

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 |
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| Hayes Meadow Primary School | |
| Number of pupils in school | 178 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sarah Sivieri Headteacher |
| Pupil premium lead | Sarah Sivieri Headteacher |
| Governor / Trustee lead | Mr J Andrea |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £57,840 |
| Recovery premium funding allocation this academic year | £7,110 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

- Our intention at Hayes Meadow is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- The focus of our pupil premium strategy is to ensure disadvantaged pupils achieve at least age-related expectations or higher and are able to have the opportunity to access experiences that may not be otherwise available to them.
- The priorities outlined in this statement are intended to support the progress of all pupils at Hayes Meadow whether they are disadvantaged or not.
- High quality teaching is at the heart of our approach which is evidenced in research to have the greatest impact on closing the disadvantage attainment gap. All pupils will benefit from this approach.
- Our pupils have benefitted in recent years from the pastoral support provided from outside agencies. Whilst this has been beneficial it was limited to a small number of pupils due to time constraints. From September 2022 the governing board have appointed a 'Pastoral Child and Family Support Worker' at Hayes Meadow. This has been a hugely beneficial appointment and enabled us to support our families and pupils emotional and pastoral needs as and when required throughout each week.
- Our individual approach will ensure strategies are tailored to our pupils using information and research to identify those with the greatest impact on pupil attainment.
- Regular discussions are held during pupil progress meetings to evaluate the impact of each strategy and discuss next steps.

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 | <ul style="list-style-type: none">• Assessments, observations, and discussions with pupils indicate under-developed writing skills, and a slight dip in performance in Maths and reading, especially comprehension skills. This is more prevalent among disadvantaged pupils than their peers. |

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| 2 | <ul style="list-style-type: none"> Assessments demonstrate that pupils in years one, two and three have been affected by the inconsistency in phonics teaching due the period of partial school closure. |
| 3 | <p>The impact of partial school closure due to COVID-19 and the need for emotional/ pastoral support.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> |
| 4 | <p>The assessments and information gathered following the period of partial school closure and the baseline information on intake of our youngest pupils demonstrates a reduction in pupils communication and vocabulary development.</p> |
| 5 | <p>The lack of pre-school provision in the local community has been highlighted during the last two years. The closure of the local community pre-school and lack of children’s community provision has meant that pupils due to start Nursery have not had the interaction and chance to develop their social skills with their peers.</p> |
| 6 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 – 3.5% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</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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| Raise attainment to at least ARE for disadvantaged pupils. | <p>Assessment information demonstrates pupils are achieving in line with age related expectations or higher.</p> <p>Observations and work scrutiny demonstrate that all pupils are receiving high quality education and this is evident in their work and assessment information.</p> <p>All staff have the necessary knowledge and skills to ensure all pupils are receiving high quality teaching within lessons.</p> <p>Teachers and teaching assistants are able to adapt lessons, highlight and address misconceptions quickly and effectively to ensure pupils make good progress.</p> |

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| <p>To ensure all pupils have access to the pastoral and well-being support they need.</p> | <p>All pupils are able to access the support they require as and when it is needed to ensure their well-being is not a barrier to their academic success.</p> <p>The pastoral records including pupil voice demonstrate that pupils are benefitting from the support they receive in 1:1 and small group sessions.</p> <p>The pastoral lead has the necessary skills and knowledge to provide the support for pupils or signpost to relevant agencies.</p> <p>Pupil and parent voice demonstrates that pupils are benefitting from the support they receive and this is having a positive impact on their attitudes to learning.</p> |
| <p>To ensure children in the local community have the opportunity to access high quality early years provision.</p> | <p>To identify ways to further develop the Early Years offer at Hayes Meadow to ensure children from the age of two are able to access provision and have the early communication, personal development and physical skills to start school.</p> |
| <p>To ensure staff further develop their knowledge and skills in delivering speech and language programs in EYS and KS1.</p> | <p>Use diagnostic testing and staff training to be able to deliver speech and language programs to pupils in the early years and KS1 to ensure they are able to communicate effectively and develop their vocabulary.</p> |
| <p>To ensure all pupils at Hayes Meadow are able to read in line with at least their age related standards or making rapid progress towards this.</p> | <p>A high quality synthetic phonics scheme has been purchased to ensure effective phonics teaching in the early years and KS1.</p> <p>Use effective diagnostic testing such as NTS and Salford screen to identify the areas for further intervention and demonstrate progress.</p> <p>Ensure pupils are reading regularly and ensure pupils are achieving the reading awards in school, especially the disadvantaged pupils.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance over the next three years demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%(96%), and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%(94%). |

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: £58,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Quality First Teaching training throughout the year for all staff.</p> | <p>Whole staff training on these elements to ensure all staff receive the same training and information.</p> <ul style="list-style-type: none"> • QFT at Hayes Meadow • Long term memory and Metacognition • How effective is your quality of education? • Effective feedback • Subject knowledge • Collaborative learning • Curriculum and small step planning • Assessment • Reading, vocabulary and phonics <p>Release time for developing teaching and learning.</p> <p>Spending on developing high quality teaching including investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF)</p> | <p>1</p> |

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| <p>Mentoring ECTs and additional release time to support the professional develop of the ECT and mentor.</p> | <p>High quality mentoring program to support ECTs and Mentors in providing the right support.</p> <p>Tiered model and menu of approaches 1.0 pdf.</p> | <p>1</p> |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation</p> | <p>2</p> |
| <p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation</p> | <p>1</p> |
| <p>Purchase of quality teaching resources to support planning and delivery ensuring pupils have the prior knowledge required for new learning.</p> | <p>As experts in their subjects, teachers can help develop the depth and complexity of pupils' mental models. One important way teachers can assist the learning and organisation of information is to adjust their teaching according to the prior knowledge of their pupils. Teachers might:</p> <ul style="list-style-type: none"> • Add new information to address a lack of prior knowledge; • Fill in gaps of incomplete prior knowledge; or • Correct misconceptions of existing but incorrect prior knowledge. <p>EEF Blog: ECF– Exploring the Evidence: Prior knowledge and... EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |

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| <p>Expanding the offer of provision to our community by extending the nursery provision.</p> | <p>Early years education aims to ensure that young children have high-quality learning experiences before they start school.</p> <p>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children’s learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:</p> <ul style="list-style-type: none"> • communication and language activities; • play-based learning; • interactive story-book reading, physical and creative activities, and • support for parents to encourage learning at home. <p>Early Years EEF (educationendowmentfoundation.org.uk)</p> | <p>5</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Support in Year 1 daily to support ‘hearing’ children read.</p> | <p>There is a strong evidence base that suggests reading interventions, are fairly inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 and 2</p> |
| <p>Deliver a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <ul style="list-style-type: none"> • Oral language interventions EEF (educationendowmentfoundation.org.uk) | <p>1 and 4</p> |

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| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support from Y2 to Y6. | 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 | 2 |
| Additional strategies for comprehension with small groups of pupils from Y2 to Y6. | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) | 1 |
| Pre- teaching sessions in maths for disadvantaged pupils to support confidence and prior knowledge before each lesson. | Adaptive teaching strategies sit firmly at the heart of this: adapting planning prior to the lesson and adjusting practice during the lesson. EEF Blog: Assess, adjust, adapt – what does adaptive teaching... EEF (educationendowmentfoundation.org.uk) | |

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

Budgeted cost: £41,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> Embedding principles of good practice set out in the DfE's Improving School Attendance advice. | <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. School attendance guidance (publishing.service.gov.uk)</p> | 6 |

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| <p>Appoint a 'Pastoral Child and family Support' worker.</p> | <p>Pupils and families are able to access the support they need as when required to avoid long waiting times for external referrals.</p> <p>External agencies can be signposted when required.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Provide emotional and well-being support for pupils in KS1 through physical exercise.</p> | <p>Use progressive sports to deliver KS1 Health and well-being programs to further develop resilience and attitudes to learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>To provide further opportunities for parental engagement particularly in reading.</p> | <p>Bedtime story project.</p> <p>Story time sessions.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>Use 'forest school' as a tool for improving pupils resilience, well-being, collaborative skills.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p> | <p>3</p> |
| <p>Ensure all pupils are able to access the enrichment opportunities in school especially outdoor adventure and residential opportunities to improve collaboration with their peers.</p> | <p>Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> | <p>1 and 3</p> |

Total budgeted cost: £135,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. Despite being on track during the previous years, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. This was particularly challenging for our youngest pupils who were unable to access the remote learning as effectively as the older pupils.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Our teachers were committed to providing a quality remote curriculum and emotional support for our pupils and families however this was not always completed or engaged with even with the loan of technology to support access.

Further support for pupils emotional well-being will be required due to the impact of COVID-19 and the partial closure of schools. Research and evidence shows that pupils, especially disadvantaged pupils, have been affected by the impact of the pandemic in many ways. Our pupils and families have needed a lot of support for their well-being throughout and following the pandemic.