

Hayward's Primary School Pupil premium strategy statement 2022 – 2025 YEAR 3

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 | 405 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2022 – July 2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Andy Smith, Headteacher |
| Pupil premium lead | Andy Smith, Headteacher |
| Governor / Trustee lead | Pamela Morris, Governor |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £147790 |
| Recovery premium funding allocation this academic year | £3552.50 (2024-2025) Used within previous budget year to pay for Autumn and Spring Provision |
| School Led Tutoring recovery | £2671.88 (2024-2025) Used within previous budget year to pay for Autumn and Spring Provision |
| 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 | Total £147790 |

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 |
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| 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. Disadvantaged pupils often find it harder to Read for Pleasure and do not always have established a Reading culture within their lives or within their homes. As a result, children read less and can struggle with the demands of the Key Stage 2 SATs Reading Paper. Children need to develop their fluency in number facts in order to improve the rapid recall of known number facts. Disadvantaged children in KS2 struggle to retain and use known facts quickly and will resort to counting on fingers too easily. |
| 3 | Internal and external assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |

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| 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 evident 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 Playtimes are exciting for lots of children but not for all children. Lots of pupils find it hard to play when activities are not provided for them. They struggle to be creative and to generate games of their own.</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 quick 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 | <p>Pupils often arrive at Hayward's with a low starting point. Historically data for all pupils has been between 50 and 52%. During the last academic year, the data improved to 65%, with particularly good progress being made in the Writing strand of the EYFS framework.</p> <p>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.</p> <p>Pupil Premium Performance at Key Stage 2 is below that of Non-Pupil Premium Children (based on September 2023 analysis)</p> |

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 |
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| 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 scores 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 writing 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, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <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 • a significant increase in the activities available to children, increased creativity which transfers into the classroom and positive pupil feedback through surveys. |
| To have a curriculum which is well-designed, well-delivered and is appropriate for all pupils, particularly those who are disadvantaged. | 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. Subject Leaders monitor the work (through observation and produced by disadvantaged pupils and ensure that pupils are achieving expected milestones across the curriculum. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <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 and KS2. | An increased % of pupil premium children are achieving the English Prime area and therefore achieve GLD at the end of Early Years. An increased % of pupil premium children are achieving ARE at the end of KS2 SATS and the gap between PP and non-PP continues to close. |

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: £31,285

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
|--|--|-------------------------------|--------|
| <p>Training to develop staff expertise in supporting accelerated progress for pupils in Reading and Maths and to consolidate work done on reasoning between 2022 and 2024:</p> <p>All support staff working with pupils to receive targeted Maths training from DCC Maths advisor (Supporting all children in maths lessons TA programme)</p> <p>Reading Fluency Project (Y6)</p> <p>Developing Reading Fluency programme (Y1 to Y6)</p> <p>Fluency through Reasoning (Y6)</p> <p>Whole Staff OPAL Training</p> <p>Ongoing CPD linked to adaptive teaching</p> <p>EYFS and KS1 Training in DCC Number Fluency programme</p> | <p>The impact of professional development on teacher retention: 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 |
| Staff CPD | | | |
| Allocation of £15,000 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| To support staff in recognising how best to adapt their teaching in order to meet the needs of all | Adaptive Teaching - The training will be run by Sam McFarlane from nasen and will cover | 1-5 and 8 | £4000 |

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| <p>pupils, including those with SEND and those who are disadvantaged. School to engage with the Adaptive teaching programme in collaboration with NASEN and SWIFT</p> | <p><i>Leadership of Adaptive Teaching and supporting pupils with SEND</i> <i>High Quality teaching / Quality first teaching for pupils with SEND</i> <i>Meta cognition and strategies</i> <i>Scaffolded and motivational learning for pupils with SEND</i> <i>Part 1: Using flexible grouping;</i> <i>Part 2: Using technology to support learning</i> <i>Part 1: Working with support staff;</i> <i>Part 2: Pupil voice and parent/carer engagement</i> Evidence - Understanding Adaptive Teaching v11 id2tic4wvo1iusb.cloudfront.net</p> | | |
| <p>Staff CPD Adaptive Teaching for Disadvantaged Pupils and those with SEND Cost to attend training - £1000 Allocation of CPD, teacher release time, peer support and coaching = £3000</p> | | | |
| <p>Autumn Review</p> | | | |
| <p>Spring Review</p> | | | |
| <p>Summer Review</p> | | | |
| <p>OAIP is a new approach being implemented in Devon. Staff will work with the Inclusion Lead to ensure that they understand how the OAIP framework is used and that they implement specific approaches to support learners in the classroom. At Hayward's, a large number of Pupil Premium Children are also on the school's SEND Register. To ensure the best approach is being used by teachers with specific pupils, teachers are released to work alongside the Inclusion Lead to develop effective My Plans for pupils.</p> | <p>Ordinarily Available Inclusive Provision (OAIP) describes the inclusive provision and practice that all Devon schools, early years, and post 16 settings should be able to provide for all children and young people, including those with SEND, from within their own resources. This will support all children and young people to attend, engage and thrive in their educational setting. Ordinarily Available Inclusive Provision - Support for schools and settings (devon.gov.uk)</p> | <p>4</p> | <p>£2700</p> |
| <p>OAIP Staff Training CPD Training for all staff including support staff - £500 External Training to Support staff in working with Disadvantaged Children with specific SEND needs - £1000 My Plan Writing (3 x per year) - £1200</p> | | | |
| <p>Autumn Review</p> | | | |
| <p>Spring Review</p> | | | |
| <p>Summer Review</p> | | | |
| <p>Buy and embed use of Accelerated Reader across all year groups to increase reading for pleasure and to maintain high levels of</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</p> | <p>2</p> | <p>£2500</p> |

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| <p>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> | <p>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> | | |
| <p>Accelerated Reader Cost Approximately £2000 for an academic year - subscription and budget for book allocation. Allocation of TA to monitor and address engagement levels of PP Children - £15.01 x 1 x 38 = £570</p> | | | |
| <p>Autumn Review</p> | | | |
| <p>Spring Review</p> | | | |
| <p>Summer Review</p> | | | |
| <p>Staff to be trained in delivering the Mastering Number at EYFS and KS1. Leads to be identified who will receive specific training and then will disseminate the training back to colleagues and support staff. 4 x 15 minutes allocated each week which are in addition to the Maths lesson.</p> | <p>NCTEM This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Mastering Number at Reception and KS1 NCTEM ‘They can see it straight away’: the impact of Mastering Number NCTEM</p> | <p>2</p> | <p>£1500</p> |
| <p>Mastering Number at EYFS and KS1 Release costs for Teaching Staff - £500 Regular time allocated for teachers to meet and to review the approach and how effectively it is working with pupils. Time to disseminate training to parallel colleagues - £1000.</p> | | | |
| <p>Autumn Review</p> | | | |
| <p>Spring Review</p> | | | |
| <p>Summer Review</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 Ilsham Hub to ensure the quality of delivery. Release of RWI lead to monitor impact of teaching and learning for disadvantaged 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> | <p>2</p> | <p>£4000 approx.</p> |

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| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| RWI Provision and Monitoring | | | |
| RWI RWI Leader hosts EYFS and KS1 Staff weekly training/input – 0.5 of an hour (30 minutes) x 38 weeks x £37.75 = £717.25 RWI Leader Release Time to monitor disadvantaged attainment and progress - 1 x 38 x £37.75 = £1450 Online subscription cost to RWI enabling children and families to access online videos to support level of understanding £1800 | | | |
| 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. Subject leaders will use the time to consider the specific needs of PP children in their subject, and develop appropriate content/resources/support to ensure that the curriculum is working effectively for all pupils. | 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 | 6 | £1585 |
| PP Focussed Subject Leadership Release Time (Spring Term) 3 hours per week (2 x sessions) x 14 weeks x £37.73 = £1585.50 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |

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

Budgeted cost: £ 65,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Cost |
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| <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> | <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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> | <p>£7750</p> |
| <p>Additional RWI Tutoring Provision Allocation of adult teaching assistant time to support the 'catch up' for children in EYFS and KS1 - £15.08 x 1.5 hours x 38 weeks x 9 coaches – approximately £7,736</p> | | | |
| <p>Autumn Review</p> | | | |
| <p>Spring Review</p> | | | |
| <p>Summer Review</p> | | | |
| <p>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.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2</p> | <p>£5000</p> |
| <p>Key Stage 2 Phonics Catch-Up 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</p> | | | |

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| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| Tutoring 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 |
| Tutoring Provision from EYFS to Y6 Tutoring Release Time – Teacher is working with relevant PP children for 1 hour per week PE Tutoring Release Time - £90 per day x 4 days per x 38 weeks = £13,680 p/year Music Tutoring Release Time - £22 x 3 hours x 3 days x 38 weeks = £7524 EYFS Tutoring Release Time - £37.85 x 2 hours x 38 weeks = £2876.60 Total Cost = Approximately £24,100 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| Use of a teaching assistant/teacher mentor to monitor engagement with Reading and provide the missing 'parental-support' that is required through Book Time Provision Programme. To support disadvantaged pupils to develop Reading for Pleasure | 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 | £15,000 |
| Book Time | | | |

Targeted Reading Support, Tracking of Reading and Monitoring and Supporting Reading engagement and develop reading for pleasure through supporting exposure to the 'right text's (PP Focussed)
 3 hours per week (36 minutes x 5 = 180 minutes) x 8 adults x 38 weeks x £16.50 = £15,048

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| Autumn Review | |
| Spring Review | |
| Summer Review | |

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| Reading Fluency Programme - two groups of pupils x 8 weeks led by Assistant Headteacher and HLTA. | Reading Fluency Project: HFL Education's Collaboration with the Education Endowment Foundation (EEF) HFL Education Training programme being run by DCC. AHT and HLTA (with English Specialism) have attended the training and following assessments will be leading the 8 week programme for pupils. | 2,5 | £4000 |
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Reading Fluency Programme for Pupils in Y6
 Cost of training and staff attendance = £1000
 AHT Cost - 2 hours per week x £42 x 8 weeks = £672
 HLTA Cost - 2 hours per week x £21 x 8 weeks = £336
 Total Cost for Cycle One = £1008
 Three cycles scheduled to be run per year.

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| Autumn Review | |
| Spring Review | |
| Summer Review | |

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| 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 |
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NELI Provision in the EYFS
 NELI – provision of two TAs, three times per week. £15.01 x 7.5 x 30 weeks £3377.

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| Autumn Review | |
| Spring Review | |
| Summer Review | |

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| <p>Focused speech and language intervention. - TA (liaising closely with Speech and Language Therapist) supporting children with regular 1-1 sessions.</p> | <p>EEF +6 months Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> | 1 | £5700 |
| <p>Speech and Language Provision Speech and Language TA timetabled to work with 1:1 pupils. £15.01 x 2.5 hours x 4 days x 38 weeks = £5700</p> | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |

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

Budgeted cost: £52610

| 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 | £1000 |
| <p>PP Champion Release Time £35.80 x 2.5 x 10 weeks = £895</p> | | | |

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| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| <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 engage regularly in after school provision.</p> | <p>EEF – Use of mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 5,6 | £1330 |
| <p>PE Teacher Leadership Release Time £35 x 1 hour x 38 weeks = £1330</p> | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| <p>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.</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 | £600 |
| <p>Parental Workshops aimed at supporting children at home 15 hours of teacher time allocated to the preparation/leading of workshops for families. £38.50 x 15 = £577 approximately.</p> | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| <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>Hayward's have a number of families requiring a TAF. Evidence supports that families who receive support from our FSW make good progress against their identified Early Help targets.</p> <p>Last Year impact</p> <p>Autumn Term - 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. Referrals to external agencies for additional support for families have been made to provide both individual and family support for challenges they are facing. Barriers to regular and timely school attendance continue to be monitored and supportive strategies explored with parents and carers. The reintroduction of the Breakfast Club has continued to support children in a nurturing environment that sets them ready for the school day.</p> <p>The DSL and FSW have spent a significant amount of time working on collating the CPOMs chronology for one</p> | 5,7 | £15,000 |

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| | <p>particular family who have now reached threshold for MASH intervention.</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> <p>Spring Term - Families continue to be supported through the Early Help process. Two families have agreed that, as all actions have now been successfully achieved and attendance, engagement and behaviour in school has significantly improved, they now feel confident moving forward without the additional support provided by the Early Help process. Three further families have now agreed to access the additional support that Early Help provides and we look forward to working with these families on specific actions that will benefit the children and their families.</p> <p>Collaborative work with the newly formed Family Support Hubs (previously Action for Children) will open up access to support for children beyond the age of eight years old, benefiting more children and their parents/carers.</p> <p>The specialist Family Support Worker has continued to work closely with two families and provided guidance on strategies to staff working 1:1 to the children in school.</p> <p>Summer Term - Three further families have begun to be supported by the Early Help process, to address their concerns and needs, including applications for household support funds. Collaborative work with secondary schools has commenced for families with children who are moving up in September, joint Team Around the Family meetings will continue in the new school year to ensure consistency in the support that has been provided to maintain good attendance and engagement in school.</p> <p>The specialist Family Support Worker has completed her work with the two families she supported; ongoing support will continue to be provided by the school's Family Support Worker.</p> <p>Attendance has been a key focus throughout the academic year, with absences closely monitored. The impact of this support can be seen in four families whose attendance was a significant concern in the academic year 22-23 and has improved considerably this year.</p> | | |
| Employment of Family Support Worker Family Support Worker leading on Early Help provision £15000 per year (rest of money allocated from SEND Budget) | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| 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 | £3200 |
| Pastoral support in place for children in EYFS to Y6 RD and AH – Allocation of time to work with Children with SEMH needs. Contribution - £21 x 4 hours x 38 weeks = £3192 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| Embedding principles of good practice set out in the DfE's | The DfE guidance has been informed by engagement with schools that have | 7 | £1200 |

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| 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. | significantly reduced levels of absence and persistent absence. | | |
| Closely monitoring attendance of all pupils, particularly those who are disadvantaged 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 | | | |
| Spring Review | | | |
| Summer Review | | | |
| 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/ Detailed governor lead measuring of impact took place last academic year. Evidence from report can be found here - https://docs.google.com/document/d/113FvNctO7PUE1KVXofknv9wrMWuqNK2k/edif?usp=drive_link&oid=100688831810485218565&rtopof=true&sd=true | 6 | £9000 |
| Forest School Provision for Y1 to Y6 £14.65 x 6.25 hours p/w (including prep) x 38 x 1 adult = £3479 £21 (HLTA) x 6.25 p/w (including prep) x 38 x 1 adult = £4987 Total Cost of Adults to lead Forest School = £8,466. Resources for Forest School - £500 approximately. | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| 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. | FOREST SCHOOL https://www.forestresearch.gov.uk/research/forest-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_O'Brien-Murray-2007.pdf Detailed governor lead measuring of impact took place last academic year. | 1 | £5000 |

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| | Evidence from report can be found here - https://docs.google.com/document/d/113FvNctO7PUE1KVXofknv9wrMWuqNK2k/edIt?usp=drive_link&oid=100688831810495218565&rtop=true&sd=true | | |
| Forest School Provision for EYFS | | | |
| EYFS Forest School Provision 2 sessions for four groups each lasting 1.5 hours £21.18 x 6.5 x 33 weeks (not for the first half-term) including prep time = £4550 Resources for use in Forest School = £450 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| Pupil access to high quality coaching sessions outside of the curriculum – clubs are designed around PP pupils interests and following on from PP Champion/ Sports Lead conversations. | 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 addressed through targeted conversations with PP pupils and communication with families. One club is for PP children only and is designed around the likes and interests of pupils. | 6 | £2280 |
| Clubs for PP Children. | | | |
| After School Provision £15 x 4 sessions a week x 38 weeks per year = £2280 One club is for PP children only. | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| 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 (15 maximum). | 6 | £7000 |
| Breakfast Club Provision | | | |
| 2 members of staff - £6080 per staffing. £20 x 38 weeks food costs = £760 | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |
| Supporting the development of OPAL at Hayward's | OPAL is a recognised programme which aims to support improved play for all pupils, particularly those who are disadvantaged. Given the importance of play in children's lives and current concerns about children's opportunity to access the time and space to initiate their own play, participation in the OPAL Programme has the potential to reap considerable benefits for children, parents, schools and the wider community.... One of its significant features revolves around the importance | 7 | £5000 |

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| | <p>of a 'whole-school' approach which drives forward a cultural shift in thinking and attitudes about play that acknowledge the value of play as a right and for its own sake rather than for adult-designed, instrumental purposes. It is from this perspective that the benefits of play are more fully realised, and there are accompanying benefits in an educational and wider context as children learn to get on together, enjoy school, undertake forms of exercise that involve moderate stress and moving in non-regular patterns, find time and space to recover attention and so on.</p> <p>Supporting school improvement through play. An evaluation of South Gloucestershire's Outdoor Play and Learning Programme</p> | | |
| <p>OPAL Provision £5000 to support playground development within the school. This is in addition to the money allocated in the Sports Premium Report which will support staff training, staff development and employment of additional MTA.</p> | | | |
| Autumn Review | | | |
| Spring Review | | | |
| 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 contributions to trips/visits to ensure that vulnerable children are not impacted and can engage in the full curriculum.</p> | 1-7 | £2000 |
| <p>Contingency Funding £2000</p> | | | |
| Autumn Review | | | |
| Spring Review | | | |
| Summer Review | | | |

Total budgeted cost: £148,945