



The Pupil Premium: Using it to make a difference at Haydn Primary School 2021-2022

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Rationale

Haydn Primary School is determined to ensure that all children achieve their full potential and receive the highest standards of teaching and learning through Quality First Teaching (QFT). Additionally, focused support and pastoral care outside of QFT is provided for children who require it to eliminate barriers to learning. The Action Plan for Pupil Premium spending focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting pupil premium pupils. We have a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. This includes an identified Governor with responsibility for Pupil Premium, the Head Teacher and Assistant Head Teachers leading developments, and the dissemination of information to all parties. All matters relating to the Pupil Premium are reported back to the Governors sub-committees termly, ensuring that the school is held to account for the impact of spending. Ensuring all staff take responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all children.

Pupil premium strategy statement 2020-20

Summary information					
School	Haydn Primary School				
Academic Year	2021-22	Total PP budget	£105,300	Date of most recent PP Review	N/A
Total number of pupils	447	Number of pupils eligible for PP	81	Date for next internal review of this strategy	February 2022

DATA Figures: Due to COVID school closures based on validated data 2019

	End of KS2								End of KS1								End of FS (RWM is GLD)					
	All School ()		PP (11)		National Non-PP		School Non-PP		All School ()		PP (9)		National Non-PP		School Non-PP		All School ()		PP (9)		National Non-PP	
	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GD	AR	GS
% achieving Reading	87%	35%	56%	0%	75%	41%	92%	41%	78%	33%	69%	15%	75%	26%	81%	38%	86.7%	11%	71.4%	0%	80%	19%
% achieving Writing	92%	35%	78%	0%	78%	20%	94%	41%	72%	17%	62%	15%	70%	16%	74%	17%	76.7%	0%	71.4%	0%	76%	11%
% achieving Maths	97%	48%	89%	22%	76%	24%	98%	53%	80%	22%	69%	0%	76%	22%	83%	28%	86%	0%	71.4%	0%	81%	15%

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Progress and attainment of disadvantaged groups in Reading, Writing and Mathematics in all year groups. Attainment of pupils eligible for PP is lower than that of their peers in reading, maths and writing, and progress rates are slower for this group than for their non-disadvantaged peers.
B.	High attaining PP pupils make less progress in reading, writing and mathematics than their peers
C.	Lower attaining PP pupils require additional support to ensure that they attain as well as their peers and make expected progress, they are vulnerable learners
D.	Multiple and profound challenges for some of our PP children including LAC/ Post Lac (1/3 cohort), SEND, term of birth, EAL/ new to English/ periods of EHE

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Children are not exposed to a wide variety of life experiences that allow them to experience in context, the vocabulary required to access all aspects of the wider curriculum
----	--

F.	Behaviour / pastoral issues for a small group of pupils (eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
G,	Social, emotional, SEN/D and mental health issues for some pupils has hindered their access to the full curriculum and their progress	
1 Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupils receiving Specific Targeted Support to narrow/diminish the gap in relation to their peers in school and nationally.</p> <p>The gap between FSM pupils and all other pupils narrows/diminishes in all year groups in Reading, Writing and Mathematics.</p> <p>FSM pupils in school continue to achieve in line with pupils nationally in the Y1 Phonics Screening Check.</p> <p>Sustain end of KS2 progress and attainment by ensuring:</p> <ul style="list-style-type: none"> • The PP pupils attaining Greater Depth at KS1 maintain this progress in KS2. • Identified children make accelerated progress and attain the Higher Standard in KS2. 	Attainment of pupils eligible for Pupil premium are in line with or above non-PP pupils / in line with national benchmarks. Progress is good or better
B.	Behavioural / pastoral issues of pupils addressed – children are better able to manage their behaviour independently	Fewer behaviour incidents recorded for these pupils on the school system.
C.	All pupils are given access to the full range of enrichment and extension activities and a wider range of life experiences	No pupils eligible for PP are disadvantaged in relation to extension and enrichment opportunities.

5 Planned expenditure								
Academic year			2020-2021					
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.								
i. Quality of teaching for all								
Desired outcome	Target groups	Chosen action / approach	New/ continued	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

<p>Attainment of pupils eligible for Pupil premium are in line with or above non-PP pupils / in line with national/ FFT top 5% benchmark.</p>	<p>Whole school PP cohort</p>	<p>Appraisal objectives set and agreed actions ensure that all teachers are held accountable for the attainment and progress of this priority group. This also includes all subject action plans To lead staff meetings and share good practice including relevant support approaches and applying research data. Update TA intervention training including Dyslexia Action and Switch on as well as number fluency Lead the Interventions Programme for PP pupils ensuring that the steps of learning for each PP child in their PSP are precise and focussed. To hold individual meetings with parents to share the individual pupil's targets and successes. To explain the strategy and its impact to the full Governing Body each term.</p>	<p>Continued</p>	<p>All teachers recognise the importance of this priority group and the school's high expectations of this group EEF Small group tuition- +4 rating</p>	<p>Through our monitoring and evaluation processes, specific PP work scrutiny and lesson observations. Class Teachers record the additional activities that they are completing for the children in their class in Appraisal documentation and on internal target setting and analysis records. Termly reports distributed to all Senior Leaders, governors and each teacher termly. Termly Headteacher report to governors. Pupil Progress Meetings track progress and ensure interventions match need.</p>	<p>SMT / phase leaders / individual staff</p>	<p>See below</p>	<p>November 2021 February 2022 May 2022</p>
<p>ii. Targeted support</p>								
Desired outcome	Targeted groups	Chosen action / approach	New /continued	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
<p>PP pupils in F1 are making expected progress in all areas of their curriculum. At the end of F2 on track at 40-60e. Identified pupils have made accelerated progress.</p>	<p>F1- 5 pupils</p>	<p>Small group intervention led by a Teacher/TA supporting and challenging learners through pre-teaching or reinforcement sessions of their initial steps in learning of reading, writing and maths. More able pupils given additional challenge.</p>	<p>Continued</p>	<p>Small group or 1 to 1 support regularly and consistently delivered, and quality assured by a Senior leader has proved a successful strategy with our children. This is bespoke learning guided by individual PP plans EEF Small group tuition- +4 rating</p>	<p>Quality assurance by a Senior Leader – LP/ TM Observing practice and giving feedback, checking on the progress of the children Individual PSP</p>	<p>LP</p>	<p>5 hrs per week £3600</p>	<p>Dec 2021 March and July 2022</p>

<p>PP pupils in F2 are making expected progress in all areas of their curriculum. At the end of F2 to be at expected (GLD) with identified pupils making accelerated progress A greater proportion of pupils in EYFS exceed the ELG's in Reading, writing and maths More pupils exceed ELG's by the end of F2- and the gap closes to national averages</p>	F2- 8 pupils	<p>Small group intervention led by a TA supporting their learning through pre-teaching or reinforcement sessions of their initial steps in learning of reading, writing and maths. More able pupils given additional challenge.</p>	Continued	<p>Small group or 1 to 1 support regularly and consistently delivered, and quality assured by a Senior leader has proved a successful strategy with our children. This is bespoke learning guided by individual PP plans. EEF Small group tuition- +4 rating</p>	<p>Quality assurance by a Senior Leader – LP. Observing practice and giving feedback, checking on the progress of the children Individual PSP</p>	LP	10 hours per week £8000	Dec 2021- March and July 2022
<p>Identified PP pupils in Y1 and Y2 to attain EXP or make accelerated progress in reading, writing and maths; Identified PP pupils in Y1 and Y2 to attain GD or make accelerated progress to aspire to GD, in Reading, writing and maths; Identified PP pupils with complex needs develop positive dispositions for learning</p>	Y1- 4 pupils Y2- 11 pupils	<ul style="list-style-type: none"> - 1 to 1 reading and comprehension / speaking and listening / higher level reading strategies e.g. inference and deduction in reading and writing to include the development of their vocabulary / mathematical concepts/ Fluency training and implementation Y1-3 - Switch on training for all KS1 TA's - Precision Teaching - Short burst writing - Social skills groups. - Emotional literacy training 	Continued	<p>This has proved to be successful for identified individuals. Progress has been evident. This is bespoke learning guided by individual plans. EEF Small group tuition- +4 rating</p>	<p>Quality assurance by a Senior Leader – TM. Observing practice and giving feedback, checking on the progress of the children Individual PSP</p>	LP	10 hours per week £7200	Dec 2021 March and July 2022
<p>Identified PP pupils in Yr 1 and 2 to take part in ELSA sessions with trained ELSA lead to support managing feelings and behaviour. Identified pupils develop improved learning dispositions and are ready to learn. Identified PP pupils with complex needs develop positive dispositions for learning</p>	Y1- 4 pupils Y2- 11 pupils	<ul style="list-style-type: none"> - Small group intervention in a safe space to explore/ feelings. - Pupils become regulated. 		<p>We have created a designated space in school which enables pupils who are struggling to regulate or who are anxious to work with a trained practitioner.</p>	<p>Supervision by Ed Psych – LA brokered support Feedback to parents and class teachers</p>	SO	6 hours a £500	Sept 2021- March and July 2022
<p>PP pupils in Y3 and Y4 to make expected or accelerated progress and attain at the expected level in RWM</p>	Y3- 6 pupils Y4- 13 pupils	<p>Small group sessions focusing on sentence construction and developing the children's vocabulary and use of language / reinforce maths skills and knowledge of the PP children</p>	Continued	<p>This has proved to be successful due to the expertise and intervention of the TA to support the children's learning and next steps. This is bespoke learning guided by individual plans. EEF Small group tuition- +4 rating</p>	<p>Quality assurance by a Senior Leader –TM Observing practice and giving feedback, checking on the progress of the children Individual PSP</p>	TM	15 hours per week £10500	Dec 2021, March and July 2021

PP pupils in Y5 and Y6 to make expected or accelerated progress and attain at the expected level reading writing & maths –	Y5-15 pupils Y6-12 pupils	Small group sessions focusing on sentence construction, paragraphs and developing the children's vocabulary and use of language / reinforce maths skills and knowledge of the PP children / 1:1 support as required	Continued	This has proved to be successful due to the expertise and intervention of staff to support the children's learning and next steps. 1:1 support has proved to be successful for individual children. This is bespoke learning guided by individual plans. EEF Small group tuition- +4 rating	Quality assurance by a Senior Leader – MCh. Observing practice and giving feedback, checking on the progress of the children Individual PSP	MCh	15 hours per week £10500	Dec 2020 March and July 2022
Booster provision for Years 5/6 PP in; reading, writing, maths	Y6- 7 pupils	Group session weekly focused upon expected outcomes in Maths and Reading	Continued	Y6 Booster has proved successful year upon year Parents and children have been appreciative of this provision; it has helped the children EEF 1:1 tuition- +5 rating	Deploy an experienced Year 6 practitioner to lead this group / AHT/HT/Maths specialist	MCh	15 hrs per week £10500	Dec 2020- March and July 2022
Therapeutic support for pupils	Y5 & 6	Ed Psych visit and analysis Ed Psych support for family and signposting Individual 1:1 sessions with therapist	New	Specialist support for identified specific needs for 3 children. Family and child in crisis and needing specialist support service	Monitoring by SENCO	AE	Initial screening £300 1 hour per week £9000	
Focused 121 web-based resource designed to engage and extend the learner – improved attainment/progress	Y2- Y6	Mathletics Reading eggs	Continued	Personalised programmes have inspired children both at school and home	Subject leader reviews-termly	Literacy/ maths co-ordinator	£3084	September 2021

<p>Children can manage their behaviour independently. Behaviour does not impede progress attained Improved behaviour for learning for vulnerable pupils in EYFS and KS1</p> <p>Improved emotional literacy.</p>	<p>Y6 Y5 Y3 Y2 Y1 F2</p>	<p>Staff deploy targeted behaviour intervention for identified students / develop restorative approaches and focus on positive behaviours. SENCO engages the full range of agencies to support as appropriate.</p> <p>Deployment of ELSA trained staff</p>	<p>Continued</p>	<p>Staff have received support and training in emotional coaching, restorative approaches, CBT training and engaged with the Behaviour Support Team, Educational Psychology team, speech and language, attachment awareness. Staff have a more refined and appropriate response to working with a broad range of behaviours. We have seen a reduction in the number of behaviour related incidents and an increase in children's ability to manage their behaviours more effectively.</p>	<p>SMT / phase leader / SEMCO monitoring</p>	<p>SMT / SENCO</p>	<p>£1800</p>	<p>Dec 2021 March 2022 June 2022</p>
<p>Accelerated learning in reading In Reading: Overall targets are achieved of F2- 78% EXP 10% EXC/ Y1- 90% EXP 30% GD/ Y2- 85% EXP 30% GD/ Y3- 85% EXP 35% GD/ Y4- 92% EXP 40% GD/ Y5-92% EXP 45% GD/ Y6- 92% EXP 45% GD Promote the achievement of disadvantaged pupils and reduce gaps from</p> <ul style="list-style-type: none"> EYFS- 23.5% to 10% at EXP KS1- 49% to 20% EXP and 24% to 10% GD KS2- 24% to 10% at EXP and 0% to +5% at GD 	<p>Switch On/ Phonics groupings / no of children and yr. grps</p>	<ul style="list-style-type: none"> - teaching assistants to deliver 'switch on' reading support. - To engage whole school community in reading through parental support: parent workshops EYFS/KS1/KS2, - create reading pages on school website and run reading weeks. - Study LTP and guide each year group in choosing and using appropriate texts. - reflect on and moderate planning to ensure it is inspiring, well-planned, with clear learning objectives based upon current assessment. - Develop reading guidance for each year group i.e. what does a secure reader in year one look like? How do they read? What does good comprehension look like? - Develop guidance for use of reading diaries across school and monitor implementation for PP children. 	<p>Continued</p>	<p>Switch On and good Phonics delivery has proved successful in diminishing the gap an supporting readers Parents and children have been appreciative of this provision; it has helped the children</p> <p>EEF Phonics ++4 rating</p>	<p>Literacy co-ordinator to track and evaluate progress</p>	<p>Literacy co-ordinator</p>	<p>£11000</p>	<p>Dec 2021 March 2022 June 2022</p>

No pupil disadvantaged and able to engage in all extra-curricular, enrichment and extension activities	Y1- Y6	Provision of peripatetic music tuition / high quality PE / Wider opportunities / off site visits	Continued	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF Outdoor adventure learning +4 EEF Sports Participation +2	Liaison and communication between SMT/Staff and the office staff	SMT liaise with staff and office team	£3500	Dec 2021 March 2022 June 2022
iii. Other approaches								
Desired outcome	Targeted groups	Chosen action / approach	New/ continue	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Co-ordinators track pupil performance / set challenging targets and ensure appropriate support and interventions are deployed and evaluated Performance data accurately analysed / interventions in place to meet need and more accurately deploy provision	F1- Year 6	<ul style="list-style-type: none"> • Subject leader development. • Subject leader monitoring of standards. • Data analysis meetings termly • Pupil progress meetings 	Continued	Teacher planning and delivery more accurately meets the needs of our more complex and vulnerable children.	SMT monitoring of subject co-ordinator / phase leader activity	LP/ TM/MC CH	£16800	Dec 2021 March 2022 June 2022
All pupil prepared for school / Key Stage	F2 / Y2	Well considered transition programme between key stages to include curriculum delivery and appropriate modification / staff communication and record keeping ensuring individual needs are recognised and accounted for during key stage transition	Continued	Breadth of staff understanding of individual pupils greatly aids the transition period	SMT / phase leader monitoring / feedback form receiving teachers	/ TM	£3000	September 2021/June 2022
Parents are well supported and able to make informed choices More parents actively engage in their children's learning and share the school's high aspirations for their children	F1- Y2	Provision of parent workshops; <ul style="list-style-type: none"> • literacy • maths • CLLD phonics • Early Years / Transition 	Continued	Research shows that the home school relationship is fundamental to a child's success. Our parents say they feel well supported and are better able to support their children's learning at home.	SMT/staff feedback / parent feedback / attendance	SMT / phase leaders / subject co-ordinators	£2000	March 2022 June 2022
Total budgeted cost							£105,784	