

Hayward's Primary School Pupil premium strategy statement 2022 – 2025 YEAR 1 REVIEW

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 2022
Date on which it will be reviewed	September 2023
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	£15,066
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	£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 significantly below that of non-disadvantaged pupils. This is particularly relevant in key year groups.
4	A large number of our PP children are also SEND. Progress of these children is less than those without SEND 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	Our observations and knowledge of the children indicate they have less experience of learning outside of the classroom and rarely 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.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.5% and 2% lower than for non-disadvantaged pupils. 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.

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.	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. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard across the school
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 targeted programmes of support and intervention.	Pupil Premium children are showing evidence of closing the gap in all subject areas. 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. PP children with SEND are actively engaging with their learning and intervention programmes show evidence of impact.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>particularly our disadvantaged pupils.</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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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.

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: £42500

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
Autumn Review	<p>Refer to autumn staff training cycle for additional details. Learning meetings have occurred where the focus has been on making learning visible for children. Staff have evaluated the learning behaviour of their classes and have considered effective approaches which would lead to children, particularly those who are disadvantaged, engaging more effectively with their learning. Learning Walkthrough Guides have been purchased for staff in order to further extend learning as we move through the next two academic years. Observations feed into these and specific feedback is given re. progress made in areas of learning behaviour.</p>		

	<p>Staff have experienced a three-way cycle of SEND and English support which has been aimed at developing staff CPD.</p> <p>TAs have enjoyed bi-weekly staff meetings. Within these meetings, SLT ensure that TAs have access to the key information provided to teaching staff. This helps ensure that staff are employing consistent approaches when working with the children.</p>		
Spring Review	<p>Learning Meetings continue to focus on supporting teachers with ways of increasing pupil engagement for all pupils, particularly those that are disadvantaged. Staff have been encouraged to reflect on their own practice and to measure their range of questions (through a TA led tick sheet) to ensure that the right people are being targeted for questioning.</p> <p>Cold-Calling has been looked at as an effective technique to use with pupils. The approach has been unpicked with staff and work has been done to look at how it can be done most effectively with pupils - taking into account their individual learning needs. Further work will be done, looking at this through lesson study and through learning walks to measure impact.</p> <p>Three way cycle focussed on differentiation in Maths and how teaching can be adapted to meet the needs of learners.</p>		
Summer Review	<p>The following has been implemented in the summer term:</p> <p>Learning Meetings continue to focus on supporting teachers with ways of increasing pupil engagement for all pupils, particularly those that are disadvantaged.</p> <p>Lesson Study programme, where staff have: planned together in units within a staff meeting, allocated a member of staff to deliver the session, evaluated impact and then retaught the session.</p> <p>Day of cross-subject lesson observations with DC looking at Cold-Calling and adaptive teaching across the curriculum.</p>		
Assistant Headteacher working within a year group (for 6 weeks) to unpick and identify barriers to progress for key disadvantaged children. Support could include focussed tutoring, shared teaching and pupil focussed conversations (each year group will have a focussed 6 week programme).	<p>Impact of Coaching within education:</p> <p>https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/</p>	3,4	£8000
<p>Shared Teaching Programme - £38.50 x 4.5 hours x 38 weeks = £6600 approximately - including preparation/research and thinking outside of morning sessions.</p> <p>£1500 - Release pot in order to support teacher coaching and discussion following work.</p>			
Autumn Review	<p>In Autumn term KS worked with year 5 and then year 6, with an agreed Writing focus. Impact of working with year 5 was great for both KS and the</p>		

staff in the team. KS worked with teachers on planning, with children on key areas and demonstration lessons as well as providing teachers with the opportunity to watch each other view the sessions. KS worked with some key children, and identified target areas for teachers to work on. Progress of children in year 5 has been very good. Teachers were very engaged in the process and shared planning was completed moving forward. Teachers still regularly check in/seek support and advice.

In year 6, the work was more interrupted by the time of year, although it was agreed that due to the nature of the year group, KS will continue to be involved with them. Meetings, and demo lessons are arranged for early spring term. KS worked with some key children identified by the teachers, particularly around confidence, self-assessment and clarifying punctuation errors.

Year 5 Writing: 43% to 58% in Autumn Term.
Year 6 Writing: 59% to 66% in Autumn Term.

Spring Review

In Spring term KS worked with year 3 and then year 1, with a focus on the core subjects.

In year 3, KS helped the teachers identify and implement adaptations to their delivery of reading to greater support those that need it; KS worked with a few individuals in reading from MG class who had dropped back from year 2; KS completed diagnostic assessment on some pupils and fed back to teachers to impact on planning; this also, after considered research, led to setting up Power of 2 intervention for 4 children in the year group and KS set up the TAs with the knowledge to deliver this intervention (this also was put in place in year 4). KS took a group of 7 children in Maths weekly to work on problem solving; KS met and communicated with the teachers regularly to offer support and advice.

In Year 1 KS supported the teachers with planning, particularly in English; engaged in a number of conversations around reading provision, which with the other AHT and HT led to changes in practice; KS took a GD Maths group (for a limited period) but provided teachers with guidance / ideas for planning for GD children in class.

	Autumn	Spring
Reading Year 3	53%	63%
Writing Year 3	53%	59%
Maths Year 3	58%	67%
Reading Year 1	46%	56%
Writing Year 1	49%	63%
Maths Year 1	43%	57%

Of the 7 children KS worked in in Maths: 6/7 children made accelerated progress this term
WTS ARE to ARE SECURE x 2 children
WTS ARE to ARE x 2 children
WTS to WTS ARE x 2 children
WTS ARE stayed same x 1 child

3 children KS worked with in reading went from WTS ARE to ARE secure.

	<p>While the above improvements cannot solely be attributed to the work of KS, it is relevant in terms of the early actions put in place and as part of the package that led to improvements.</p>		
Summer Review	<p>In Summer 2 KS worked with Year 4 and Year 2 - although this work was considerably less than in previous terms. KS supported both teams as much as was possible within the constraints of what else was going on in school for both the teams and KS herself. In this term, KS supported all teams which required it, and support was bespoke to the what group including: Moderation in all subjects in year 2; writing in year 6; greater depth guidance to all year groups; TA interventions in year 4; English book look with feedback provided specifically to address areas of weakness from moderation; GD suggestions specifically in year 4; year 2 English planning support. KS also worked closely with the year 2 teacher in summer term in the absence of colleague - providing guidance on planning and assessment.</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 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>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. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Impact within school on PP Children engagement and progress – PP Review report (2021-2022) Impact on Reading data across the school since introduction. Impact from PP engagement reports 2021-2022 and subsequent Reading Age progress and overall attainment.</p>	2	£3500
<p>Accelerated Reader Cost Approximately £1600 for an academic year Allocation of TA to monitor and address engagement levels of PP Children - £15.01 x 1 x 38 = £570</p>			
Autumn Review	<p>Our librarian continues to monitor engagement of PP children with AR. They provide reports for PP Champion and HT/Literacy Lead which can be used to influence Reading Mentor provision. Our librarian is also engaging with key children with Y3 and Y4 and is supporting them in engaging with the most appropriate text types. Care is taken to promote the right kinds of books in the library and our librarian has established three libraries across the school filled with relevant and appropriate texts.</p>		

	<p>Reading habits of disadvantaged children are monitored, through analysis of texts read and through discussion with pupils. Appropriate texts are sought following these discussions.</p> <p>Engagement of disadvantaged pupils with AR continues to increase and we are pleased that our increased focus on the accuracy of answers when quizzing has also improved. Teachers are supported in identifying when children have fallen below expected levels.</p> <table border="1" data-bbox="418 443 1072 958"> <thead> <tr> <th></th> <th>% of children who have achieved expected reading time</th> <th>% of children achieving correct answers (above 80%) within tests taken</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>4/6</td> <td>5/6</td> </tr> <tr> <td>Year 4</td> <td>12/17</td> <td>13/17</td> </tr> <tr> <td>Year 5</td> <td>7/13</td> <td>11/13</td> </tr> <tr> <td>Year 6</td> <td>10/18</td> <td>12/18</td> </tr> </tbody> </table>				% of children who have achieved expected reading time	% of children achieving correct answers (above 80%) within tests taken	Year 3	4/6	5/6	Year 4	12/17	13/17	Year 5	7/13	11/13	Year 6	10/18	12/18
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Spring Review	<p>Monitoring continues. Timetable pressures have meant less timetabled time on AR within school. Children are monitored and appropriate discussions have taken place with families through parents' evening. Y5 will be a focus for further SLT support in the summer term.</p> <table border="1" data-bbox="418 1153 1072 1675"> <thead> <tr> <th></th> <th>% of children who have achieved expected reading time</th> <th>% of children achieving correct answers (above 80%) within tests taken</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>3/6</td> <td>5/6</td> </tr> <tr> <td>Year 4</td> <td>11/16</td> <td>10/16</td> </tr> <tr> <td>Year 5</td> <td>7/15</td> <td>10/15</td> </tr> <tr> <td>Year 6</td> <td>10/20</td> <td>12/20</td> </tr> </tbody> </table>				% of children who have achieved expected reading time	% of children achieving correct answers (above 80%) within tests taken	Year 3	3/6	5/6	Year 4	11/16	10/16	Year 5	7/15	10/15	Year 6	10/20	12/20
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Summer Review	<p>Summer Term Monitoring</p> <p>Monitoring continues.</p> <table border="1" data-bbox="418 1809 1072 2072"> <thead> <tr> <th></th> <th>% of children who have achieved expected reading time</th> <th>% of children achieving correct answers (above 80%) within tests taken</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>				% of children who have achieved expected reading time	% of children achieving correct answers (above 80%) within tests taken												
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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>FOREST SCHOOL</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Catch Up Funding Impact Report (2020-2021)</p> <p>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.</p> <p>http://www.outdoorrecreationni.com/wp-content/uploads/2015/11/Forest-School-and-its-impacts-on-young-children_O'Brien_Murray-2007.pdf</p>	1	£5000												
EYFS Forest School Provision 2 sessions for four groups each lasting 1.5 hours £21.18 x 6 x 33 weeks (not for the first half-term) = £4100															
Autumn Review	<p>Due to weather and staff sickness, forest school sessions have not happened as frequently as we would have liked. However, children have quickly picked up the rules and routines of the session (impacting on children's PSED) and throughout each session, are encouraged to use good language skills to communicate with adults and peers alike. Sentence starts are introduced by staff which children then must use in their talk during the session. EYFS has a forest school board where their work and photographs are displayed to continue to spark talk in the classroom. As the TA's attend the sessions with the children, they are easily able to continue the talk and learning through continuous provision, allowing children to make vital links between their learning in different places.</p>														
Spring Review	<p>Forest school continues to take place weekly with TA support. The sessions are now an hour long to enable RWI sessions beforehand. It is evident following Spring data, that forest school has supported the development of the prime areas - C&L, PSED and PD for all children and the notice and focus diagram portrays this with less children requiring support in these areas. Chn still requiring support have SEND needs and have still made some progress.</p>														
Summer Review	<p>Data in the prime areas 2023-2024: C&L - 79.7% PSED - 86.4% (above LA)</p>														

	<p>PD - 83.1%</p> <p>The above data portrays the excellent progress this cohort has made since a high number were identified as N&F during the baseline in all prime areas. Forest school has been key in supporting all of these areas and specifically communication and language development which has supported their PSED - social skills etc.</p>		
<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 Islam 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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2	£11000
<p>Allocation of RWI Coach/Early Reading Lead throughout the week to monitor, observe and support QFT for disadvantaged children. Close monitoring of the provision for PP children. $£37.85 \times 5 \times 38 = £7200$ approx. Online subscription cost to RWI enabling children and families to access online videos to support level of understanding £1800 Additional Support from the Ilsham Hub for the academic year 2022-2023 - £2000</p>			
Autumn Review			
Spring Review	<p>With the return of the RWI Lead from Maternity Leave, the first part of this term was spent getting up to date with assessment data and ensuring various processes were in place, such as the Phonic Screening Check practices.</p> <p>Staff are supported with their delivery of RWI through coaching during phonic sessions on Wednesdays and Thursdays, and through the introduction of weekly CPD: each Thursday afternoon time is set aside for the RWI team to meet and receive training from the RWI Lead. The use of the online training videos and 'Phonics In Action' films on the Ruth Miskin School Portal (part of the school's subscription package) have been invaluable in enhancing this CPD.</p> <p>After each half-termly assessment point, the RWI team meet together to update key documents (the assessment tracker and the sounds analysis grid), which ensures all staff have access to, and ownership of, the attainment and progress of all children, whether in their class or in their RWI group.</p>		

	<p>The Pupil Premium children are highlighted on the half-termly grouping sheet so that staff are aware of their outcomes. The RWI Lead tracks the progress of these pupils carefully.</p> <p>Assessments take place in between the main (half-termly) assessment points, where staff feel that children are ready to move on. This means that children can be moved up to the next group as soon as they are ready, rather than waiting to the next assessment point.</p> <p>During the RWI Lead's dedicated phonics time, the PP children are checked in with.</p>
<p>Summer Review</p>	<p>We are now classed as a 'Graduate School' by Ilsham Hub, meaning we have been through the entire process from the initial audit to purchasing a SSP to receiving ongoing support from a Literacy Specialist. As a graduate school, we are able to access free CPD training and events but no longer require support from the Literacy Specialist. Having said that, we are able to continue requesting guidance for our school, which NP continues to make use of.</p> <p>The Ruth Miskin School Portal subscription continues to be pivotal for our RWI delivery. The portal is used for CPD for the RWI team: the weekly Practice Time sessions have continued on Thursday afternoons, where the team focus on either assessment analysis or relevant points for developing our RWI sessions. The RM Portal videos are well-used to ensure staff access up-to-date and relevant training, and that they are also able to watch these training points delivered 'in action', by RWI specialists. Many staff also access these videos and support in their own time, watching content to support the teaching of their specific colour group.</p> <p>The portal is also used by classes in the afternoon, and individually by key children, as a means of providing additional support tailored to their sound gaps and needs. This has been particularly useful in the run-up to the Year 1 PSC, where children could watch a lesson based on a sound they were not secure on.</p> <p>The Year 1 team provided QR codes for families so that they could access appropriate RWI videos for their children at home.</p> <p>The subscription has also included support from a RWI specialist, Lucy Bessant. We had a development day where Lucy focused her training on supporting the RWI teachers of the focus groups: the groups where children need to make accelerated progress, based on the latest assessments. We also had 3 RPM (Remote Progress Meetings) with Lucy. This has been invaluable support while we were adjusting to the reduced support from the Ilsham Hub. These remote meetings look at the attainment and progress of each individual child, identifying next steps for staff CPD, and key focus children to support.</p>

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

Budgeted cost: £64,875 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.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3	£9000
School Contribution of £9,000 to the Tutoring Programme. School-led tutoring through 1-2-1 mentors.			
Autumn Review	<p>Tutoring has taken place in the autumn term for identified children. The tutor works closely with staff to identify the barrier that is stopping the child from making progress in Writing. Through a carefully structured programme and regular discussions and feedback to teachers, these areas of need are addressed. An example of this, for a small group of Y6 children in danger of not achieving ARE:</p> <p>Letter formation, visual perception and planning, compound sentences, subordinate clauses, accurate use of was/were fronted adverbial and adverbials, spelling.</p> <p>An example of the feedback provided to the teacher so that ongoing work can be undertaken:</p> <p>Child A can use all of the skills learned this term as long as she uses the prompts and word mats. She has worked hard on letter formation and visual perception skills in order to help her plan how she 'mark makes' on a page. As a result of the tutoring, in collaboration with quality first teaching in the classroom:</p> <p>Of the 30 children who received the provision:</p> <p>9 are now working at ARE.</p> <p>12 are now working at WTS ARE (a banding where we expect the children to achieve ARE by the end of the Year or next year).</p> <p>14 children have made accelerated progress between their end of year assessment and their new assessment banding.</p>		
Spring Review	<p>Writing has taken place for the children in Year 3 and Year 4 this term.</p> <p>Year 3:</p> <p>16 children received tutoring intervention. Three children who were not at ARE at the start of the year are now ARE. 4 children have made significant progress from PK levels to WTS expectation - engaging closer to their curriculum expectation. One child has moved from PK5 to PK6. All other children have</p>		

	<p>maintained their existing attainment levels and have not moved further below expectation.</p> <p>Year 4: 15 children received the tutoring intervention. All children have maintained their existing attainment level and deepened their understanding within this. One child has moved from ARE to ARE Secure.</p>		
Summer Review	<p>Writing tutoring has taken place for children in Year 1 and Year 2 this term.</p> <p>Year 1 14 children received the tutoring intervention. Four children who were not at ARE at the start of the year are now at ARE. All three cypsy children at ARE are at ARE. The other 7 children have improved their assessment level from Working Below Stanard to Working towards Expectation. In summary all children have made accelerated progress of sustain their ARE judgement.</p> <p>Year 2 15 children received the tutoring intervention. Accelerated progress has been less obvious within this group, although progress is reported within the bands that the children are attaining. This year group has been impacted by the two term absence of their class teacher.</p>		
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.	<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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	2	£10,350
Allocation of adult teaching assistant time to support the 'catch up' for children in EYFS and KS1 - £15.08 x 2 hours x 38 weeks x 9 coaches – approximately £10,350			
Autumn Review	<p>Catch Up phonics intervention has continued throughout the afternoon sessions. Children are targeted to ensure that gaps close quickly.</p>		
Spring Review	<p>The RWI tutoring has continued to take place in the afternoons, providing additional practice time to help children to keep up with their peers. Based on the previous half term's assessment outcomes, the children are supported according to need. The children's RWI assessment levels are shared with their tutors, so that the tutors know which aspect/s of the RWI program to deliver. The tutors have been supported with expert coaching from Lucy Bessant, a RWI specialist, as part of our school's package. There has been some excellent progress made by the children receiving tutoring, not just evident in their movement through the RWI groups but, more noticeably, with their confidence at using their sounds and Fred Talk to read real and nonsense words.</p>		

Summer Review	This provision has continued in the summer term and has been instrumental in ensuring that borderline children received the appropriate targeted support needed in order to achieve ARE. 89% of children in Y1 achieved their PSC pass mark. Targeted support in Y2 will continue for the small group of pupils who did not.		
KS2 catch-up phonics programme to ensure that any children who leave KS1 having not passed the phonics screening test achieve expected levels. This is delivered using the RWI model.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	2	£5000
Adult will be timetabled to provide catch up provision for children with a phonological delay across KS2. £15.08 x 7.5 hours x 38 weeks x 1 coach – approximately £4300			
Autumn Review	<p>All children are progressing well through this and making excellent progress. Many children have graduated from the program. 9 children have completed the programme since September 2022 to date, meaning that they have successfully met the expectations of the Phonics Screening assessment and are able to execute skills appropriate to KS1.</p> <p>JW sees 10 children per week and works with the English Lead/RWI Lead to identify children in Y1 or Y2 who may benefit from the intervention.</p> <p>There are 4 long term children from that group of 10 who technically have passed the programme but need bespoke Reading practice to recall all the sounds they have learnt discreetly and to learn the Red words (common exception words) that are in each colour reading band as they are Older KS2 and haven't been through the RWI teaching programme we now have in place so have big gaps.</p>		
Spring Review	<p>JW continues to offer this support to the children who need it, though the majority have now completed this so JW is supporting years 1 & 2 as well.</p> <p>Y1 3 children PC -1 ch completed speed sounds 17/3/23, now speed-reading practice & alien words set 2 & 3 with pace. 1 ch. secure set 2 speed sounds 23/2/23. Working on set 3 & alien word reading at pace. LS- 1 ch. complete 31/3/23, started new ch. on Friday.</p> <p>Y3 BP 1 ch. reviewed Spring term. Some inconsistencies in Set 1 & 2 speed sounds. Recap & relearn in process. 1 ch. making slow progress. Secure in set 1 & 2 31/3/23. Checked start of Summer term & recall secure. Working on Set 3. 1 ch. assessed in Spring term as teacher believed there were gaps in knowledge. Upheld by assessment & gaps being addressed.</p> <p>Y4 SB</p>		

	<p>1 ch complete in RWI sounds Autumn term but lacking in fluency & speed. Also, big gaps in knowledge of red words/ common exception words. Reading RWI books for speed, fluency & accuracy. Precision teaching common exception words 1-2 words a week with repetition 3x week of known words.</p> <p>Y4 JT 1 ch. complete RWI speed sounds. Reading Set 3 RWI books for fluency, accuracy & speed.</p> <p>Y6 ST 1 ch. RWI Reading set 3 books for fluency, accuracy, speed & comprehension.</p> <p>Y6 HD 1 ch. Precision teaching RWI common exception words 1 - 2 words a week with repetition 3x week of known words.</p>						
Summer Review	<p>Y1 PC 2 ch. passed PSC, LS 2 ch 1 pass, 1 not. PSC Y3 BP 3 ch. 1 (EAL) completed set 3 now working on additional sounds. 1 ch. completed set 3. Additional sounds in Y4. 1 ch. completed recap of set 3 & additional sounds, moved from blue group to grey group reader. Y4 SB 1 ch. Autumn term red words (common exception) 20 words, Summer 2023 79 words. Reading Orange RWI books. Y4 JT 1 ch. Completed grey RWI books. Accessing AR. Assessed red words/ common exceptions April 92 words, Summer 2023 297. Y6 ST 1 ch (EAL) completed grey RWI books, accessing AR. Assessed additional sounds Spring 2023, completed end of Summer Term 2023. HD 1 ch. Spring term Red words /common exceptions 30 words. Summer 2023 68 words.</p>						
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	£21,000 (£6,500 from Recovery Premium)				
<p>Conferencing Release Time 14 hours of teaching conferencing £37.85 x 14 hours x 38 = £20,146.84. Total Cost = Approximately £21,000</p>							
Autumn Review	<p>Unlike the previous year, where conferencing was significantly impacted by illness/COVID-19, conferencing sessions have taken place regularly. We have lessened the number of children seen and asked that staff focus on a smaller group of children (1:1/1:2) to ensure maximum impact and to more closely link to the tutoring model. Staff have been focussing on target children and 'ARE-watch children'.</p> <table border="1" data-bbox="411 1877 1385 2065"> <tr> <td></td> <td>Children at ARE or above</td> </tr> <tr> <td>Target Children</td> <td>Year 1 3/8 Year 2 4/9 Year 3 0/8</td> </tr> </table>				Children at ARE or above	Target Children	Year 1 3/8 Year 2 4/9 Year 3 0/8
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Use of a teaching assistant/teacher mentor to monitor engagement with Reading and provide the missing 'parental-support' that is required through Reading Mentor/Catch Up Reader 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	£12,600
Reading Mentor Provision (PP Focussed) £15.01 x 6 x 38 = £3422 (LKS2 Provision) £15.01 x 4 x 38 = £2282 (UKS2 Provision) Catch Up Reader Provision (PP/SEND Focussed) £15.01 x 1.5 hours x 14 x 38 = £6900 approximately			
Autumn Review	Reading Mentor 9/12 of the autumn term reading mentors have made positive steps forward in the autumn term. Accelerated Reader Star Tests show that 8 of the children have made more than 6 months progress in the Reading Age, with one child making 3 months of progress. New children will be selected for the reading mentor provision. Catch Up Reader Provision Year 3 - 5 out of the 6 children have improved their Reading Age from the start of the term. In some cases children have improved their Reading Age by between as much as 7 months and 1 year and 10 months. Year 4 - 5 out of the 6 children have improved their Reading Age from the start of the term. In a number of cases children have improved their Reading Age by between as much as 1 and a half years. Year 5 - 4 out of 6 children have improved their Reading Age. Year 6 - 5 out of 5 children have improved their Reading Age. Most by between 7 months and almost a year.		
Spring Review	Reading Mentor Reading Age: 4 children of the 12 made accelerated months' progress. 6 children decreased in reading age however these children all improved in their Hodder Scale and some even moved from non-ARE to ARE. 2 children made normal progress in reading age. Catch Up Reader Provision Year 3 - 4/6 children have made more than the expected terms progress. 3 children did not make expected terms' progress however all these children improved in their overall reading level. Year 4 - 4 out of the 6 children have made more than the expected terms progress. 3 children did not make expected terms' progress. Year 5 - 2 out of 3 children have made more than the expected terms progress. 3 children did not make expected terms' progress		

	<p>Year 6 - 1 out 3 children have made more than the expected terms progress. 3 children did not make expected terms' progress (In Year 5 and 6 - 6 of the children are too low to access AR).</p>		
Summer Review	<p>Reading Mentor In summer term, a new method for reading mentors was trialled with it being more responsive to children's engagement across the term, and on a 3 week cycle as opposed to a term. This will be reviewed in advance of next year to decide if this is the best approach. Overall, this meant more children accessing the program to get them back on track if they were slipping - they were then monitored if they had successfully caught up.</p> <p>Year 3 - 9 children were mentored across the term Year 4 - 10 children were mentored across the term Year 5 - 8 children were mentored across the term</p> <ul style="list-style-type: none"> • Missing data as cannot currently access AR platform. <p>Catch Up Reader Provision Year 3 - 6/7 children have made accelerated progress according to the Hodder Scale. 1 child did not make progress- this child's needs will be addressed next year specifically by attending the year 3/4 Hero Hub Year 4 - 3 out of the 6 children have made accelerated progress according to the Hodder Scale. 2 children made progress although this progress was not as the H/S predicted. 1 child made progress only in their fluency. Year 5 - 1 out of 5 children have made accelerated progress according to the Hodder Scale. 3 children made progress but did not meet their predictions. It is worth noting here though that these are children who in previous terms had made accelerated progress and overall across the year accelerated progress has been made. Year 6 - 4 out 7 children made accelerated progress according to their SATs scores. All other children made progress from the start of the year, but these were in smaller steps.</p>		
Use of teaching assistant to provide same day Writing tuition – targeted work complete during the day and providing prompt feedback.	<p>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.</p>	3	£3425
<p>Two teaching assistants identified in LKS2 and UKS2 to provide the intervention, having received training from our English Lead. £15.01 x 6 (three afternoons and an hour per afternoon for both TAs) x 38 = £3425 approximately.</p>			
Autumn Review	<p>Of the 4 children receiving tutoring in year 5, 4/4 made it to ARE by this Autumn. This needs to be maintained into Spring term. ¼ children (1 out of 4) receiving the writing tutoring in year 3 made it to ARE - the other 3 are all still ARE potential children. The year 3 intervention was more heavily interrupted by redeployment of the TA into EYFS at times, also one afternoon swimming for the whole term. There were also some staff absentees. Both the teachers and the TAs however feel that the intervention was useful and that the children are closer to ARE as a result of it. The TA felt that perhaps some of the focus for</p>		

	<p>one child in particular was too broad, so maybe need to think about narrowing it down.</p> <p>After discussion with the year 5 TA delivering, it seems the little and often 3x a week input following up and unpicking work from the morning sessions and working on sentence structure specifically have supported the children in moving forward.</p> <p>This will be discussed at meetings with teachers: talk about how TAs are directed; what the targets are/what sort of target is best.</p>		
Spring Review	<p>Year 3 prioritised a Maths intervention instead this term. This was authorised and supported by KS due to TA timetable meaning only Maths or Writing could take place. 4/4 children in the Maths intervention moved from below ARE to ARE</p> <p>Year 5: 1 child moved from below ARE to ARE. 2 children who were weak AREs secured their ARE position. 1 child stayed below ARE but made progress on specifics around sentence structure.</p> <p>Questions were raised by class teachers and TA around the time for the intervention; this has been clarified by KS in advance of the coming term. She will also observe the TA carry out the intervention to provide further support. KS needs to monitor more closely to ensure it is happening as it should be.</p> <p>KS will advise teachers based on moderation observations of the 4 children to pick for this term- all below ARE.</p>		
Summer Review	<p>This did not happen this term due to staff sickness and Maths being prioritised in Year 3.</p>		
Use of teaching assistants to provide NELI intervention for identified children in the EYFS.	<p>NELI - CatchUp Funding Impact Report (2021-2022)</p> <p>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.</p> <p>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.</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	1	£3500
<p>NELI – provision of two TAs, three times per week. £15.01 x 7.5 x 30 weeks £3377.</p>			
Autumn Review	<p>NELI assessments were planned to take place in the latter half of the second half of the Autumn Term, once children had settled into Reception life and the statutory RBA was completed, in preparation to start the NELI programme in the second week of the Spring Term. However, due to staff sickness and technical issues with setting up NELI accounts, a number of these assessments need to be completed in the first week back after the Christmas Holidays, with then the intention to identify the correct children for the programme and to start in no later than week 3 or 4 (WB16th or 23rd Jan). EH will carry out these assessments and then EH, MS, KL and EA will explore the results in order to ensure the correct children access this vital language and communication programme.</p>		
Spring Review	<p>The NELI assessments were completed in the first 2 weeks back in January. From this, 12 children were selected to take part in the programme. From February two groups have run successfully in the afternoons. There are 2 adults running the groups, meaning that in staff absence another adult can pick up the other group to ensure the intervention still runs, ensuring maximum impact for</p>		

	the children. The sessions focus on children's communication, language, vocabulary and social and emotional skills, which are essential skills to develop for the children completing the program. Although we are slightly behind the program schedule, the sessions have been running successfully and we will make up the sessions, running the program for a slightly longer period. The staff have seen and are developing positive interactions from all the children accessing the NELI program.
Summer Review	<p>The NELI interventions have continued to run successfully, with 2 adults running a group. We did not catch up on the whole programme due to some staff absence preventing the interventions from running, however, the results have been extremely positive. All of the children have made progress, and 8 out of 10 children are now at an age related level for their language, communication and understanding. The two children currently requiring extra support are EAL.</p> <p>The cohort from 21/22 had a combined entry score of 192. The 22/23 cohort had a combined score of 195, only an increase of 3, being very similar on entry. The cohort 21/22 had a combined exit score of 295. The 22/23 cohort had a combined exit score of 335, and increase of 40, showing fantastic progress this year.</p>

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

Budgeted cost: £48968 approximately

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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,	EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5,6	£1160

<p>provision and experience that they have. Monitor and enhance the 'Educational Gift' available to disadvantaged children at Hayward's.</p>			
<p>PP Champion Release Time £35.80 x 2.5 x 13 weeks (three weekly) = £1160</p>			
<p>Autumn Review</p>	<p>Teaching assistants across the school are well-informed about the PP children they work with and are able to identify specific children who have made good progress, often identifying how the barriers to learning have been addressed this term. They remain conscientious around sensitive information, referring to the Class Profiles in the locked cupboards within classrooms, and ensure interventions are focussed on skills tailored to PP children, often clearly stated in planning. The core theme, in raising progress, identified by support staff was building trusted relationships with children. There is evidence that this has had a direct impact on the children's confidence and, ultimately, their independence. Children also benefit considerably from consistent routines to support the rehearsal and retrieval of key skills.</p> <p>The children's voice continues to be monitored at Haywards'. Children are more able to talk about work they are proud of and explain how and why they have improved, especially in KS2. Some children can identify their targets to improve further, particularly in English and with set homework. They are more proactive this year in using resources to help and are making clear links between using resources and the progress they have made.</p> <p>The Educational Gift available to children continues to be monitored regularly through Provision Mapping to ensure that PP children have an education that is varied, enriching and tailored to individual needs.</p>		
<p>Spring Review</p>	<p>PP children continue to get a varied curriculum at Hayward's. In sport, they have competed well in a tournament held at St Luke's as part of the School Sports Partnership. There were 20 teams in the tournament with some tough competition. The girls ended up playing for 5th place and won. Disadvantaged children were represented well in cross country team selection too. At school, they have had opportunities for extra dodgeball competitions and have been actively encouraged to participate in after school clubs.</p> <p>PP children with SEND have taken part in a SEND Participation School-Based pilot program which is aimed to find out the views and listen to ideas of children within school. These sessions were for a group of between 6 - 8 KS2 children who are on the SEND register or who have an EHCP. The children got to play games and share their views on certain questions that they are asked. They explored what participation means and how they can implement change.</p> <p>Along with provision mapping, the pupils' voice remains important at Hayward's. This term ARE and GD children were asked about the types of</p>		

	<p>questions teachers asked children and when different questions were useful. The children could explain well how questioning was used in different subjects. They gave examples of when a teacher might ask them something to lead a class discussion or to give an extended explanation. They felt that they were being challenged well during 'no hands up time'.</p> <p>Children have also had the opportunity to discuss how they are challenged with the curriculum content. GD children explained how they had the opportunity to write from a different perspective than the other children. ARE children explained how non-fiction writing was harder than fiction but were pleased to show their work. Children gave good examples of how work is tailored to their needs in Maths too. They could explain the activities where they were required to 'dive deeper' through problem solving.</p>		
<p>Summer Review</p>	<p>The pupil voice remains important to staff at Hayward's. It is evident that staff work to remove barriers and support the engagement and enrichment of disadvantaged pupils. The PP Champion focussed on talking to EYFS and KS1 children this term.</p> <p>Children in Y1 enjoyed showing the PP Champion their English books and could explain the mark scheme and they talked about how they could check and improve work. There was a noticeable increase in confidence from the beginning of the school year as more shy children were more able to talk in more detail about their school experience. Among the highlights of the year, one child explained with pride that the class had voted for her as School Councillor this year and that she had been to Paignton Zoo for the first time. Another PP child explained the many strategies she had learnt for working through friendship difficulties and how excited she was about going into Year 2 next year.</p> <p>Children in Year 2 explained the benefits of cold calling. One child said that he didn't like it because he gets to talk more when it is 'hands up time' but all the other children preferred it as they stated that it helps them to focus and makes them talk and join in more.</p> <p>EYFS children talked very positively about their school experience too. They could tell the PP Champion the activities they liked doing in the classroom and playground. Many children talked about the friends they liked to play with. 'It's easy to make friends' at school.</p>		
<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 enrichment provision which will ensure that they</p>	<p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>5,6</p>	<p>£1330</p>

engage regularly in after school provision.			
PE Teacher Leadership Release Time £35 x 1 hour x 38 weeks = £1330			
Autumn Review	PE Lead continues to ensure that children are identified as being PP or not-PP. HL works with teachers to target key children and to offer them a package of support. Families are targeted by teachers, HL and PP Champion. HL works alongside children to identify what clubs/activities would hook children.		
Spring Review	This is ongoing although staff absence has significantly impacted on success against this objective. The PP Champion has instead been monitoring and SB, who leads a number of other clubs, is ensuring that children with PP are engaged within clubs and activities, inviting children who may not be but show interest to engage. Work has been undertaken to provide opportunities, through the Sports Premium for children to engage with these sporting activities more widely.		
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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
25 hours of teacher time allocated to the preparation/leading of workshops for families. £38.50 x 25 = £1000 approximately.			
Autumn Review	EYFS workshops have taken place in the autumn term (Reading/Writing/Phonics and Early Maths). SLT worked closely with EYFS team to ensure that parents signed up for the two events. Almost 40% of parents, including key families of disadvantaged children, attended the workshops. Families were grateful for the provision with positive verbal and written feedback received.		
Spring Review	Year 1 Phonics Workshop has taken place for families. This has helped ensure that families are aware of the expectations of the test, they have a sound understanding of the process of RWI and how it works within school and have been given specific, targeted packs which they can use with their children at home. EYFS have held a Reading Cafe, which as well as providing parents with the opportunity to engage with their children, they have had the opportunity to understanding the phonics approach and skills being used in the classroom.		
Summer Review	Family Support Workshops have been put on for families during the Summer Term. Three sessions have been delivered which have included supporting families with medical needs and two sessions around Internet Safety. Unfortunately, inspite of good advertising through parentmail, the		

	newsletter, signs in the playground and individual targeted conversations, attendance was poor. Our approach will be reconsidered ahead of the autumn term 2023.		
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
Groundforce Provision £15.01 x 2.5 hours p/w x 38 = £1426 Groundforce Provision £15.01 x 5 hours p/w x 38 = £2852			
Autumn Review	A group of 5 mix-aged students, including 4x Year 6 and focused on a Year 4 student, have been working on various tasks around the school. They have learned to work well together and have built confidence in the practical skills involved. The Year 4 student's teacher reports that his focus and interpersonal skills with his peers have improved. The group has provided social support for the other PP children. One of the keys to success in this area has been the close communication between group intervention lead and class teacher/teaching assistant. This has enabled the Year 4 child to reflect on successes/achievements and developments back in the classroom.		
Spring Review	A group of mixed-aged children have received this provision in the Spring Term. Children have been engaging in a range of activities across the school including moving compost between sites, planting three sisters bed (Corn/Bean/Squash - linked to the Native American studies) and a range of maintenance tasks. Within these sessions, children have been supported in turn-taking, sharing and learning to collaborate in pairs before extending this to the wider-group. The group also provides social support and the opportunity to review, reflect and evaluate their progress within sessions. Alongside this, children are provided with the opportunity to also develop their language and communication skills. Children are showing the ability to be more focussed on a task and more resilient with a task, rather than giving up at the first sign of a challenge. In addition to this, a Drawing club has been established on Monday 1pm-2pm supporting a child, recently bereaved in a small group of children who enjoy drawing. This provides an outlet for the children to discuss their feelings and to cement friendships within school.		
Summer Review	This term, the Group, composed of two Yr 6, one year 4 and three Year 3 children has worked well together, learning to tend the vegetable garden. They have persevered at weeding and digging over the plots in preparation for planting potatoes and onions, taking pride in making the garden look		

	<p>good. They have worked in pairs to maintain the plots, including more weeding and watering. They have tried gooseberries, strawberries and blackcurrants. In the last session, they picked rhubarb and each made a rhubarb crumble to take home. We also painted pebbles to look like strawberries (to fool the birds). At the end of each session children have the opportunity to play 'What animal am I?' while they have a drink, which they enjoy. This is supporting their understanding of taking turns, asking pertinent questions and developing new vocabulary, especially for the ESL student in year 6.</p> <p>The Yr4 child this group is focussed on, has matured considerably and has taken a great interest in completing tasks.</p>		
<p>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 meetings across the school. A specialist Family Support worker who can work directly in the home with our most vulnerable families.</p>	<p>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.</p>	5,7	£18500
<p>Family Support Worker – working with more specialist families £3500 per year (rest of money allocated from SEND Budget) Family Support Worker leading on Early Help provision £15000 per year (rest of money allocated from SEND Budget)</p>			
Autumn Review	<p>At Hayward's Primary School we identify families and individuals where we feel an Early Help would benefit them in order for their needs to be met. An assessment is completed, and information gathered from a range of practitioners so their needs can be understood and the right support put in place. Families who engage in Early Help will have regular Team Around the Family (TAF) meetings and receive support under one or more of the following areas: Education & Attainment, Physical & Mental Health, Work, Finance & Housing, Being Safe and Crime & Anti-Social Behaviour. Through this tool, links, support and referrals can be made to specialist external agencies such as DLA payments, PIP applications and funding for workshops and therapies.</p> <p>We believe that a high level of attendance in school is essential to ensure that children are able to reach their full potential. As part of the TAF meetings, attendance is closely monitored and where needed, support and adaptations can be put into place to ensure an increase in attendance.</p>		

	<p>During this half term, attendance has been a key component of the monitoring process that is in place and barriers identified along with key outcomes to work on to ensure that attendance levels have increased. One case study has evidenced for a PP child where attendance (previously the lowest in the school) has increased by 15% from November to December 2022. In addition, the specialist Family Support worker who has been working with three families this term, two of which are PP, and has provided support and guidance in the home setting, there has been an increase in attendance and participation through the Early Help process.</p>		
Spring Review	<p>There has been an increase in the uptake of families seeking support through Early Help this term. Attendance continues to be a key focus and rationale in inviting families to engage in the Early Help process. Families continue to be supported across a range of issues and referral needs are identified and made to external support agencies. There have been a number of families this term who have required support in respect of significant challenging changes in their family dynamic. This support has taken many forms, including support for court proceedings, police interviews, referral to other external support agencies and emotional support for their current circumstances. Contact or meeting for these families has increased to weekly in order to provide the necessary support at a time of high need and significant change.</p> <p>The specialist Family Support Worker continues to work with three families in the home environment and works closely with the Family Support Worker in school and the support staff who are working directly with the children in class. This ensures consistent approaches to managing challenging behaviours at home and in school.</p> <p>A number of children whose families are open to Early Help have benefited from attending the breakfast club at school. This has led to increased punctuality and overall attendance, together with a calm and nurturing start to the school day as well as support for completing home learning activities.</p>		
Summer Review	<p>Families have continued to be supported through the Early Help process. The building of trusted relationships with families continues to be key to openness and participation. This term has seen an increase in separated families needing support whilst on-going custody/co-parenting arrangements go through the courts. The needs of the children remain the key focus, whilst support is also provided to the adults for the changes in their personal circumstances. This is done through referrals and signposting to external agencies for support with both practical living arrangements and emotional support. Barriers to regular and timely school attendance continue to be monitored and supportive strategies explored with parents and carers.</p> <p>The specialist Family Support Worker continues to work closely with three families in the home environment which allows for a deeper understanding of the barriers and challenges the families are managing.</p>		
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
<p>RD, BG, AH – Allocation of time to work with Children with SEMH needs. 238 hours per year (238 x £21) = 6 hours per week contributed by PP funding.</p>			

Autumn Review	<p>On average the Hero Hub operates 3hr per week of SEMH support. This has been targeted in the autumn term on children with bereavement needs and paired work as a result of actions from a TAF, ARC (At Risk Children) meeting or a genuine parental request. The year groups this term have been EYFS and Year 1. An additional 1 hr per week is in place voluntarily for a lunchtime club. This supports children in KS2 who need help when transitioning into year 3. The success of this support / intervention is usually through feedback to professionals in TAF meetings or other SEND / safeguarding meetings. The SEMH focus in the groups are individual, information is recorded pictorially, through photographs and for some children through individual folders. Parents are invited to come to the Hero Hub, meet staff and look at the provision on offer. They also have an opportunity to give suggestions / ideas of areas to support.</p>		
Spring Review	<p>The Hero Hub has continued to work on an average 3x hrs per week and an additional voluntary 1 hr for a lunchtime club. This term eight children have been a focus as a result of TAF / ARC meetings. Support has also started for a small group (5) of year 2 children. Out of eight focus children four have been on an individual basis, the remaining four have been paired groups. Bereavement work has been completed. This is a programme used by the charity Balloons, is on an individual basis and takes approx 8 sessions of 45 mins. Three children completed this work. In feedback families and teachers have commented how well supported the children have felt in these sessions and how the sessions have helped behaviours at home.</p>		
Summer Review	<p>This term the Hero Hub has continued to work on an average of 3 x hrs per week with additional voluntary 1hr lunchtime club and some use of admin and PPA time from RD. These hours will remain the same moving into September 2023. The referrals this term have come from TAF's through the ARC meetings which RD attends monthly. They have supported five children having approx 35 minute sessions on 1:1 work around anxiety, friendship and living loss. Another group of 10 year two children have been supported through a 40 minutes weekly session. There has been a rotation of children in the group of six. The focus for this group has been around friendships, fairness, sharing, getting on and falling out and feeling good about ourselves. The referrals have come from parents, class teachers and the TAF / ARC meetings. The weekly lunch time club has supported children transitioning from KS1 to KS2 and will remain in place for 2023 / 2024. School to look into the use of the Boxall profile as a future way of assessing the children accessing the hub. This has been completed previously but has an impact on time and can repeat information collected on other plans etc carried out ie Case studies. It does however give a baseline assessment. SENDco to discuss further with RD and KG (Mental Health Lead)</p>		
<p>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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7	£1200

closing the barriers for key children and families.			
Release time for HT/FSW/Admin assistant to prepare appropriate paperwork, to meet with parents and to monitor attendance on a monthly basis.			
Autumn Review	A review of the Attendance Policy, Attendance Pamphlet and Attendance letters took place in October 22. The policy clearly outlined the Attendance Management Process at Haywards and this was shared with all parents and carers. Monthly meetings are held between the FSW and Attendance Admin to update the Attendance Tracker. Reasons for absences are discussed and recorded and patterns of absences are reviewed. Cases of concern are discussed with HT and dealt with by an initial phone call home by the FSW to offer support for increased attendance, whilst looking to identify the barriers. Parents are offered a meeting with the FSW to consider whether an Early Help referral will be beneficial in addressing issues affecting attendance. Case study, EYFS child - Attendance dipped to 67% in December 2022 following a parental separation. Mum was struggling to come onto the school site at both the beginning and end of day. HT and FSW were in regular contact and collected the child to attend school on the days that Mum felt he was well enough to attend. Both parents contacted and offered Early Help. Mum was open to looking at the barriers in respect of her own mental health which have been a significant underlying factor in the child's attendance. Discussions held around the wider family support network and how this could support increased attendance at times when Mum's mental health was low. Mum is in regular contact with the FSW and has recently managed the school runs.		
Spring Review	We have continued with our revised approach and the EWO is pleased with the work done on the letters and on the policy as a whole. We will review again, based on the revised Devon guidance, when the policy is scheduled for renewal. The newly formed breakfast club has had a positive impact on the attendance of some of our low-attenders, with parents and children engaging well. Unfortunately three of the target families refused to engage with the intervention.		
Summer Review	Monthly meetings between FSW and Attendance Admin continue to review patterns in attendance. Of the eighteen families with low attendance concerns, sixteen are engaging in Early Help and reasons for low attendance discussed at each TAF meeting and support and strategies offered. Patterns in non attendance continue to be explored with families to help identify any specific barriers. The provision of the breakfast club has continued to have a significantly positive impact on the low-attenders. Guidance to parents of children due to start in EYFS in September has also been sent out. This highlights the benefits to the child, both socially and academically, of consistent and timely attendance at school. The emphasis being on setting an expectation of high attendance and outlining the positive impact of a regular school attendance routine.		
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
Forest School Provision for all children (% of children who are PP – almost 28% £14.65 x 6.25 hours p/w x 38 x 2 adults = £6958 28% = £2000 approx.			
Autumn Review	The EYFS children have been attending half class sessions once a week since half term (these have not been regular due to staff sickness and weather).		

	<p>The children are gaining confidence to take turns in speaking and listening to others to explain knowledge they are learning, such as how to keep safe and how we light the fire. They are also keen to introduce themselves within a different theme each week using their imagination and creativity. The children are beginning to develop skills in a range of seasonal collecting and sorting activities, producing a variety of natural artwork which shows a growing independence to explore the forest school environment and show pride in their creativity.</p>		
Spring Review	<p>EYFS sessions have been more regular during the Spring term with the children engaging in individual and small group activities, as well as the whole half class group. They have enjoyed leaf rubbing, planting sunflowers, searching and sorting activities and have experienced popcorn and hot chocolate made over the fire. They are continuing to gain confidence to speak within the group and share ideas. They are also more prepared to 'have a go' and to enjoy activities even if they aren't familiar. The Spring Term has brought Yr3 and Yr4 to Forest School. They have been practising practical skills such as fire lighting and knot tying and then applying these in shelter building for pixies and then themselves. The Yr3 children have been experimenting with natural dyes and have decorated bunting. They have also enjoyed campfire cooking and throwing games.</p>		
Summer Review			
Contingency fund for acute issues.	<p>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.</p> <p>This money supports contribution to trip/visits to ensure that vulnerable children are not impacted and can engage in the full curriculum.</p>	1-7	£5000
Autumn Review	<p>Support has been provided for the purchase of uniform and to support family engagement with swimming lessons in the autumn term. There is a large amount of additional expenditure expected in the spring term with children attending two residential visits (Y4 and Y6).</p>		
Spring Review	<p>Trip costs have been a significant contributing factor in the spend for the Spring Term. Two residentials have seen a significant number of children supported in attending by contributions from the school. Attendance of PP children at the residentials have been good, with cost not being the barrier for any non-attendance.</p>		
Summer Review	<p>Costs used to help ensure that disadvantaged children can take part in residentials and to cover costs associated with swimming and trips where pupils could not afford to contribute. Piano lessons have been funded for a disadvantaged pupil suffering parental bereavement.</p>		

Breakfast Club	<p>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).</p>	6	£9000
<p>2 members of staff - £6080 per staffing. £3000 allocation for food (based on £15 p/child).</p>			

Autumn Review	<p>Research has been undertaken in the autumn term into the most effective way of completing this. Approach discussed during school visit - Mere School. Grant application for funding was sent in to DfE, although was rejected due to the school not having the appropriate IDACI rating. HT met with the Business Manager and Kitchen Manager to discuss how the kitchen can be accessed/used to support the Breakfast Club.</p>
Spring Review	<p>Breakfast club has been successfully established and will be staffed by AH and HS. The club welcomes children from 8am to 8:45am and ensures that children are in class ready for the Early Morning work that they would often miss due to poor attendance. The club sees the children have a calm start to the day, a healthy breakfast and then dedicated time to work on home-learning tasks and expectations.</p> <p>We have targeted children who have been disadvantaged due to poor attendance and punctuality. 12 children have attended the club and attendance has been excellent.</p> <p>All children have seen a significant rise in attendance since being part of the club. One child has improved from 72% to 84% in the time that the club has been operating.</p> <p>Further work is required in supporting the children to be more disciplined during the home-learning element of the club.</p>
Summer Review	<p>Breakfast Club has continued to have a very positive impact on the attendance of key pupils. Children continue to be in school early, have a smooth transition into school and as a result are better prepared for the learning expectations of the day. Parents report that the anxiety of morning routines is significantly reduced.</p> <p>Key Headlines:</p> <p>Y4 Pupil - 60.2% attendance at the the end of October half-term 2022. 83.5% as of July 2023.</p> <p>Y6 Pupil - 13 lates in the Autumn term. 0 lates since Spring half-term.</p> <p>Y6 Pupil - 84.2% attendance at the the end of October half-term 2022. 92.3% as of July 2023.</p>

Total budgeted cost: £156,393