

# Pupil premium strategy statement – Hayes 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	611
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	5.12.2023
Date on which it will be reviewed	20.7.2024
Statement authorised by	Sam Howell
Pupil premium lead	Liz Hughes
Governor / Trustee lead	Corinne Sheehan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,045
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>	£5,655
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£66,700

# 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.</p> <p>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.
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## 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: £7,399.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development and embedding of the systematic teaching of phonics including modelling, team teaching and review of the provision.  £2,355	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, articulacy and capacity to learn.  £2,166.67	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	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

understanding of the world).		
£2,878		

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to provide support for KS2 children in mathematics, using PiXL Diagnose, Therapy, Test and Review model. £7,500	Intensive small group tuition is effective for lower attaining groups.	2
TAs and HLTAs to provide interventions in support in subject areas of need and pastoral support. £10,345	Intensive small group tuition is effective for lower attaining groups.	2
Small group tuition via recovery premium. £5,655	Intensive small group tuition is effective for lower attaining groups.	2

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

Budgeted cost: £35,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time pupil support lead to support pupils with particular social and emotional needs with a focus on learning behaviours.	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	4, 5

They will also work with families to sign post them to appropriate support.  £19,000	able to effectively manage emotions will be beneficial to children.	
Pupil Support Lead alongside senior leaders target Pupil Premium children who are regular absentees and those who are at risk of becoming regular absentees with support from EWO.  £1,800	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.	3, 4
Provision of specialist music teaching from the Bromley Youth Music Trust.  £13,000	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.	5, 6
Extra-curricular support e.g. resources, uniform, equipment.  £1,000	Support for children to attend residential trips, access clubs and any additional uniform and equipment that might be required.	4, 6
Wrap around care support if needed (breakfast and afterschool club)  £1,000	Support for families if they need adhoc places at breakfast and after school club.	4, 6

**Total budgeted cost: £66,699.67**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil support lead

Last year, the pupil support lead supported 24 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 2022-2023

Pupil Premium attendance was 91.54% vs non-Pupil Premium attendance 94.67%. All pupils was 94.48%. National average 93.8% (Arbor data) and 92.4% (DfE).

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

3 out of the 6 pupil premium pupils in Year 1 last year passed the phonics screening check. 1 child who didn't pass has an EHCP and working significantly below age expectations. The two other children who did not pass are receiving catch up phonics interventions.

##### KS1 results 2023

There were 2 pupil premium children in Year 2 last academic year. The results are below.

Achieved	Maths	FSM	Writing	FSM	Reading	FSM
Expected or above	78%	100%	71%	50%	74%	50%
Greater depth/high standard	24%	0%	16%	0%	26%	0%

##### KS2 results 2023

There were 7 pupil premium children in Year 6 last academic year.

Achieved	Maths	FSM	Writing	FSM	Reading	FSM	GPS	FSM
Expected or above	88%	86%	80%	57%	91%	100%	89%	71%
Greater depth/high standard	53%	14%	8%	0%	44%	14%	45%	28%
Average scaled score	108.66	105.43	n/a	n/a	108.57	105	108.33	105.43

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 and GPS.

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 2023-2024.

#### Pupil premium interventions

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

Year 6 interventions for Pupil premium children:

6 out of 7 pupil premium children achieved the expected standard in maths

All pupil premium child achieved expected standard in reading

Year 2 interventions

2 pupil premium child achieved expected standard in reading.

## 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
Read, Write, Inc.	Ruth Miskin
PiXL	Partners in Excellence
Music provision	Bromley Youth Music Trust



# Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<b>The impact of that spending on service pupil premium eligible pupils</b>