

Pupil premium strategy statement 2022-2023

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	Hayes Primary School
Number of pupils in school	639 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Samantha Howell
Pupil premium lead	Liz Hughes
Trustee lead	Corinne Sheehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£166
Total budget for this academic year	£44,486

Part A: Pupil premium strategy plan

Statement of intent

We set high targets for all our children and we support every child in achieving their very best. We aim to excite children about their learning and motivate them to develop their knowledge and understanding. We are a very supportive school and are determined to ensure that all our children are given every chance to realise their full potential.

Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. Pupil premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils who have been eligible for free school meals (FSM) at any point in the last six years (also known as Ever 6 FSM), looked after children and children whose parents are currently serving in the armed forces as eligibility criteria for the pupil premium, and have provided a fixed amount of money for schools per pupil based on these.

We recognise that that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

A designated member of the senior leadership team takes responsibility for Pupil Premium. We have researched best practice and effective strategies to inform decisions about our spending such as:

- Ensuring that spending is directly linked to closing gaps in attainment
- Developing our assessment system to identify gaps in learning
- Making use of our own data to expand existing interventions
- Ensuring there is quality first teaching on a day to day basis
- Making use of research when evaluating interventions and considering the implementation of new interventions
- Promoting reading through engaging text
- Developing a nurturing approach to help to remove barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Many children enter school with a low level of oral language and early reading skills. This is more prevalent in Pupil Premium children.
2	There is a strong link between Pupil Premium and SEND. Many of our Pupil Premium children are also on the school's SEND register.
3	Attendance and punctuality of Pupil Premium children is generally lower than their peers.
4	There are a number of social and economic challenges faced by families, such as financial concerns, housing, domestic violence and parental anxiety.

5	Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health.
6	Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

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 oral language and early reading skills for Pupil Premium children.	<p>The achievement of Pupil Premium children in EYFS GLD will match or exceed national averages and the gap between Pupil Premium and their peers will be reduced.</p> <p>The number of Pupil Premium children passing the Year 1 phonics check will increase.</p> <p>At the end of each key stage, there will be no identified significant gaps between Pupil Premium and their peers.</p>
SEND and Pupil Premium children are supported to make good progress.	Pupil Premium and SEND children make good progress from their starting points and progress is in line with their peers.
Improved attendance and punctuality for Pupil Premium children to make sure that it is above national averages.	The percentage of Pupil Premium children classed as persistently absent is not greater than that of their peers, which is less than the national average.
For families to be sign posted to external agencies for support.	Families feel confident to ask the school for advice.
For children to develop appropriate strategies to support their mental health and for them, and their families, to have a clear understanding of the importance of healthy eating and exercise.	<p>Pupil Premium children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p> <p>Physical and mental wellbeing of all pupils is well supported within the school. Children understand the importance of making positive choices to engage in a healthy lifestyle.</p>
Curriculum design and enrichment activities ensure that Pupil Premium children have access to wider opportunities leading to raised aspirations.	Children are able to talk confidently about their learning. They demonstrate good attitudes to learning and have raised aspirations for their future. There is good participation in extra-curricular clubs by Pupil Premium children.

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: £8,700

Activity	Evidence that supports this approach	Challenges addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision. £3,572	Research from the Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
Implementation of a whole school oracy project, to develop pupil's confidence, articulation and capacity to learn. £2,250	Research from the EEF states that oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1,2
LYFTA (digital platform for learning experiences that allow children to develop their cultural capital and understanding of the world). £2,878	This will increase cultural capital for all children and they will be able to see/hear/experience things that they otherwise would not be able to do.	4,5

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

Budgeted cost: £7,463

Activity	Evidence that supports this approach	Challenges addressed
DHT to provide support for KS2 children in mathematics, using PiXL Diagnose, Therapy, Test and Review model. £7,463	Intensive small group tuition is effective for lower attaining groups.	2

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

Budgeted cost: £28,323

Activity	Evidence that supports this approach	Challenges addressed
<p>Full time pupil support lead to support pupils with particular social and emotional needs with a focus on learning behaviours. They will also work with families to sign post them to appropriate support.</p> <p>£19,000</p>	<p>Research from the EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes. Being able to effectively manage emotions will be beneficial to children.</p>	<p>4, 5</p>
<p>Pupil Support Lead alongside senior leaders target Pupil Premium children who are regular absentees and those who are at risk of becoming regular absentees.</p> <p>Part of above cost</p>	<p>Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown the engagement of senior leaders at an early stage with parents has significantly improved attendance.</p>	<p>3, 4</p>
<p>Provision of specialist music teaching from the Bromley Youth Music Trust.</p> <p>£7,000</p>	<p>The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. Music can enrich each student while strengthening the shared bonds of support and trust which make a great school.</p>	<p>5, 6</p>
<p>Extra-curricular support e.g. resources, uniform and equipment.</p> <p>£2,323</p>	<p>Support for children to attend residential trips, access clubs and any additional uniform and equipment that might be required.</p>	<p>4, 6</p>

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 2021 to 2022 academic year.

Pupil support lead

Last year, the pupil support lead supported 16 families where the children were in receipt of pupil premium. This support was tailored to the families to remove barriers to learning. These included support with SEMH needs e.g. confidence/self-esteem, support with attendance or parenting support.

Attendance 2021-2022

Pupil Premium attendance was 91.7% vs non-Pupil Premium attendance 94.3%

Both were lower due to COVID absence. Lower pupil premium attendance was tracked by our Pupil Support Lead and actions were put in place to support the families where attendance was below national expectations. Actions involved support from the EWO, CAFs with the family, tailored plans to support the child coming into school e.g. early morning tasks specific to the child.

Attainment

Year 1 phonics

All of the pupil premium children in Year 1 last year passed the phonics screening.

KS1 results 2022

There was 1 pupil premium child in Year 2 who met the expected standard in reading but did not meet the expected standard in writing and maths.

KS2 results 2022

EXS	Reading	National	Difference	Writing	National	Difference	Maths	National	Difference	Combined	National	Difference
All (95)	90%	74%	16%	70%	69%	1.00%	87%	71%	16.00%	66%	59%	7%
Boys (56)	86%	69%	17%	63%	63%	0.00%	87%	72%	15.00%	61%	54%	7%
Girls (39)	95%	80%	15%	80%	76%	4.00%	88%	71%	17.00%	74%	63%	11%
PP6 (6)	100%	62%	38%	33%	55%	-22.00%	83%	56%	27.00%	33%	43%	-10%
SEND (14)	67%	37%	30%	20%	26%	-6.00%	60%	34%	26.00%	20%	18%	2%
Ave scaled score	107						106.9					
Progress measure	0.54			-1.91			1.74					

As you will see from the data above, pupil premium children exceeded non pupil premium peers in reading, they were in line in maths and had lower outcomes in writing.

In terms of writing, the assessment and progress of pupil premium children is rigorously tracked through pupil progress review, learning journey meetings with staff and quality first

teaching strategies. Gaps in spelling, handwriting and cohesion have been identified and will be addressed in 2022-2023.

Pupil premium interventions

Specific interventions were put in place last academic year for pupil premium children. These interventions had impact

Year 6 interventions:

2 pupil premium children achieved the expected standard in maths

1 pupil premium child achieved expected standard in reading

1 pupil premium child achieved expected standard in writing

Year 2 interventions

1 pupil premium child achieved expected standard in reading

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence

