

Hayward's Primary School Pupil premium strategy statement 2022 – 2025 YEAR 2

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	Hayward's Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Smith, Headteacher
Pupil premium lead	Andy Smith, Headteacher
Governor / Trustee lead	Pamela Jackson, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	£15,225 (2023-2024)
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	£156,336

Part A: Pupil premium strategy plan

Statement of intent

The overarching aim of our Pupil Premium strategy is to ensure that all barriers for disadvantaged children, whether these are academic, social and emotional, linked to attendance or those present because of circumstances at home, are challenged and overcome within a caring and nurturing environment.

The introduction of a Pupil Premium Champion at Hayward's provides each child with a voice and enables the school to provide opportunities for appropriate "challenge for all" within individual provision mapping. The Pupil Premium Champion works closely with the pupils, staff and families to remove the barriers and to support engagement and further enrichment. Opportunities are found to engage, support and enrich a child's primary school experience with high aspirations for all pupils to reach their full potential.

We have high expectations of all children at Hayward's and want our disadvantaged children to achieve good outcomes as they move through the school. Our statement aims to promote early support, from the moment that the children arrive at Hayward's, provide provision which helps children maintain their individual trajectories throughout primary school and enables catch-up when children fall behind.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Reading data at Key Stage 1 needs to continue to improve further, as does disadvantaged pupils' engagement in regular reading through Key Stage 2.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	A large number of our PP children are also SEND. Progress of these children is less than those without SEND, in some year groups, and the gap between PP with SEND and PP without SEND/Not PP is widening.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is particularly evidence for our PP children who are also identified as SEND. They have also been impacted by lack of parental support and engagement at home and challenges within the family

	environment. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and developing less effective independent learning skills. It has also resulted in challenges within the family setting and an increase in the number of families needing TAFs and Early Help support.
6	<p>Our observations and knowledge of the children indicate they have less experience of learning outside of the classroom and are less likely to engage with activities outside of the home. As a result, children are less well developed in their knowledge and experience of the world, find practical problem-solving tasks harder, have less experiences that they can draw on in the classroom and attend less well at after school clubs and activities.</p> <p>Our pupils need a curriculum which is right for them: highly engaging, practical and one which is providing opportunities for key-learning to be experienced in a memorable manner. They also require a curriculum which builds on knowledge and revisits knowledge. Classrooms need to be designed in order to support this and to enable kick and easy information retrieval to be undertaken.</p>
7	Our attendance data shows that the gap between PP and non-disadvantaged pupils is closing and this needs to be sustained. Unauthorised absence is 0.3% higher than for all pupils. Our assessments and observations indicate that absenteeism is negatively impacting a number of disadvantaged pupils' progress.
8	Attainment for disadvantaged pupils in the EYFS in the English Strand is below that of non-disadvantaged. GLD achievement for some pupils is held up by them not achieving their English prime area of learning.

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 skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Childrens' vocabulary is further developed and there is evidence of this vocabulary use within their independent writing.
Further improvement in phonics scored for pupils at the end of KS1. For Reading attainment data to continue to improve across KS2.	<p>KS1 phonics assessments are consistently above the national average and that 80% of all disadvantaged pupils pass the Phonics Screening test by the end of Year 2.</p> <p>KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard across the school</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To close the gap for pupil premium through	Pupil Premium children are showing evidence of closing the gap in all subject areas.

targeted programmes of support and intervention.	<p>Teachers are aware of key strategies to raise the attainment for PP children with SEND and this is evident with lesson observations and through pupils work.</p> <p>PP children with SEND are actively engaging with their learning and intervention programmes show evidence of impact.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● high quality experiences provided and engaged with through the pupils time at school (Forest School, visits, visitors and engagement with residential activities) ● a significant increase in children engaging in enrichment activities, particularly among disadvantaged pupils
To have a curriculum which is well-designed, well-delivered and is appropriate for all pupils, particularly those who are disadvantaged.	<p>Subject Leaders maintain an effective curriculum in their subject area which is being successfully navigated by pupils. Where there is evidence that it is not being successfully navigated, the curriculum will be adapted in order to meet need.</p> <p>Subject Leaders monitor the work (through observation and produced by disadvantaged pupils and ensure that pupils are achieving expected milestones across the curriculum.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all pupils being at or above 97%. ● the gap between the attendance of pupil premium and all children being at 0% ● the percentage of all pupils who are persistently absent being reduced through a targeted programme of support.
To raise attainment of disadvantaged pupils in the EYFS.	<p>An increased % of pupil premium children are achieving the English Prime area and therefore achieve GLD at the end of Early Years.</p>

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: £45065

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Whole staff CPD programme, which ensures that key strategies and approaches are applied by all staff. Follow up training will occur for TAs on a two-weekly basis:</p> <p>Improving SEND teaching and learning for all children, including those with PP.</p> <p>Improving Writing teaching delivered for particular year groups, focussing on disadvantaged pupils.</p> <p>Improve and further develop learning strategies within the classroom.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>The impact of professional development on teacher retention:</p> <p>Increasing the availability of high-quality CPD has been shown to improve retention problems, particularly for early-career teachers. While factors other than access to CPD tend to be behind teachers' decisions to quit the profession, there is evidence supporting targeted CPD programmes for teachers in the early stages of their careers.</p> <p>Induction training and mentoring programmes are particularly effective for improving retention rates early on. Quality CPD has the potential to alleviate acute retention problems for early-career teachers.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/#:~:text=CPD%20programmes%20generally%20produce%20positive,of%20staff%20turnover%20and%20dissatisfaction</p>	3,4	£15000
<p>Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure and to maintain high levels of Reading engagement</p>	<p>EEF - The study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	2	£2500

<p>across Key Stage 2 with close monitoring in place for disadvantaged children - Provision of librarian to monitor and support children who are not engaging effectively enough with the programme.</p>	<p>Impact within school on PP Children engagement and progress – PP Review report (2021-2022)</p> <p>Impact on Reading data across the school since introduction.</p> <p>Impact from PP engagement reports 2021-2022 and subsequent Reading Age progress and overall attainment.</p>		
<p>Provide children in EYFS with a session of Forest School per week with the aim of raising pupils vocabulary, language and communication skills through wider curriculum immersion. To raise the quality and quantity of ‘talk’ opportunities.</p>	<p>FOREST SCHOOL https://www.forestresearch.gov.uk/research/forests-schools-impact-on-young-children-in-england-and-wales/ Catch Up Funding Impact Report (2020-2021) The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_OBrien_Murray-2007.pdf</p>	1	£5500
<p>Following the purchase of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils, we will continue to work closely with the Ilsham Hub to ensure that quality of delivery. Release of RWI lead to monitor impact of teaching and learning for disadvantage pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2	£7480

<p>In order for subject leaders to monitor the effectiveness of their subject, they need release time in order to carry this out. Each subject leader receives at least 2 per term, with other receiving more based on need.</p> <p>During the Spring Term, subject leaders will be asked to focus on disadvantaged provision within their subject.</p>	<p>SUBJECT LEADER - High Quality Teaching Strand - Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p>	<p>6</p>	<p>£2085</p>
<p>Early Years Lead and Staff to visit EYFS setting at Sticklepath, a local school with a comparable demographic but better PP pupil data at EYFS, and observe practice. Staff to have time within school to prepare our own concept vocabulary and to ensure that staff are trained in the approach and principles.</p>	<p>Early Years Concept Vocabulary and Writing Project introduced into the EYFS at Hayward's.</p> <ul style="list-style-type: none"> • EYFS lead to have three days release. • EYFS staff to attend NPD at the start of September in order to receive training in the approach. EYFS staff briefings to enable progress to be evaluated. • Employment of additional Teaching Assistant from October 2023 to support provision (inc. the management of SEMH needs and medical needs) in order to ensure that all interventions/ provision can be in place and implemented fully while all pupils needs are met and that vocabulary provision can be at the forefront of all staff's work with pupils. <p>Speech and Language Therapy Update 'Concept Words' – Hackney (Get Hackney Talking Project) https://gethackneytalking.co.uk/wp-content/uploads/2016/09/Concepts-leaflet-Parents.pdf</p>	<p>8</p>	<p>£17500</p>

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

Budgeted cost: £58775 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3	£6700
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Release of RWI lead to ensure that the provision and monitoring of disadvantaged pupils is effective.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2	£10,350
KS2 catch-up phonics programme to ensure that any children who leave KS1 having not passed the phonics screening test achieve expected	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2	£5000

levels. This is delivered using the RWI model.			
Conferencing provided for relevant PP children to raise attainment in Writing – this is led by their class teacher (1:1).	Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding (EEF).	3	£24,100 (£6,500 from Recovery Premium)
Use of a teaching assistant/teacher mentor to monitor engagement with Reading and provide the missing ‘parental-support’ that is required through Reading Mentor Programme	EEF - Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Impact of Reading Mentoring on engagement and reading progress (assessment analysis 2021-2022). Catch –Up funding report 2022.	2,5	£5700
Use of teaching assistant to provide same day Writing tuition – targeted work complete during the day and providing prompt feedback.	EEF - Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	3	£3425
Use of teaching assistants to provide NELI intervention for identified children in the EYFS.	NELI - CatchUp Funding Impact Report (2021-2022) There is significant evidence linked to the impact of NELI and it will support the profile of the child common to Hayward’s, amplified by the challenges of lockdown. The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1	£3500

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

Budgeted cost: £52748 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Release time for the Pupil Premium Champion in order to: Support and champion PP children – ensuring that wider staff are aware of what they can do to aid provision, support for PP children. Capture their voice in their experience of Hayward’s and the teaching, provision and experience that they have. Monitor and enhance the educational experience available to disadvantaged children at Hayward’s.</p>	<p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5,6	£1160
<p>Release time for the PE lead to champion: Opportunities for PP children. Provide and deliver activities to engage and hook PP children. To work with PP children to identify what it is that they would like in their</p>	<p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	5,6	£1330

enrichment provision which will ensure that they engage regularly in after school provision.			
Raising levels of engagement in the support of learning through parent briefing meetings and through skills based workshops. FSW/SLT to work on ensuring that key PP families attend the workshops.	EEF – Raising Parental Engagement Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5	£1500
Implement programmes within school to develop the SEMH skills needed to function in the classroom, particularly around team-work and effective collaboration while also focussing on improving confidence and self-belief: Groundforce Provision Cooking Provision	EEF – Teach Learning behaviours alongside managing misbehaviour. <i>Teachers want their pupils to learn yet report disruptive behaviours as preventing this. In a recent Teacher Tapp survey, 28% of primary and 31% of secondary teachers said that in their last lesson, teaching and learning had largely stopped because of poor behaviour. 17 Teachers often have a plethora of techniques in their repertoires to manage misbehaviour and low-level disruption within their classroom. However, whilst it is impossible to eradicate all misbehaviour, it can certainly be minimised and the general climate for learning can be improved through the explicit teaching of learning behaviours, reducing the need for teachers to constantly ‘manage’ misbehaviour. 18 A learning behaviour is any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task.</i>	5,6	£4278
To remove the barriers associated with home that may be impacting on a child’s academic potential (e.g. attendance, engagement with school) through the employment of: A school-based Family Support Worker who will lead on Early Help provision and TAF	EEF – Raising Parental Engagement Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	5,7	£19000

meetings across the school. A specialist Family Support worker who can work directly in the home with our most vulnerable families.			
Pastoral Interventions and Support programmes in place for children with SEMH needs.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5	£5000
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. Allocation of time for staff to work on closing the barriers for key children and families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7	£1200
Provide Forest School experience, within the curriculum for all children.	FOREST SCHOOL https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	6	£2000
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified and to ensure that pupils do not miss opportunities to engage through lack of funding from home. This money supports contribution to trip/visits to ensure that vulnerable children are not impacted and can engage in the full curriculum.	1-7	£5500
Pupil access to high quality coaching sessions outside of the curriculum – clubs are designed around PP pupils interests and following on from	Clubs offered by Primary Sports paid for by school, rather than paid for by families, thus ensuring that there are no barriers, other than choice of engagement – which PP champion/Sports Premium lead, will be addressing through targeted conversations with PP pupils and communication with families.	6	£2280

PP Champion/ Sports Lead conversations.			
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Breakfast Club	Establishing a breakfast club for key children who would benefit from a calm start to the school day and from an opportunity to engage with key daily learning expectations e.g. TTRS and Reading. Children would be invited to the group (20 maximum).	6	£9000
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Total budgeted cost: £156,588