

# Pupil premium strategy statement

## Hayton C of E Primary School 2021-22 to 2023-24

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	Hayton C Of E Primary
Number of pupils in school	146 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	6.8%
Academic years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Gosson-Low, Head Teacher
Pupil premium lead	Claire Platton, SEND Co
Governor / Trustee lead	Sophie Dowling, SEND Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,795
Recovery premium funding allocation this academic year	£2000 (Government minimum payment)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Catch up Premium (£80 per eligible child)	£10,720
School-Led Tutoring (£202 per PP child)	£1010
<b>Total budget for this academic year</b>	<b>£40,525</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### What are our ultimate objectives for our disadvantaged pupils?

At Hayton C of E Primary School, we focus upon a holistic approach to achieving, looking at the whole child, and use bespoke support that best fits their needs. This is true for all of our children at Hayton, but our aim is to ensure that those considered to be disadvantaged are able to thrive, show confidence in their own abilities, and become impactful learners for the rest of their lives. We see ourselves as part of their starting point for future success, and because of this, individual, specific needs are identified as quickly as possible and supported through a cyclical plan of ongoing monitoring and evaluation.

Our own pupil premium cohort shows 50% LAC and 30% Ever 6 and 20% FSM. This does not, however, demonstrate a complete picture of need on its own. Additional needs include attachment needs, emotional resilience and regulation as well as negative impacts promoted through poor school attendance, cognition and learning needs as well as communication and interaction. Not all of our PP students have a specific need however. All of our LAC children have a great deal of support from their home environments and we are able to work together with parents to ensure that all of their support and commitment is mirrored in the school setting. We would challenge those children so that they are able to meet their expectations, and even exceed, for those who are already high attainers. We would never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.

Research has found that “disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.” (EEF Guidance for Teachers Using Pupil Premium).

We have found that barriers to learning, at our school, may also include:

- Attendance.
- Social, Emotional and Mental Health.
- Literacy and numeracy skills.
- Access to extended learning opportunities.
- Parental Engagement.

To manage closing the ‘gap’ between disadvantaged and non-disadvantaged pupils at Hayton School we aspire for all disadvantaged pupils in school

- to meet or exceed nationally expected progress rates
- to have access to the rich extra-curricular provision on offer
- to be well-rounded individuals who achieve their ambitions and flourish in life, and
- for all teaching staff to be involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses of progress across the school.

### How does our current pupil premium strategy plan work towards achieving those objectives?

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, as well as using the School-Led Tutoring Grant to deliver bespoke support. We are, however, also including non-disadvantaged pupils with the offer of this support.

To ensure that our approaches are impactful, we:

- Gain a thorough knowledge of our disadvantaged pupils' levels of attainment, through robust assessment tools,
- Examine what could be hindering attainment through diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance.
- Use strong evidence to support our own recovery strategy, recognising what has already happened and how next steps will impact upon the learning of all, but in particular our disadvantaged pupils.
- Monitor and evaluate the success of planned strategies and amend as necessary.
- Support our staff so that any new initiatives can be fully implemented and all staff are aware of how to raise expectations of what can be achieved.

### What are the key principles of our strategy plan?

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Our key principle is to manage children's barriers to learning and raise attainment for all disadvantaged pupils so that they can make age related progress, or better.

#### **In 2021-22 there are additional grants available to schools:**

- *Recovery Premium (a PPG top-up to allow for additional support; £145 per PPG pupil, or £2000, whichever is higher)*
- *Catch-up premium (to support pupils in closing academic gaps caused by the Covid-19 response; £80 per pupil)*
- *School-led tutoring grant (to support delivery of 1-1/small group work by existing staff; based on 60% of PPG eligible pupils at a rate of £202 per eligible pupil)*

*As the aims of the overall PPG strategy far outweigh the funding available in 2021-22, and each grant is similarly relatively small, these grants will be used to support delivery of the TA-led aims of the PPG strategy for this academic year e.g. additional hours of support for 1-1 and small group work across the school.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate cognition and learning needs are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Specific cognition and learning needs in some disadvantaged pupils have also been highlighted after assessment from an outside agency.
2	Our assessments, observations and discussions with pupils indicate that key concepts in their learning are not fully formed due to missing time in education due to the pandemic. Disadvantaged pupils generally have greater difficulties with phonics and maths reasoning skills than their peers. This negatively impacts their development as readers and mathematicians. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and literacy.
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of face-to-face contact with their peers, online bullying, and a lack of enrichment opportunities during school closure. Attachment needs and an increase of ADHD diagnosis from outside agencies have also been noted. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 3 pupils (all of whom are disadvantaged) currently require additional support with social and emotional needs and are all receiving small group interventions.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been the same or higher than for non-disadvantaged pupils.</p> <p>An average of 0.7% of disadvantaged pupils have been 'persistently absent' compared to an average of between 6.9% and 17% of their peers during that period. This includes time away from education due to shielding, self- isolation, PCR and LFT testing based on changes in government guidance during the Covid-19 pandemic.</p>
5	Our assessments, observations and discussions with pupils suggest 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. Disadvantaged pupils have increased anxiety due to the disruption in quality and quantity of mainstream schooling during previous academic years.
6	<p>Teacher referrals for support have markedly increased during the pandemic to support those children who arrive at school unprepared for learning. Evidence suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without explicitly being taught them.</p> <p>25 pupils (17.1%), 5 of whom are disadvantaged (3.4%) currently require additional support with social, emotional and cognitive needs, with all children receiving small group and 1:1 intervention throughout the week. The other 5 disadvantaged children currently do not require support in this area.</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 cognition among disadvantaged pupils.	Assessments and observations indicate significantly improved cognition and learning among disadvantaged pupils (e.g. 'knowing more remembering more'). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Early identification of gaps in learning, following the extended absences in school, which improves outcomes in maths and literacy for all pupils in school as well as our disadvantaged pupils.	<p>Robust programme of assessments will highlight any areas (in Reading, Writing and Mathematics) that require specific support.</p> <p>Use of formative and summative assessments, book scrutiny, pupil's voice and key transition data to track improvement in pupil progress so that each identified child is meeting their predicted outcomes.</p>

	<p>KS2 reading outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2023/24 show that more than 65% of disadvantaged pupils met the expected standard.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• all children being able to access the mainstream classroom due to the school's positive, nurturing and supportive ethos</li> <li>• improved support for children with attachment needs, especially around returning to school after several extended absences</li> <li>• a significant reduction in online bullying and/or bullying</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance, in line with national expectations, from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%</li> <li>• the percentage of all pupils who are persistently absent being below 10%</li> </ul>
Reduce levels of anxiety around school scenarios.	<p>Increased positive attitude to learning and constructive social patterns for all children.</p> <p>Introduction of 'Zones of Regulation' throughout the school to help support children's understanding of emotional resilience.</p>
Improvements upon attitude to learning by pupils and understanding of metacognition impact.	<p>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.' EEF Evidence. Therefore, metacognition and self-regulation strategies will be explicitly taught throughout the school and increase the use of these skills by pupils.</p>

## 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: **£14,988**

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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time (NELI).</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</a> £4000</p> <p>Talk4Writing Training</p> <p>Subject Leader release min 1 day one day per term</p> <p>Training for Colourful Semantics</p>	1,2,4
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Pearsons Bug Club</p> <ul style="list-style-type: none"> <li>• £500 for CPD</li> <li>• £768 for books = £1268</li> </ul> <p>KS1 monitoring for 2 staff to include Literacy subject leader minimum 3 days</p>	1,2,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access NW Maths Hub CPD and resources (including Teaching for Mastery training).</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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Math subject leader release time - minimum of 6 days release</p>	1,2,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Zones of Regulation - Books, Resources Whole School Training</p> <p>ADHD support and training</p> <p>Wellbeing and Resilience Training for SEND co and Whole school training</p> <p>SEND co Monitoring 3 days per term</p>	3,4,5,6

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

Budgeted cost: £19,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>TA support required to implement these small group programmes</p> <p>Use of Lego Therapy sessions</p> <p>Implementation of 'Social Use of Language' by Wendy Rinaldi.</p> <p>Use of 'Language Use Activities' activity guide by NEPS</p>	1, 4
<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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>TA support for small groups to undertake short term programmes of:</p> <ul style="list-style-type: none"> <li>• 'Toe by Toe' - Resources + TA time</li> <li>• 'Nessy Islands' – Resources + TA Time</li> <li>• Individual trained support for 'Reading Intervention'</li> </ul>	2



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Delivery of 'catch up' programmes for those children negatively affected by loss of school time and other socio significant factors. Regular support, in school, through the National Tutoring Programme.</p>	4
<p>Embedding of basic numeracy skills following long periods away from mainstream schooling.</p>	<p>TTRockstars programme for basic numeracy knowledge.</p> <p>Use of TA for 'Before and After' small group work within each class.</p> <p>Use of 'Ronit Bird' numeracy programme for more specific needs. 1:1 TA support.</p>	2

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

Budgeted cost: **£5480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Embedding of Zones of Regulation throughout the school.</p> <p>'Good to Be Green' rewards resources to support our whole school behaviour model.</p> <p>1:1 talk time for individual support.</p> <p>1:1 music lessons.</p>	5



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working in partnership with LA Access and Inclusion Officers, Learning Disabilities Team, CAMHs.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £40,525**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

We were able to close the attainment gap across the curriculum in some areas by using the following: Alex Bedford's CUSP and CLUSP curriculum resources to help support the implementation of our recovery curriculum. Depth of Learning tracking enabled us to pinpoint children's specific needs in and gaps in their learning leading to focussed small group intervention work in every classroom throughout the school to support all children. Maths subject lead, teachers and TAs received training from NCETM and NW Maths Hub to become more confident with teaching maths mastery, use of Ronit Bird resources for specific numeracy skills support and Chess sessions for KS1 & KS2 children.

A focus on developing reading skills, promote regular reading and develop further a love of literature was targeted through additional texts for our Accelerated Reader scheme and our whole school 'reading raffle'. Additional quality texts were also supplemented through the 'Spellbinding' programme, which encouraged the development of vocabulary, alongside the purchase of the 'Vocabulary Ninja' scheme.

Our attendance has improved with support from the Inclusion officer and is now between 85-95% throughout the year. During Lockdown periods school was open for at least 60% of the children.

To support with children's social and emotional development we were able to access bereavement resources, our SENDco took part in the 'Wellbeing and Resilience Project' and additional training about the changes to the Early Help - signs of wellbeing process, which positively impacted upon the outcomes for children who have been referred for additional support during the year. Two new social programmes for the year 6 pupils were introduced following monitoring of their emotional well-being: 'The Friendship Formula' and 'Learning to Become Socially Talented Children.' Lego therapy was used with small groups throughout the school. Sports leaders were introduced in the Y6 class to develop independence, responsibility and purpose which impacted positively upon those children who required targeted support for SEMH needs and, more generally, with skills to take forward towards transition to KS3. Other sport related programmes also made a positive impact. The Carlisle United Community Sports Trust Training also aimed to support pupils with their social and emotional skills.

The consolidation of a new behaviour model, throughout the school, has shown a positive impact upon any 'low-level' behaviour issues that could disrupt learning. The focus is upon positive behaviour, which is rewarded each week, throughout the school.

## Externally provided programmes

Programme	Provider
Primary Mastery Professional Development	National Centre for Excellence in the Teaching of Mathematics via NW Maths Hub
PowerMaths	Pearson
Bug Club Phonics	Pearson
CLUSP and CUSP	Alex Bedford
Val Sabin Progression of (PE) skills – to help support young sport’s leaders as an SEMH tool.	Val Sabin
TTRockStars	MathsCircle
Chess	Chess in Schools and Communities
Football in the Community - Rising Stars	Carlisle United FC

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)