

Haydn Primary and Nursery School 2022-2023

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 and how we intend to spend the funding and the impact of last year's pupil premium funding.

School overview

Metric	Data
School name	Haydn Primary
Pupils in school	458
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£106,645
Academic year or years covered by statement	2022-2023
Publish date	December 2022
Review date	July 2023
Statement authorised by	Teresa Mason (HT) Helen Yates (Chair of Governors)
Pupil premium lead	Lisa Paulson
Governor lead	Helen Yates

Pupil Premium Breakdown per Year Group

Nursery	F2	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
10	3	12	6	12	11	14	15

Statement of Intent at Haydn Primary School

At Haydn our mission is that **all** of our pupils through our well planned and sequential curriculum are motivated and inspired to become life-long learners with a thirst for knowledge and a belief that they can achieve their true potential.

Our core values help pupils develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe all pupils deserve the opportunity to nurture their individual potential and talents.

At Haydn, we draw from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these. The challenges our disadvantaged pupils face varies across the school and our role as practitioners is to quickly identify and support these groups. We aim to;

- Support all pupils in developing high aspirations for the future
- Close the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to reach age-related expectations or greater depth at the end of Year 6.

We will do this by providing:

- Quality First teaching
- Additional teachers and TAs
- Small group interventions
- 1-1 support and tuition
- Nurture support through ELSA, Theraplay, Forest Schools, Pro-perception interventions
- Access for all to trips, after school and holiday clubs

Pupil Progress attainment end of Key Stage 2 for last academic year 2022

Measure	National ARE Results	Haydn ARE Results	National GD Results	Haydn GD Results	National PP	Haydn PP ARE	Haydn PP GD
Reading	74 %	93%	28%	29%	62%	77%	15%
Writing	69%	86%	13%	12%	55%	62%	8%
Maths	71%	88%	22%	40%	56%	66%	25%

Summary of Pupil Premium attainment 2021-2022

Haydn Primary pupil premium pupils achieved significantly higher than national pupil premium figures in Reading, Writing and Maths and attainment overall is higher than national in 2021-2022. This meant our pupil premium pupils were well prepared for their next phase.

Identified challenges for Pupil Premium Pupils 2022-2023

Barriers	Detail of Barrier
A	A high number of pupil premium pupils have emotional or attachment issues which can lead to emotional dysregulation and can be a barrier to learning.
B	School closures (lockdown) have disproportionately affected PP attainment in English and Maths.
C	Pupil access to enrichment and broad life experiences.
D	Lack of confidence and self-belief.
E	Identified families are struggling Post Pandemic either economically or socially and emotionally.
F	Poor literacy skills (phonics and reading and writing)

Strategy aims for disadvantaged pupils

This explains the outcomes we are aiming for by the end of the current strategy plan.

Measure	Activity	Success Criteria
Aim 1	Close the gap; PP progress PP pupils make Expected or Expected + progress through high quality teaching and learning and bespoke interventions.in English and Maths	End of Year Outcomes: PP progress inline/exceeds NPP The gap between PP and non PP pupils has closed in Maths, Reading and Writing.
Aim 2	Targeted pastoral care	All PP pupils are fully engaged and positively engaged with learning and making good or better progress in all areas of the curriculum.
Aim 3	Targeted emotional and behavioural support	All PP pupils are regulated and ready to learn.
Aim 4	Disadvantaged pupils access a range of social, cultural and enrichment activities.	Pupils will have broader experiences and extended school opportunities linked to personal aspirations.
Aim 5	Disadvantaged pupils will have access to high quality reading texts	Pupils will be inspired to read and read to learn.
Aim 6	Improve the attendance of PP pupils whose attendance falls below 90%	Attendance of PP pupils will be above 95%

Teaching priorities and targeted academic support for current academic year.

Total expenditure: £83,275

Interventions/support for PP pupils	Impact and measure being addressed	Barrier to learning
PP and Assessment Lead to evaluate the impact of PP provision across the school.	<ul style="list-style-type: none"> PP needs to be a collective responsibility and led effectively. <p>Addressing Educational Disadvantage in Schools and Colleges, The Essex Way (2021) states,</p> <p><i>Ensuring a common understanding of the strategy, and how to execute it, across the school community is key to success.</i></p>	ALL
Targeted Quality First teaching	<ul style="list-style-type: none"> Aspirational targets set in pupil progress meetings In lesson teacher targeted planning and support- “spotlight children” Targeted TA support and adaptation in English and Maths Writing Lead in school teaching small group writing interventions in UKS2 <p>EEF High Quality Teaching</p>	B,D,F
Little Wandle interventions and keep up Programme across the whole school	<ul style="list-style-type: none"> 2 Reading Leads teaching small group Practice Reads in KS1 with a focus in Year 1 Weekly Little Wandle surgery carried out by Reading Lead. A range of high-quality reading materials including Favourite 5 in each class. Reading ambassadors to promote love of reading 1-1 targeted support <p>Phonics toolkit</p>	B,D,F
PP Reading support	<ul style="list-style-type: none"> Targeted small group tuition in reading carried out by school-led tutor to close gap in Reading PP pupils reading diaries tracked by Reading Lead 	B,D,F

	<ul style="list-style-type: none"> Allocation of higher proportion of reading volunteers for PP pupils Small group tuition Education Endowment Foundation EEF	
UKS2 1-1 tuition	<ul style="list-style-type: none"> Targeted 1-1 tuition in Maths to close identified gaps One to one tuition Education Endowment Foundation	B,D,F
Termly Data tracking of PP	<ul style="list-style-type: none"> Release time for AH/Pupil Premium Lead to track progress and analyse need 	B,D,F
Forest School Intervention	<ul style="list-style-type: none"> Targeted opportunities to access Forest School Programme in KS1 and KS 2 	A,C,D
All support staff trained to deliver Theraplay and Pro-perception Training	<ul style="list-style-type: none"> Targeted pupils receive regular theraplay sessions to support emotional regulation in school Sensory breaks timetabled to maintain regulation in lessons ensuring full participation in learning. EEF Social and Emotional Learning	A,D
3 Trained ELSA practitioners in school	<ul style="list-style-type: none"> Targeted pupils receive ELSA interventions EEF Social and Emotional Learning	A,D
Tracked School and enrichment activities	<ul style="list-style-type: none"> All PP pupils are supported to attend enrichment activities both in school and out of school, All PP pupils to attend residential and off-site visits Aspiration Interventions	C,D,E
Additional, targeted group interventions with teachers	<ul style="list-style-type: none"> Data analysis to support rapidly identifying, targeting and closing gaps in Reading, Writing and Maths Intensive intervention and additional support clearly timetabled for PP pupils Well-written IPS and PSPs to ensure interventions match need-monitored by SEND lead. 	A,B,C.D.F

Interventions and support	Impact and Measure addressed; Barrier to learning
Behaviour Champion	<ul style="list-style-type: none"> • Release time for Behaviour lead to visit other settings and draw on best practice to support excellent behaviour in school. • BIO club • Midday supervisors' training • Prefects and ambassadors to promote responsibility • A range of clubs at lunch time <p>A,C, D</p>
Promote excellent attendance	<ul style="list-style-type: none"> • Attendance team to track and monitor attendance so that early intervention ensures that PP pupils are not missing school • Release time for attendance champion to monitor weekly <p>Improving School Attendance Dfe</p>
Mental Health Lead to work in partnership with SEND lead to support high levels of well-being	<ul style="list-style-type: none"> • Roots2 Inclusion toolkit • Working with identified families and pupils to support positive mindsets • Work with the Virtual School • Extra ELSA capacity across school • Sensory equipment and resources to support sensory breaks and circuit breaks <p>A,D,E</p>
Family Events in School including Parent workshops and bespoke support for families who are struggling	<ul style="list-style-type: none"> • Literacy and Reading workshops in EYFS and KS 1 • Targeted family support including uniform and access to technology and homework club <p>A,D,E,F</p>

Wider strategies for current academic year- see above

Total Expenditure: £27,450

Monitoring and Implementation

Area	Monitoring	Impact
Teaching and Learning	<ul style="list-style-type: none"> • CPD cycle • Appraisal and Pupil Progress meetings • Monitoring cycle to address whole school priorities • Use of SIA to support progress towards action plans • Data analysis 	<ul style="list-style-type: none"> • Teaching will be at least Good or better • Teaching support and interventions will be effective and measurable • All teachers meet targets • PP pupils make good or better progress
Enrichment	<ul style="list-style-type: none"> • Tracking of PP access to all enrichment activities 	<ul style="list-style-type: none"> • PP pupils have the same opportunities as NPP pupils
Attendance	<ul style="list-style-type: none"> • Weekly tracking of attendance and early intervention if attendance dips 	<ul style="list-style-type: none"> • All PP pupils attend school thereby avoiding missed learning.
Interventions	<ul style="list-style-type: none"> • PP progress tracked half termly by the class teacher and moderated by SLT 	<ul style="list-style-type: none"> • PP pupils make good or better progress

Review July 2023