. To develop pupil's emotional well-being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to 3 8 promote a growth min</p>	3
<p>EYFS Phonics & Language interventions</p>	<p>Extensive EEF studies show that targeted language and play interventions in early years produce an additional academic progress of 5+ months.</p>	

Total budgeted cost: £49.760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicated that that pupil behaviour, wellbeing and mental health continued to be impacted last year as a result of school closures during the previous two academic years. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Through the evidence of pupil voice, we were able to see the positive impact on pupils' wellbeing, thus raising their self-esteem and consequently attainment of disadvantaged pupils in each year group. Due to the small number of disadvantaged pupils taking SATs last year the statistical evidence is difficult to ascertain, however we are roughly in-line with national averages. Last year we provided a fantastic array of exciting experiences, visits access to visitors and shows. Each year group went on at least two school trips. Pupil Premium children were invited to join free sports clubs and in-school academic clubs.

In EYFS we continued to provide multiple reading and phonic interventions but we still need to develop these interventions; this will continue in 2022/2023 as the new Little Wandle reading scheme is rolled out across EYFS and KS1. To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established). KPIs have been monitored robustly internally. Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2021/22.

Current assessments have been used to inform this strategy document for the academic year 2022/23 ensuring the most seamless learning possible. This can be ratified via internal assessment systems – Pupil Asset holds the records of all data points throughout the year. Notes are included on all PP students where progress is below expected. This is continuously reviewed and studied to find ways to help the child make better progress and reach a higher standard.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Comprehension Express	Oxford University Press
Rapid Maths	Pearson
Read, Write Inc. Fresh Start programme	Oxford University Press

Toe-by-Toe	Keda Publications
Early Talk Boost Programme (Tizzy)	I Can Publications

Further information (optional)

Our pupil premium pupils will be further supported by additional activities funded by the sports premium fund. We aim to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. As a result of using the sports premium funding all after school sports clubs will be free and all pupils in the school will have the opportunity to participate – with a focus on encouraging disadvantaged pupils to participate. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. All year groups have planned interventions to support those children that need accelerated progress. Children speak highly of the support available to them. This is monitored through pupil voice both from Sen pupils and pupil premium.

