



## Pupil premium strategy statement

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 last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                   |
|---|--|
| School name   | Hayton C of E Primary School           |
| Number of pupils in school  | 142 (inc. nursery)                     |
| Proportion (%) of pupil premium eligible pupils   | 7.4% (includes Nursery)                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023<br>2023-2024<br>2024-25      |
| Date this statement was published   | September 2023                         |
| Date on which it will be reviewed   | July 2024                              |
| Statement authorised by   | Val Evans                              |
| Pupil premium lead  | Claire Platton / Sarah Threlkeld-Brown |
| Governor lead   | Edward Johnsen                         |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 22,385 |
| Recovery premium funding allocation this academic year  | £1543    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £23,928  |

## Part A: Pupil premium strategy plan

### Statement of intent

At Hayton C of E Primary School we first focus on the individual needs of our Pupil Premium pupils and identify the areas of barriers to learning, entitlement, encouragement and enrichment as a review. Research conducted by various documents, for example: EEF guidance reports for various elements and the Great Teaching Toolkit are used to support decisions around the relevant and effectiveness of different strategies and their cost effectiveness.

At Hayton, we treat each child as an individual. We recognise that common barriers include but are not exclusive to PP children: supporting attainment to be in line or exceeding peers; home support may be less consistent and there is a current dual SEND need for 50% of Pupil Premium pupils (3.7% of whole school total and 26% of SEND register). FSM stands at 40% of PP pupils and 3.7% of NOR.

In line with our whole school vision and values (Love, Joy, Aspiration, Wonder) we use our curriculum drivers of: knowledge; skills; worldliness and excellence to support engagement, aid progress and deepen knowledge using a variety of strategies so all pupils have access to learning regardless of their starting points and needs identified. We support each and every child to fulfil our theologically rooted Christian vision: **Proverbs 22:6** *“Start children off on the way they should go, and even when they are old, they will not turn from it.”* **And our long-standing community vision of, “Mighty oaks from little acorns grow.”**

We recognise that the impact of school closures during Covid19 have resulted in some disadvantaged pupils needing further speech, language and communication needs identified, social and emotional skills developed and some gaps in the curriculum evident especially in 2021-2022.

#### **Our overall objectives are:**

- To continue to close the gap between disadvantaged and non-disadvantaged pupils
- To support disadvantaged pupils' access to learning by diminishing barriers to learning
- To ensure pupils with Dual needs of SEND receive appropriate and timely support and/or interventions to continue to make progress in line with single need disadvantaged pupils

- To give access to enriching learning experiences in school with opportunities to learn beyond the class room and opportunities to develop talents for those who may not have significant issues in their progress and attainment

**Our aims:**

- Provide high quality first teaching in all classes to meet the needs of all pupils
- Ensure appropriate staff CPD is accessed and available to all
- Appropriate provision is accessible to individuals, groups of pupils. We also recognise this may capture non-disadvantaged pupils as we understand not all socially disadvantaged pupils qualify or register for FSM
- Pupil Premium funding to be allocated according to specific needs in school

Provision includes: (non-exhaustive)

- All teaching is at least good securely in all subjects
- All staff have deep knowledge of each pupil- their strengths and needs
- Reducing class sizes where possible to improve teaching and learning progress further
- Additional Teaching Assistant support in class via fluid support
- Build cultural capital opportunities and experiences
- Pastoral/Behaviour support accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residentials including breakfast club, after school clubs, uniforms, 1:1 and small group music tuition

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | SEL- independence and resilience (school's curriculum drivers)  |
| 2                | Dual SEND needs - raising attainment to expected  |
| 3                | Raising standards in all core subjects and closing the gap for all PP pupils at expected+ in Oracy/SLCN and across the curriculum         |
| 4                | Increase Maths progress for FSM in line with Non-FSM progress   |
| 5                | Enriching cultural capital opportunities to pupils and enriching the curriculum (visits, visitors, activities-the wider curriculum offer) |

## 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   |
|---|--|
| <p>1. Promote SEL focus to support accessing the learning through using strategies to aid academic progress</p> | <ul style="list-style-type: none"> <li>• Pupils accessing the curriculum easier in lessons</li> <li>• Pupils using strategies to support expectations to learning and peer relationships</li> <li>• Pupils having access to additional support for raising progress and attainment</li> <li>• Knowledgeable and skilled staff utilising resources and training to aid raising standards</li> <li>• Pupils continue to have high attendance, parent engagement remains secure and pupils more confident, resilient and independent towards their learning</li> </ul>  |
| <p>2. SEND and PP pupils being supported in line with individual need for raising attainment and progress</p>   | <ul style="list-style-type: none"> <li>• Dual need pupils making expected attainment at the end of each key stage in Reading and Maths specifically</li> <li>• SLCN pupils in KS1 making good+ progress and those in Year 1 passing Phonics outcomes end of 2023 and SEND Phonics developed through keep up support and whole school oracy approach</li> <li>• Dual need pupils accessing interventions and support where needs are addressed and progress meets or exceeds their targets through trained and skilled staff</li> </ul>   |
| <p>3. Reading standards supporting SLCN of pupils vocabulary across the curriculum</p>                          | <ul style="list-style-type: none"> <li>• All PP pupils access 'Strive for Five' whole school reading initiative, ultimately earning 'Book Worm' status.</li> <li>• Parents utilising school website and reading newsletters termly for quality texts and support at home</li> <li>• Staff knowledgeable in teaching subject specific vocabulary to enable pupils to articulate wider vocabulary size to support academic progress (including whole school oracy and Early Reading teacher knowledge)</li> <li>• Staff training on vocabulary teaching and embedding</li> <li>• Replenished reading resources (phonetically decodable books – both fiction and non-fiction plus 'Word sparks' for vocabulary-building specific books; wider range of reading materials to support whole school 'Reading Without Limits; challenge)</li> </ul> |

|  |   |
|--|---|
|  | <p>supporting access to high quality texts and reading wider genre and texts</p> <ul style="list-style-type: none"> <li>Continue to replenish reading and library resources across school with additional focus on equality</li> </ul>  |
| 4. Increase Maths progress for FSM in line with Non-FSM progress | <ul style="list-style-type: none"> <li>Formative ongoing feedback strategies aiding gap analysis for progress</li> <li>Same-day interventions to address any misunderstandings / misconceptions as they arise</li> <li>Intervention programmes to fill identified gaps</li> <li>Use of different Maths mediums to support, e.g. practical resources, pictorial, online learning, e.g. Mathletics, Times Tables Rock Stars; LBQ</li> <li>Active /practical learning eg outdoor active Maths, Maths days etc... raising motivation and thereby increasing progress and attainment</li> <li>Maths rewards and certificates for Mathletics and TT Rockstars and 'Mathematician of the week'.</li> </ul> |
| 5. Enrich wider opportunities of school life                     | <ul style="list-style-type: none"> <li>PP pupils increase in after school club participation/Breakfast club and school 'clubs'</li> <li>PP pupils accessing music tuition</li> <li>Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning</li> <li>Parent voice reflecting improved attitudes to learning and engagement in activities</li> <li>Music experiences/opportunities</li> </ul>  |

## 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)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Lessons having dedicated pre/post assessments in Maths and teaching revisit based on gaps in learning from formative assessment (live amendments)</p> <p>Core numeracy focus each day and maths challenges across school</p> | <p>Greater depth outcomes are lower in 2022 than pre-covid and impact is less further up the school, showing the White Rose implementation gains momentum the more and earlier it is done.</p> <p>Maths internal data outcomes show children achievement lower than in reading. This continues in 2022 and</p> | <p>2<br/>3<br/>4</p>          |

|  |   |   |
|--|---|---|
| <p>Staff training in SEN and PP needs addressed and knowledgeable to support successful outcomes for pupils</p> <p>Staff continued training in Maths mastery delivery.</p>   | <p>greater depth for Maths is lower than other core subjects.<br/>EEF (+8 months progress) for feedback</p> <p>EEF-SEND in mainstream guidance report (June 2020)<br/>EEF- Pupil premium guidance report (2019)<br/>Gov.uk report for 'supporting attainment of disadvantaged pupils-success &amp; good practice' (November 2015) states 'Primaries with higher proportions of SEND were associated with lower performance amongst disadvantaged pupils'</p>  |   |
| <p>Oracy development with focus on NELI and other support recourses, e.g. Voice 21, as a structured, progressive provision across the curriculum</p> <p>Staff CPD for Phonics &amp; Early Reading</p> <p>Staff CPD in reading skills</p> <p>Parent newsletters and website updates for sampling quality texts</p> <p>Reading workshops for parents</p> | <p>DFE-. EEF-Early Literacy report. EYFS- 'Actions for Early Years' Gov.uk 17.09.2020 states 'continuing to support their early language and communication skills is essential'. Oracy report -Voice 21 (Will Millard and Loic Menzies) shows Oracy is critically important as proven evidence for Disadvantaged/SEND better life outcomes; underpins literacy to vocab acquisition and improves wellbeing and pupil confidence. Ofsted Research Review (May 2022) states the word-rich and word-poor differences correlates with lasting socio-economic and health inequalities.</p> <p>Early Talk Boost (2021) and KS1 Talk Boost (2022) has increased improvement for all identified pupils- this needs further developed and sustained improvement over the longer term in 2022-23</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master basic skills with an average impact of 4+ months.</p> <p>Clark &amp; Douglas (2011) states FSM pupils less likely to read fiction outside of class room</p> | <p>3</p> <p>3 &amp; 4</p> <p>2</p> <p>3</p> |

|  |  |                |
|--|--|----------------|
| <p>Staff trained in managing challenging behaviour needs for SEL needs for PP pupils</p> <p>ELSA- ½ - 1 day per week release (TA) focusing on SEL across whole school</p> <p>Lessons across the curriculum have vocabulary starters and 'Flashback 4s' to promote and revisit learning</p> | <p>SEL- EEF- 5+ months progress (July 2018) and Self-Regulation (+7 months) and has an identifiable and significant impact on attitudes to learning, social relationships and attainment</p> <p>Specialists leading CPD for staff based on Hayton's pupil context.</p> <p>Retrieval and spaced retrieval practice are shown to have high impact based on EEF +5 months with low cost impact.</p> | <p>1<br/>2</p> |
| <p>Subject leadership developed across all subjects with high regard for priority subjects – Subject lead release time.</p> <p>External CPD for subject leads- CCC courses to support leadership across all levels</p>   | <p>High quality CPD for teachers identified in EEF-Pupil premium as high importance</p> <p>EEF-Effective Professional Development, 2022 (14 mechanisms)</p> <p>The Great Teaching Toolkit review</p>   | <p>2<br/>3</p> |

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

| Activity   | Evidence that supports this approach                                    | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>SLCN progress supported by Knowledgeable &amp; Skilled TA and whole school approach to vocabulary</p> | <p>EEF small group tuition and 1:1 support- high cost yet effective</p> | <p>2<br/>3</p>                |
| <p>Phonics support in KS1 and Keep up support in KS1 and KS2 for lowest readers</p>                      | <p>EEF Phonics review +5 months; Ofsted Reading Rview July 2021</p>     | <p>4</p>                      |
| <p>Maths supported by TT Rockstars/Mathletics</p>  | <p>EEF-Digital Technology +4months progress</p>                         |                               |

|  |  |        |
|--|--|--------|
|  | Supporting Maths relating to digital technology supports the engagement of pupils and competition type activities. |        |
| Interventions supporting Reading and vocab utilised      | EEF toolkit- 1:1 or small group tuition as expensive yet effective in accelerating learning                        | 2<br>3 |
| Small group in class fluid support for pupils led by TAs | TA policy devised under EEF 'Best use of TAs' guidance report (2021)   | 4      |

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

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Outdoor and active learning encouraged by all<br><br>Reduction in cost of visits/visitors<br><br>Support cost of uniforms/clubs<br><br>Promote cultural capital experiences through visits, visitors and activities | Ofsted research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils<br><br>EYFS_-Physical development approaches (EEF + 3months)<br><br>Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum | 2<br>5                               |
| Music tuition offered for all disadvantaged pupils (guitar, piano, woodwind, brass)<br><br>Whole class music specialist provision   | Impact of participation in the Arts on academic learning appears to be positive. Some activities have been linked to improvements in specific outcomes eg music and spatial awareness between drama and writing<br><br>Wider benefits include SEL (EEF +5 months)                         | 1                                    |

**Total budgeted cost: £ 23,928**



## 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 2022 to 2023 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. 2021-2022 external outcomes will not be published nationally but schools will report to parents on annual outcomes.

1. Those pupils who needed additional provision have been able to work in small groups/paired/1:1 to focus on their specific areas of need in more depth and whilst some pupils may require longer term support beyond the intervention school has committed to continuing with these wellbeing support groups. Intervention groups: pre-intervention assessment and post intervention assessment has shown positive outcomes
2. NELI in EY/KS1 has shown steps in progress from pre to post assessment for those pupils who undertook the intervention. This has supported small step progress within Phonics and Early Reading.
3. High quality texts have been logically sequenced across each class, each term and each year within our revitalised curriculum design and plans, which are available on the school website. Texts give a balance of diversity, subject-led and challenge-led opportunities.
4. ELSA support and pupil wellbeing support has shown significant positive impact in effect size from targeted interventions and has shown a positive engagement within lessons which subsequently aids successful outcomes for all.
5. Subject leader development and teacher subject knowledge across the curriculum has been a focus to improve outcomes for all pupils, especially those most disadvantaged. Children are taught vocabulary explicitly to grow their vocabulary size and deepen their knowledge to aid their understanding and long term retention of knowledge. Hayton School's next steps will incorporate a whole school structured approach to Oracy by 2024/5 which will build on the work started in 2022-2023 for developing a language-rich curriculum at all levels across all subjects. This will give a clear plan of progression in Spoken Language across the curriculum, which in turn impacts of Social, Emotional Language and Behaviour. There is proven evidence this gives disadvantaged (and SEND) better life-outcomes.
6. We pay for addition music tuition for some PP pupils.
7. Phonics outcomes for Year 1 pupils pass rate at 93%

8. External school outcomes:

**EYFS-end of Reception**

|  |       |
|--|-------|
| <b>Good Level of Development (GLD)</b> | 87.5% |
|--|-------|

**Key Stage 1- end of Year 2**

|                | EXPECTED+ | GREATER DEPTH |
|----------------|-----------|---------------|
| <b>Reading</b> | 83%       | 28%           |
| <b>Writing</b> | 72%       | 17%           |
| <b>Maths</b>   | 89%       | 28%           |

Key Stage 2- end of Year 6 **\*\* To amend**

|                | EXPECTED + | National | GREATER DEPTH |
|----------------|------------|----------|---------------|
| <b>Reading</b> | **%        | **%      | **%           |
| <b>Writing</b> | **%        | **%      | **%           |
| <b>Maths</b>   | **%        | **%      | **%           |
| <b>SPAG</b>    | **%        | **%      | **%           |

Reading, Writing and Maths combined % against national

| School | National |
|--------|----------|
| **%    | **%      |

**PROGRESS FSM (6) v NON FSM**

|                | FSM | NON FSM |
|----------------|-----|---------|
| <b>Reading</b> | **  | **%     |

|                |           |     |
|----------------|-----------|-----|
| <b>Writing</b> | 50% (1/2) | **% |
| <b>Maths</b>   | 50% (1/2) | **% |

### ATTAINMENT FSM (6) v NON FSM

|                            | FSM                   | ALL Pupil Premium |
|----------------------------|-----------------------|-------------------|
| <b>EYFS GLD</b>            | N/A                   | N/A               |
| <b>Key Stage 1 Reading</b> | N/A                   | N/A               |
| <b>Key Stage 1 Writing</b> | N/A                   | N/A               |
| <b>Key Stage 1 Maths</b>   | N/A                   | N/A               |
| <b>Key Stage 2 Reading</b> | 50% of FSM disapplied | 50%               |
| <b>Key Stage 2 Writing</b> | 50% of FSM disapplied | 50%               |
| <b>Key Stage 2 Maths</b>   | 50% of FSM disapplied | 25%               |

## Externally provided programmes

| Programme                                | Provider             |
|--|----------------------|
| National Online Safety                   | NOS                  |
| Kapow Computing Science; PHSE; Wellbeing | Kapow                |
| TT Rockstars                             | Ed Tech50            |
| Spelling Shed                            | Ed Shed              |
| Mathletics                               | 3P Learning          |
| Accelerated Reader                       | Renaissance Learning |
| Oxford Reading Buddy                     | OUP                  |

## Further information (optional)

The appointment of the new Head Teacher (Sept 22) has meant a review of teaching, learning, assessment and curriculum across the whole school, with a whole new curriculum design and implementation developing and implemented from Oct 22. There is now a clear, detailed provision cycle across the school where every child is considered as an individual and strategies and plans developed for each child, regardless of background or economic status as some children, although not in receipt of Pupil Premium funding, are in need of the support – therefore our PP strategy encapsulates every child.