

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | Hayfield Lane Primary School  |
| Number of pupils in school  | 440 (57 pupil premium children) excl F1                               |
| Proportion (%) of pupil premium eligible pupils   | 57 (13.94 %)  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-22 2022-23<br>2023-24<br>Funding specified only links to 2023-24 |
| Date this statement was published   | 1/1/24  |
| Date on which it will be reviewed   | April 23  |
| Statement authorised by   | Governing Body  |
| Pupil premium lead  | Mrs L Tempest   |
| Governor lead   | Mr A Gooderham  |

## Funding overview

| Detail   | Amount  |
|--|---|
| Pupil premium funding allocation this academic year                                    | <b>£120,200</b><br>Service Pupils 7<br>Post LAC (5) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0  |
| <b>Total budget for this academic year</b>   | <b>£120,200</b>                                     |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intent is that all pupils, irrespective of background or the challenges that they face, make good progress from their starting points in EYFS and achieve high attainment across subject areas.*

*We will also consider the major implications that emotional wellbeing has on academic success. Vulnerable pupils, such as those who have SEND or a social worker or are young carers have provision tailored to meet their needs based on this funding. **The activity that we outline in this statement is intended to support their needs whether they are disadvantaged or not.***

*Quality First Teaching (QFT) is at the heart of our approach, with a tailored focus on areas in which disadvantaged pupils require the most support. This is proven to have the biggest impact on closing the disadvantage attainment gap and at the same time will develop those who are non-disadvantaged. See EEF report on effective spending of PPG and the EEF toolkit.*

***Implicit in the intention listed in this document is that non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.***

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure that they are effective we will:*

- Ensure that disadvantaged pupils are challenged in the work that they are 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                | <i>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils</i>   |
| 2                | <i>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulty with phonics when compared to their peers. This then negatively affects reading and writing skills due to poorer decoding and segmenting skills for spelling . This is evident from Reception to Y6 and is more prevalent in disadvantaged pupils.</i> |
| 3                | Disadvantaged pupils are less likely to read for pleasure than their peers which then affects fluency and decoding and results in slower progress and lower attainment, particularly at KS2, for disadvantaged pupils. This then affects their ability to write, drawing from experience.   |
| 4                | Attendance data demonstrates that disadvantage pupils, more so boys, tend to have higher amounts of school absence/ persistent absenteeism which is often connected to poor engagement in school work or general self-motivation.   |
| 5                | Internal data demonstrates that maths attainment among disadvantaged is below that of non-disadvantaged pupils, particularly at KS2.  |
| 6                | Teacher referrals to Behaviour Support (BOSS) have significantly increased during lockdown for key disadvantaged pupils. These pupils alongside others mentioned above currently required additional support with social and emotional wellbeing with disadvantaged pupils receiving bespoke, smaller group interventions.  |
| 7                | PPG category of pupils makes up a significant proportion of the school's persistent absentee %  |
| 8                | Communication and Language baseline information has been heavily affected by lockdown. This can be seen in reduced phonics outcomes since Covid and the increase in requirement for Speech Therapy.   |

## 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   |
|--|--|
| <i>Language and Communication gaps of disadvantaged pupils are reduced especially at EYFS. The LA no longer provide first access Speech Therapy. This will be provided effectively by the school to ensure rapid improvements for pupils, especially those who are vulnerable.</i>               | Pupils make accelerated progress using Speech link intervention data.<br>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.                   |
| Disadvantaged pupils make accelerated progress (narrowing the gap) as a result of accessing bespoke 1:1 RWI phonics sessions in EYFS, Y1 and 2.<br><br>Lexia intervention is used effectively to narrow the phonics gap in KS2.  | Increased numbers of disadvantaged pupils reach phonics Y1 expectation and where this is not the case, rapid acceleration is evident. This is then applied in daily reading and writing.<br><br>Lexia interventions narrow the gap so that 55%+ disadvantaged reach ARE at KS2 in 2024/5 (above national average)                                      |
| Disadvantaged pupils make accelerated progress using Reading Plus programme which tailors texts and response questions to individual pupil needs and builds overall fluency. The programme effectively gives detailed assessment information to target pupils and note all areas of improvement. | Increased numbers of disadvantaged pupils reach end of phase expectation (55% by 2024/25) This is then evident in daily reading and writing and referenced in moderation findings.   |
| Disadvantage pupils reading for pleasure % increases.  | Free breakfast club provision for those pupils not reading for pleasure and disadvantaged. Attend bespoke reading sessions before school to improve fluency rate at KS2. This is evident in Reading Plus data and LBQ outcomes meeting age related expectation for disadvantage pupils. Pupils develop reading for pleasure via READING PASSPORT TEXTS |
| Disadvantaged, persistent absentee attendance figures improve to meet non-disadvantaged figures. Thrive sessions used to unpick underlying issues with children.   | Disadvantaged pupil persistent absentee figures reduce and the gap between non-disadvantage attendance and disadvantaged attendance reduces. Target motivation group with Thrive practitioner  |
| Disadvantaged pupils achieve age related expectation in Maths (improved attainment %). Where this is not the case, accelerated progress is evident in PUMA data and in year assessments.   | Increased numbers of disadvantaged pupils reach end of phase expectation at KS2 (55% by 2024/25) and where this is not the case, rapid acceleration is evident (as seen in PUMA and in year data percentages). This is then evident in daily assessments in  |

|  |  |
|--|--|
|  | maths sessions and referenced in moderation.   |
| To achieve and sustain improved pupil motivation and engagement in writing and maths problem solving for all pupils in the school, particularly our disadvantaged pupils. This is to be achieved by completing direct work on emotional resilience and effective engagement in emotional wellbeing sessions. | <p>Improvements in engagement % sustained writing sessions and maths problem solving sessions for pupil, particularly disadvantaged pupils. This will be evidenced in:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parents surveys, teacher and senior leader observations</li> <li>• Significant increase in participation and evidence in written outcomes, particularly for disadvantaged pupils</li> </ul> |
| SEND pupils with high levels of dysregulation, catalysed by lockdowns, do not gain fixed term/permanent exclusions.  | Highly tailored Behaviour Support provision and well-being sessions results in 0% exclusion rate by Summer 2024  |
| Senior Leaders in core subjects target QFT techniques and effective CPD with staff to reduce gaps created by lockdown (based on EEF documentation)   | Highly tailored CPD and QFT input reduces disadvantage pupil gap so that 55% of disadvantaged pupils reach ARE by 2024/5   |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,830

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Senior Leaders in core subjects to have a release afternoon per week to ensure effective Quality First Teaching is occurring in the classroom and accelerating progress for disadvantaged pupils</i> | EEF reports on impact of QFT approaches<br><br>Effective use of CPD- EEF document based on findings of Senior leaders | 1 2 3 4 5 8                   |
| <i>Bespoke CPD to ensure effective gap filling in the for disadvantaged pupils</i>  | Effective Professional Development- EEF document based on findings of Senior leaders                                  | 1 2 3 4 5 8                   |

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

Budgeted cost: £ 75,822

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Early Speech Therapists for vulnerable groups in EYFS/KS1(2 TAs in afternoon sessions)</i>                 | EEF documentation<br>Oral language interventions  | 1 2 6                         |
| <i>Ex LAC Behaviour Support to ensure pupils are regulated and able to access heavily modified curriculum</i> | EEF documentation-effective use of TA and Social and Emotional Learning and Improving Behaviour in Schools.<br>ACE attachment evidence. Restoration input required to address fight or flight response. | 1 2 3 5 6 8                   |

|  |   |               |
|--|---|---------------|
| <i>LSA small group support at KS2 to fill gaps Maths multiplication automaticity</i>   | EEF effective use of TA   | 1 2 3 4 5 6 7 |
| <i>RWI 1:1 sessions to target phonics gaps in Y 1 and 2.</i>   | EEF effective phonics teaching  | 1 2 3 6 8     |
| <i>RWI 1:1 sessions to target phonics gaps in Y 3 upwards.</i>   | EEF effective phonics teaching  | 1 2 3 6 8     |
| <i>Pupils engage in additional reading and Maths sessions (gap filling) to accelerate progress with fluency, comprehension and reading for pleasure. USING LBQ</i> | Reading For Pleasure Research paper<br>Reading Framework<br>EEF Improving Literacy in KS2 | 2 3 8         |
| <i>Disadvantaged, bottom 20% pupils in KS2 engage in LEXIA to support phonics gap filling and improve reading fluency rates</i>                                    | EEF Lexia research  | 1 2 3         |
| <i>Increase understanding of language in reading and use within writing-BEDROCK platform used by pupils twice a week</i>   | Tier 2 and 3 vocabulary research  | 1 2 3         |
| <i>Additional small group maths interventions to accelerate progress of vulnerable pupils (Multiplication Check)</i>   | EEF effective use of LSA  | 1 5           |
| <i>EMTAS support for EAL PPG pupils to develop English skills</i>  | Effective support for EAL pupils EEF  | 1 2 4 5 8     |

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

Budgeted cost: £ 33548

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Thrive/Forest School Practitioner to deliver bespoke sessions for vulnerable pupils</i>  | Thrive portal improvements. Thrive research. If emotional milestones are met children are more likely to reach academic milestones  | 6 7                           |
| <i>Scottys Heroes Bootcamp Practitioner to deliver bespoke sessions to motivate problem solving risk taking for vulnerable pupils</i> | Impact grids from Scottys Heroes-pupil and staff voice on emotional wellbeing and impact in classroom resilience and collaboration. | 6 7                           |
| <i>Breakfast Club free of charge for vulnerable pupils who do not read at home</i>  | Reading for Pleasure research document for evidence.  | 3 7                           |
| <i>Wanderlust resources enhanced to engage PPG learners with poor language and communication levels</i>                               | EEF   | 1 4 8                         |

**Total budgeted cost: £ 120,200**

## Part B: Review of outcomes in the previous academic year

### PUPIL PREMIUM PROGRESS Summer 2022- Summer 2023

Progress rates for pupils should be 3 points in order to make good progress from starting points. Any year group scores below 3 points are accounted for . This means that all other pupils not mentioned made expected or accelerated progress as a result of PPG interventions.

| Year group                     | MATHS  | READ                      | WRITE                                   |
|--------------------------------|--|---------------------------|---|
| 6                              | 2.5  | 2.87                      | 2.47                                    |
| Reason below 3 points progress | 3 pupils complex SEND and 1 Young Carer with poor attendance. Heavily affected by SEND pupil with 0 progress due to highly complex needs | 5 SEND (incl 3 complex)   | 8 pupils ( 6 SEND incl 3 complex cases) |
| 5                              | 2.88   | 3.05                      | 3.06                                    |
| Reason below 3 points progress | 1 pupil  | 4 pupils (1 complex SEND) | 4 pupils (1 SEND)                       |
| 4                              | 2.81   | 2.63                      | 2.63                                    |
| Reason below 3 points progress | 2 pupils ( 1 SEND)   | 4 pupils (1 complex SEND) | 2 pupils (2 SEND)                       |
| 3                              | 2.87   | 3.12                      | 3.31                                    |

|                                |                   |                        |      |
|--------------------------------|-------------------|------------------------|------|
| Reason below 3 points progress | 2 pupils (1 SEND) | 1 pupil (complex SEND) | -    |
| 2                              | 2.8               | 2.24                   | 2.62 |
| Reason below 3 points progress |                   |                        |      |

## EYFS (F2) outcomes 2023

Green denotes significant improvement from starting point data (baseline)

| Area of learning                                  | All<br>59 children | Boys<br>29 children | Girls<br>30 children | EAL<br>5 children | SEN<br>7 children | Autumn<br>born<br>20 children | Spring<br>born<br>13 children | Summer<br>born<br>26 children |
|---|--------------------|---------------------|----------------------|-------------------|-------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Personal, Social and Emotional Development</b> |                    |                     |                      |                   |                   |                               |                               |                               |
| Building Relationships                            | 95%<br>56/59       | 90%<br>26/29        | 100%<br>30/30        | 100%<br>5/5       | 57%<br>4/7        | 95%<br>19/20                  | 85%<br>11/13                  | 100%<br>26/26                 |
| Self-Regulation                                   | 85%<br>50/59       | 76%<br>22/29        | 93%<br>28/30         | 100%<br>5/5       | 29%<br>2/7        | 85%<br>17/20                  | 85%<br>11/13                  | 85%<br>22/26                  |
| Managing Self                                     | 90%<br>53/59       | 83%<br>24/29        | 97%<br>29/30         | 100%<br>5/5       | 43%<br>3/7        | 90%<br>18/20                  | 85%<br>11/13                  | 92%<br>24/26                  |
| <b>Physical Development</b>                       |                    |                     |                      |                   |                   |                               |                               |                               |
| Gross Motor Skills                                | 98%<br>58/59       | 97%<br>28/29        | 100%<br>30/30        | 100%<br>5/5       | 86%<br>6/7        | 100%<br>20/20                 | 92%<br>12/13                  | 100%<br>26/26                 |
| Fine Motor Skills                                 | 97%<br>57/59       | 93%<br>27/29        | 100%<br>30/30        | 100%<br>5/5       | 86%<br>6/7        | 95%<br>19/20                  | 92%<br>12/13                  | 100%<br>26/26                 |
| <b>Communication and Language</b>                 |                    |                     |                      |                   |                   |                               |                               |                               |
| Listening, Attention and Understanding            | 81%<br>548/59      | 69%<br>20/29        | 93%<br>28/30         | 80%<br>4/5        | 43%<br>3/7        | 85%<br>17/20                  | 92%<br>12/13                  | 73%<br>19/26                  |
| Speaking  | 88%<br>52/59       | 79%<br>23/29        | 97%<br>29/30         | 80%<br>4/5        | 71%<br>5/7        | 90%<br>18/20                  | 92%<br>12/13                  | 85%<br>22/26                  |
| <b>Literacy</b>                                   |                    |                     |                      |                   |                   |                               |                               |                               |
| Word Reading                                      | 81%<br>48/59       | 72%<br>21/29        | 90%<br>27/30         | 80%<br>4/5        | 29%<br>2/7        | 95%<br>19/20                  | 92%<br>12/13                  | 65%<br>17/26                  |
| Comprehension                                     | 76%<br>45/59       | 66%<br>19/29        | 87%<br>26/30         | 80%<br>4/5        | 29%<br>2/7        | 90%<br>18/20                  | 92%<br>12/13                  | 58%<br>15/26                  |
| Writing   | 73%<br>43/59       | 66%<br>19/29        | 80%<br>24/30         | 80%<br>4/5        | 29%<br>2/7        | 95%<br>19/20                  | 77%<br>10/13                  | 54%<br>14/26                  |
| <b>Mathematics</b>                                |                    |                     |                      |                   |                   |                               |                               |                               |
| Number  | 78%<br>46/59       | 72%<br>21/29        | 83%<br>25/30         | 100%<br>5/5       | 57%<br>4/7        | 90%<br>18/20                  | 58%<br>11/13                  | 65%<br>17/26                  |
| Numerical Pattern                                 | 73%<br>43/59       | 66%<br>19/29        | 80%<br>24/30         | 100%<br>5/5       | 29%<br>2/7        | 90%<br>18/20                  | 85%<br>11/13                  | 54%<br>14/26                  |
| <b>Understanding the World</b>                    |                    |                     |                      |                   |                   |                               |                               |                               |
| People, Culture and Communities                   | 80%<br>47/59       | 66%<br>19/29        | 93%<br>28/30         | 60%<br>3/5        | 57%<br>4/7        | 85%<br>17/20                  | 85%<br>11/13                  | 73%<br>19/26                  |
| The Natural World                                 | 97%<br>57/59       | 93%<br>27/29        | 100%<br>30/30        | 100%<br>5/5       | 86%<br>6/7        | 95%<br>19/20                  | 92%<br>12/13                  | 100%<br>26/26                 |
| Past and Present                                  | 86%<br>51/59       | 76%<br>22/29        | 97%<br>29/30         | 60%<br>3/5        | 57%<br>4/7        | 85%<br>17/20                  | 92%<br>12/13                  | 85%<br>22/26                  |
| <b>Expressive Arts and Design</b>                 |                    |                     |                      |                   |                   |                               |                               |                               |
| Creating with Materials                           | 85%<br>50/59       | 72%<br>21/29        | 97%<br>29/30         | 80%<br>4/5        | 43%<br>3/7        | 80%<br>16/20                  | 92%<br>12/13                  | 85%<br>22/26                  |
| Being Imaginative and Expressive                  | 76%<br>45/59       | 59%<br>17/29        | 93%<br>28/30         | 60%<br>3/5        | 29%<br>2/7        | 75%<br>15/20                  | 85%<br>11/13                  | 73%<br>19/26                  |

### **Phonics Y1 Pupil Premium Children**

3/9 pupils passed the phonics screening check. Of the 6 pupil who did not meet the criteria, all had and continue to have 1:1 phonics support. 6 of the 9 pupils are SEND (4 with complex needs).

### **Phonics Y2 resits Pupil Premium Children**

8 children were required to resit the Phonics Screening Check. 50% of this group passed the check in 2023. The improvement in scores for the remaining children are as follows (score for pass was 32):

| Pupil | Y1 score | Y2 score |
|-------|----------|----------|
| 1     | 19       | 29       |
| 2     | 21       | 26       |
| 3     | 9        | 22       |
| 4     | 24       | 31       |

These children continue to have 1:1 Read Write Inc sessions as highlighted in the Pupil Premium Strategy 2023-24

### Speech Link-Speech Therapy

4 members of staff have been trained and supported to deliver this intervention

67% of children have completed the programme this academic year, showing they no longer have gaps in their speech. 25 % of children came off the programme at the end of Spring term.

58% of children (7 children) started the programme in Summer term and so only have one term of data. (5 of these children completed the programme at the end of the summer term showing they only needed a short intervention.)

