

Hayeswood First School 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	Hayeswood First School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sharon Staddon
Pupil premium lead	Sarah Fairman
Governor / Trustee lead	Debbie Flemming

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16280

Part A: Pupil premium strategy plan

Statement of intent

Our intent:

For every one of our disadvantaged pupils to achieve their full potential academically, socially and physically, attaining educational outcomes that are at least in line with those of their peers. We want them to play a full and active part in school and community life, enjoying the same breadth of opportunities offered to all pupils so that they can continue to learn and develop effectively right through into adulthood and enjoy happy, fulfilling and productive lives.

Our ultimate objectives are to:

- Ensure all teaching and learning meets the needs of all the pupils
- Remove barriers to learning created by poverty, family circumstances and background
- Narrow any attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Remove any barriers to attending school
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional well-being and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Hayeswood First School a one-form entry school and is part of Initio Learning Trust. Colehill is predominantly an area of low deprivation and currently, 10% of our pupils are disadvantaged which includes 2 force children. Currently, 2 PP child is also SEND.

Achieving our objectives:

Our Pupil Premium Strategy Plan works towards achieving these objectives in the following ways:

- By ensuring that our teachers invest time in knowing their learners very well, building strong relationships with them, and understanding their challenges. Teachers plan and deliver quality first teaching each day that addresses these challenges. They are mindful of who the disadvantaged children are within the class and take every step to maximise their access to resources and opportunities and their engagement in school and with home learning.
- By ensuring that reading and numeracy are well-founded so that these critical skills are not barriers to present or future achievement.
- Deliver a well-sequenced and progressive curriculum for all pupils
- By ensuring that our disadvantaged pupils are supported to build the highest levels of confidence, self-esteem and learning esteem so that they believe in themselves and can aspire to achieve their personal goals and ambitions regardless of their academic starting points.

- By ensuring that our disadvantaged pupils feel positive about coming to school, are keen to attend regularly and participate fully in school life and parents of these children are enabled to support them as fully as possible. The relationship between the school and parents is open, communicative, supportive and underpinned by ready access to additional services at an early stage of need.
- By ensuring that there is targeted academic support for disadvantaged pupils, precisely focused on specific identified areas of need. This is underpinned by training for all staff to maximise the effectiveness of this support.
- By ensuring timely targeted intervention is in place to enable our disadvantaged pupils to have full access to all of the resources necessary to support them in achieving their potential, including technology, language, literature, cultural resources, and enrichment *opportunities* alongside resources to ensure healthy growth and development.
- By taking all possible steps to maximise attendance and reduce absence and persistent absence for these pupils.
- By maximising access to technology for all of our pupils.

In achieving these intentions our strategy is informed by best practice evidence from the DfE and Education Endowment Fund (EEF).

As an Initio Learning Trust school, we also strive to meet the trust's ambition of... **'Enabling everyone to flourish in our communities and beyond'**.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the analysis of data. Class teachers will identify barriers and provide appropriate provision through individual pupil premium plans, specific interventions and support for individual pupils which will be reviewed termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high-quality provision from appropriately trained adults including our Pastoral Support Worker/ELSA.

Challenges

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

Challenge number	Detail of challenge
1	Some eligible pupils have/had gaps/delays in early speech and language development, leading to specific difficulties with articulation, aural comprehension, reading, phonics and writing.
2	A number of eligible pupils have gaps in their knowledge and understanding, for a range of reasons, which negatively affect their capacity to use and apply their learning across curricular contexts and subjects.
3	Some eligible pupils have low levels of confidence, self-esteem and / or difficulties in making secure peer – peer relationships. This is providing

	an additional challenge to academic progress in an already challenging curriculum which demands resilience.
4	A very small number of pupils exhibit behavioural/attitudinal issues, including poor concentration and distractibility, leading to potential misconceptions and underachievement in their learning.
5	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curricular enrichment / extra-curricular opportunities
6	A small number of eligible children have lower attendance than typical for the school, and their punctuality is variable.

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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
Effectively address gaps in pupils' knowledge and/or skills through additional bespoke interventions as required.(phonics and gaps in reading age and chronological age.	Gaps no longer prevent pupils from achieving targeted outcomes as a result of PP mentor support / effective intervention strategies.
Build confidence, self-esteem, learning esteem and social skills of eligible pupils with bespoke pastoral support in-class.	Emotional literacy assessments show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve at least targeted outcomes by end of year, with no eligible children 'dropping off' their flightpaths; Higher performing pupils demonstrate attainment at greater depth across a range of subjects.
Enable eligible pupils a) to recognise the need to focus and concentrate and b) to readily ask questions to seek clarification if they do not understand a task	Behavioural / attitudinal factors do not inhibit learning outcomes and progress over time, leading to pupils securely achieving their individual end of year targets, ARE / GD depending on subject.
Targeted pastoral support to address identified developmental needs, health and well-being.	Eligible pupils to engage fully with learning and wider school life experiences, minimising anxiety and

	addressing individual needs effectively as shown on PP Support Plan target reviews.
Additional on-line learning support for vulnerable groups and offers of equipment to support where necessary. Improve access to schooling when medical conditions prevent school attendance.	Pupils in PP category supported to access on-line learning as necessary When appropriate children who are off school for medical reasons are accessing education through online learning and teachers are in daily contact with students.

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 Priorities

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching teaching for Mastery through a well-sequenced and progressive curriculum	A high-quality curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By working collaboratively as part of a Trust in order to create a progressive curriculum, our children's learning is supported in the best way possible. Mastery learning EEF	2
CPD underpinned by Rosenshine Principles of Instruction and WalkThrus	The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom. EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	2
QFT – ways-in	Identifying 'ways-in' for children with additional needs helps to ensure that these needs can be met within the classroom whilst accessing QFT rather than being taken out for specific interventions. Ofsted will	2

	expect 'ways-in' to be identified for children needing additional support.	
<p><i>Metacognition and self-regulation</i></p> <ul style="list-style-type: none"> Continued effective use of 'growth mindset' approach (learning line) Subject / task specific metacognitive strategies. Learning culture - behaviour and attitudes 	<p>EEF evidence suggests up to 7 months additional progress - disadvantaged pupils need to be taught these strategies explicitly.</p> <p>Metacognition and self-regulation EEF</p>	2,
<p><i>Collaborative Learning approaches</i></p> <ul style="list-style-type: none"> pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work. 	<p>EEF evidence suggests that pupils make an additional 5 months' progress, on average, over the course of an academic year.</p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Collaborative learning approaches EEF</p>	2,3
<p><i>Home / Remote Learning</i></p> <p>Improved access to, and support with, home learning and on-line learning platforms</p>	<p>EEF toolkit confirms that pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. As a result, we continue to prioritise access to technology both hardware and platforms to support home and remote learning.</p> <p>Homework EEF</p>	2,

<p><i>Feedback</i></p> <ul style="list-style-type: none"> All staff engaged in the ongoing review of feedback to ensure it has an impact and leads to rapid progress across all pupil groups, regardless of starting points. 	<p>EEF toolkit confirms there are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Feedback EEF</p>	<p>2</p>
<p><i>Tutoring</i></p> <p>Access to tutoring before school improving attainment through small group or one-on-one targeted support</p>	<p>One to one or small group tuition from Teacher's before school can have positive impacts as suggested by the EEF research.</p> <p>One to one tuition EEF</p>	<p>1</p>

Targeted academic support (including structured interventions)

Budgeted cost: £ 13280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Mentoring</i></p> <ul style="list-style-type: none"> Key targeted adult to act as a role model for key pupils Build confidence and relationships Develop resilience and character Raise aspirations 	<p>EEF evidence confirms this has a small positive impact.</p> <p>Our approach is to combine mentoring with academic support for specific targeted curriculum areas. The same adult in the mentoring role is also providing academic support. Our experience over the past 4 years is that this has an enhanced positive impact.</p> <p>Mentoring EEF</p>	<p>2, 3</p>
<p><i>Phonics</i></p> <ul style="list-style-type: none"> targeted intervention in class and small groups systematic and synthetic teaching structure 	<p>EEF evidence suggests a 5 months impact. Decoding skills progress more quickly in children who have had less exposure to a variety of vocabulary at home and fewer books and learning materials.</p> <p>Phonics EEF</p>	<p>2</p>

<p><i>Teaching assistance intervention</i></p> <ul style="list-style-type: none"> • Early language intervention • Talk for writing • Catch up for Literacy and Numeracy • Specialist therapeutic interventions inc.SALT 	<p>EEF suggests 4 months additional progress across the year. Teaching situations where teaching assistants deliver targeted interventions to individual pupils or small groups lead to even higher rates of progress.</p> <p>Teaching Assistant Interventions EEF</p>	<p>2,3</p>
<p><i>Mastery Learning i.e. Precision Teaching</i></p>	<p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met.</p> <p>Mastery learning EEF</p>	<p>2</p>
<p><i>Tutoring</i></p> <p>Access to tutoring before school improving attainment through small group or one to one targetted support</p>	<p>One to one or small group tuition from TA's before school can have positive impacts as suggested by the EEF research.</p> <p>One to one tuition EEF</p>	<p>1</p>

Wider strategies

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maximising engagement and participation</i></p> <p>Support to access equipment, uniform, educational enrichment opportunities as</p>	<p>EEF - average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>3,4,5</p>

required for eligible individuals / families. Work with targeted families to increase parental engagement with pupils' academic progress.		
<i>Maximising attendance and Punctuality</i> Maximise punctuality and attendance for individually identified eligible pupils.	DfE report from 2016 confirms that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. Extending this to look at individual reasons for absence did not add a greater understanding of the link between absence and attainment.	3,6
<i>Social and Emotional Learning</i> <i>Pastrol support, Nurture and well being intervention</i>	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience	3,5
<i>Forest Schools</i>	Though there is little evidence of outdoor learning impacting directly on academic achievement, the EEF toolkit does acknowledge its positive impact on self-efficacy, resilience, motivation, self-confidence and teamwork; all essential life-skills that, in turn, can impact on learning.	

Total budgeted cost: £ 16,280

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.

Aim	Target	Outcome
Progress in reading	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	92% PP 100% Non PP 82%
Progress in writing	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	75% PP 100% Non PP 80%
Progress in Maths	PP children to achieve ARE PP children to achieve progress in line with non pupil premium pupils	83% PP 100% Non PP 84%
Phonics	PP children to meet phonics benchmark PP children to achieve progress in line with non pupil premium pupils	PP 66% Non PP 79%
Attendance	Attendance levels are lower than non PP but good relationships with families have been made PP91.1% Non PP 95%	
Attitudes to learning	Well motivated students with good attitudes.	

We believe based on this evidence that the Pupil premium strategy at Hayeswood First School had a positive impact on our disadvantaged pupils in 2020-21. All of our PPE pupils at Hayeswood First School continued to make progress at least in line with their progress flightpaths and achieve outcomes comparable to those attained by non-eligible pupils in our school across all three core subjects.

Evidence from External Validation is given below:

External Challenge Partner Visit Post Lockdown - Summer 2021

Interventions and targets are focused. The new IEP forms are being used effectively, with review notes made against the clear and specific targets.

Priority points from Challenge Partner visits and noted in our School Self Evaluation include development of the recording of targets for PP children to ensure that staff across the school are aware of all pupils' targets, not just those for pupils whom they teach, and to facilitate a whole school approach.

Pupil premium Data 2022/23

Aim	Target	
Progress in reading	PP children to achieve ARE	PP 69%
	PP children to achieve progress in line with non pupil premium pupils	Non PP 79%
Progress in writing	PP children to achieve ARE	PP 69%
	PP children to achieve progress in line with non pupil premium pupils	Non PP 71%
Progress in Maths	PP children to achieve ARE	PP 69%
	PP children to achieve progress in line with non pupil premium pupils	Non PP 83%
Phonics	PP children to meet phonics benchmark	PP 100%
	PP children to achieve progress in line with non pupil premium pupils	Non PP 90%
Attendance	Attendance levels are lower than non PP but good relationships with families have been made PP 89.9% Non PP 95% - Penalty notices are improving attendance but only slightly.	
Attitudes to learning	Well motivated students with good attitudes.	

We have used the following data to understand the progress of our pupils:

- Teacher assessment data for end of year in 2023, informed by Test Base results for Y3 and Y4, SATs for Y2, and mock phonic screening results for Y1;
- End of EYFS profile results for pupils in Reception year;
- Reading age data using STAR reader and Salford tests.
- Spelling age data using SWST.

We believe based on this evidence that the Pupil Premium Strategy at Hayeswood First School has had a positive impact on our disadvantaged pupils in 2022-23 particularly in Phonics and writing where the children matched or were in line with the non-PP children. We recognise that attainment is not on par with non-PP in Reading and Maths and have identified the children this relates to. Many of these children have significant SEND needs and this reflects our changing trend of PP families who are harder to engage than in previous years. The children who did not achieve ARE remained on their flight paths and have been identified for additional support next academic year. Our new phonics programme is showing good results in phonic assessments and we expect this to have an impact in time. We will monitor this closely. Enhance strategies using Roseshines principles of learning across school have been enhanced this academic year and we will monitor the impact on our PP group.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	High quality teaching and support staff CPD for staff - memory training School uniform, school trips and experiences, after schools clubs, forest school support offered ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils made expected progress and were in line with peers.

Pupil premium Data 2023/24

Aim	Target	
Progress in reading	Children achieving ARE+	PP 64% Non PP 78%
Progress in writing	Children achieving ARE+	PP 64% Non PP 69%
Progress in Maths	Children achieving ARE+	PP 64% Non PP 78%
Phonics	Children achieving ARE+	100% Non PP 87%
Attendance	Attendance levels are lower than non PP but good relationships with families have been made PP 87% Non PP 95% - Penalty notices are improving attendance but only slightly. One family have been cautioned.	
Attitudes to learning	Well-motivated students with good attitudes. Support from home worse than in previous years.	

We have used the following data to understand the progress of our pupils:

- Teacher assessment data for end of year in 2024, informed by Test Base results for Y3 and Y4, SATs for Y2, and mock phonic screening results for Y1;
- End of EYFS profile results for pupils in Reception year;
- Reading age data using STAR reader and Salford tests.
- Spelling age data using SWST.

We recognise that the number of children with pupil premium status achieving ARE is lower than those who do not receive PP funding. This year this has been significantly affected by one family whos attendance has been low and have received a caution.

We recognise that attainment is not on par with non-PP in Reading, and writing in particular and have identified the children this relates to. Many of these children have significant SEND needs and this reflects our changing trend of PP families who are harder to engage than in previous years. The children who did not achieve ARE remained on their flight paths and have been identified for additional support next academic year. Our new phonics programme is showing good results in phonic assessments and we expect this to have an impact in time. We will continue to monitor this closely. We have also invested in a new transcription scheme to support writers who do not engage fully at school or home.

Strategies using Roseshines principles of learning across school have been further enhanced this academic year and we will monitor the impact on our PP group as we continue with this strategy.

Our pastoral care has been very effective and is the largest spend for our PP group. This will continue next year also.