



Pupil Premium Strategy Statement 2019/2022

1. Summary Information

School	Haydon Wick Primary School				
Academic Year	2021/2022	Total PP budget	£41,695	Date of most recent PP Review	July 2021
Total number of pupils	274	Number of pupils eligible for PP	31	Date for next internal review of this strategy	July 2023

Data context – Academic year 2020/2021

- Due to Covid-19, there has been no official published/ national data.
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established)
- KPIs have been monitored robustly internally
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems.

July 2021 update



2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Individuals' social and emotional needs
B.	Poor vocabulary knowledge
C.	Attitudes to learning and possible advantages of long term education
D.	Further gaps in learning due to school closures and home learning Due to school closures and a disrupted timetable the gap has not closed between PP and non-PP children
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Poor parental engagement and support with academic work
B.	A lack of life skills and experiences (cultural capital) at home

*Barriers are varied and there is no 'one size fits all'. Our approach to overcoming barriers is individual for the child and families we are supporting through targeted interventions.

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being	<ul style="list-style-type: none"> • Pupils will have a positive image of themselves and increase emotional well-being • Pupils will feel confident to face challenges and maintain social friendships with their peers



		<ul style="list-style-type: none"> • Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons • Pupils will make progress in their own level of development and those identified as ARE will achieve this • Pupils will feel like they belong and will be able to develop their emotional maturity
B.	To develop vocabulary – especially in EYFS setting	<ul style="list-style-type: none"> • Children to have a better understanding of words • Teachers to be explicitly teaching vocabulary • Targeted support from volunteers to work on language skills through small group games and play situations.
C.	Parental Engagement	<ul style="list-style-type: none"> • Targeted support for individual families • Family links course to increase parental engagement and capacity • Focus open mornings in English, maths and reading to actively promote engagement of parents and develop understanding of how to support their child's learning
D.	To provide a Recovery Curriculum in order to address gaps and aid returning to school	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. • Pupils through feel safe, secure and supported – assessed through pupil voice survey. • KPIs used to assess where the knowledge and skills gaps are. • Teachers strategically plan to address the KPI knowledge gaps



4. Planned Expenditure					
Academic Year		2021-2022			
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills, mental wellbeing and self-esteem	Inclusion Worker	Nurture support for pupils who are vulnerable and exhibit low self-esteem to shown to improve self-esteem and confidence allowing the pupils to better engage in the learning in the lesson. EEF studies found social and emotional learning groups made on average	To support children and parents with BESD and to create targeted support for our more vulnerable children and evaluate impact academically through PP meetings. Work tirelessly to ensure all pupils are supported to attend and achieve. FSM pupils are supported to make greater levels of progress and they do not have any barriers to learning and attendance. Teachers are	KP – Inclusion Officer	Termly



		an additional 4 months extra progress.	supported by inclusion worker with PP children in their class.		
<p>Diminish the attainment gap between FSM and other pupils.</p> <p>Increased expected and good levels of progress achieved and improved attainment. Improved FSM progress and attainment.</p>	<p>Booster Lessons for English and maths in year 6 and year 2 by teachers</p> <p>Teaching Assistants (both in class support and planned interventions)</p>	<p>Additional support outside of the normal classroom teaching solidifies understanding and gives opportunities for pupils to practice.</p> <p>EEF studies indicate that small group tuition produces an extra 4 months progress.</p>	<p>Intervention planning to be completed by the teacher and monitored by the teacher if carried out by TA.</p> <p>Monitor the progress at PPM of the PP pupils to ensure progress is made.</p>	All Teachers with PP pupils in their class.	Termly or after planned intervention cycle.
<p>To raise % of disadvantaged children achieving ARE in maths, reading and writing to at least meet floor targets of 65%</p>	<p>Resources tailored to the needs of the children – tablets, computer apps, inclusion boxes</p>	<p>The difference between Pupil Premium and Non-Pupil Premium children is diminishing.</p> <p>“Quality of teaching is one of the biggest drivers of pupil attainment,</p>	<p>Tracking results - interventions used through the use of the inclusion management document</p> <p>Data from pupil progress meetings</p>	<p>SLT</p> <p>Class teachers</p>	Termly



	<p>Introduction of Nessy – program to support phonic awareness</p> <p>Quality first teaching for all pupils – 100% of teaching is deemed good/ outstanding</p> <p>TA support (including interventions) for every year group to support the needs of the children.</p>	<p>particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p> <p>EEF studies demonstrate teaching strategies such as feedback and metacognition can increase progress by 7 – 8 months.</p>	<p>Lesson observations, book scrutiny's, learning walks and progress data (including reading, maths and spelling ages) will be used to triangulate the effectiveness of quality first teaching and interventions in all classrooms (see monitoring schedule)</p>		
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<p>To use a Recovery Curriculum to address gaps after school closure/</p> <p>Pupil voice</p> <p>Re-arranging the curriculum in order to provide more opportunities for required activities. KC and class teachers Termly through Pupil voice</p>	<p>Staff training on “The Recovery Curriculum” by Richard</p> <p>Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.</p>	<p>EPI (Education Policy Institute) research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap.</p> <p>Research on attainment of children who have missed significant periods of schooling due to absence suggest a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss. The pandemic is likely to exacerbate existing</p>	<p>Pupil voice</p> <p>Re-arranging the curriculum in order to provide more opportunities for required activities. Recovery curriculum funding will be used for interventions and booster groups – these groups will target specific pupils who need to make rapid progress, therefore will not always be PP children.</p>	<p>SLT and class teachers</p>	<p>Termly through pupil voice</p>
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		inequalities and widen the attainment gap that already exists. As well as dealing with the attainment gap, schools are likely to need to provide more pastoral and mental health support for pupils.			
Total budgeted cost					£27,497
Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SEN TAs to support the progress of PP and SEN children to ensure they reach targets set at the start of the year and make the same level	SEN Intervention Teaching Assistants 1 to 1 support (out of class)	Designed to diminish the gap between SEN/FSM and other pupils. Identified students in English and Maths benefit from small group and 1 to 1 tuition to	Tracking results - interventions used through the use of the inclusion management document Data from pupil progress meetings and discussion with teachers.	SLT Class teachers	Termly



of progress as other pupils in the class.		secure greater levels of progress EEF studies indicate that small group tuition produces an extra 4 months progress.	Observation of interventions and monitoring of planning.		
Identify the specific difficulties and barriers to learning experienced by vulnerable pupils. Strategies identified to support pupils to improve their emotional wellbeing and academic progress.	Educational Psychologist	Experienced Ed Psyc professional is able to identify the areas of difficulty and suggest strategies to overcome them for class teachers. EEF studies found social and emotional learning groups made on average an additional 4 months extra progress.	Specific scheduled timetable to allow time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.	Ed Psyc. KP – Inclusion Officer	Termly
Identify the specific difficulties and barriers to learning experienced by vulnerable pupils. Strategies identified	TAMHS worker	Work with pupils to maintain emotional wellbeing and reduce barriers to learning. Ensure that pupils make the most of learning	SLT to monitor the emotional wellbeing of the pupils involved and progress in lessons – completed through pupil progress meetings.	SLT	Termly



to support pupils to improve their emotional wellbeing and academic progress.		opportunities. Essential support needed for vulnerable pupils and support for their families.			
Total budgeted cost					£9,198
Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children have the opportunity to increase their cultural capital and enjoy a wide variety of experiences.	Trip Subsidies £1400	To ensure all children are able to gain extra-curricular activities, board and lodgings will be paid for the FSM children on the year 6 residential. Participation in school trips develops children's confidence and understanding of the wider world. EEF studies show that outdoor	SLT will oversee any extra-curricular interventions and ensure PP children are given opportunities to participate.	SLT Class teachers	Termly



		adventurous learning increases academic progress by 4 months.			
	Theatre visits and enrichment opportunities Music Roadshows £1500	Children have rich and stimulating experiences that build on the national curriculum, which they might not otherwise have at home.		SLT Class teachers	Termly
	Sunshine breakfast club - £300 for resources/ craft activities.	To develop pupil's emotional well-being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to promote a growth mindset. Reduce barriers to learning The effects of breakfast on behavior and academic performance in		SLT Class teachers	Termly



		children and adolescents Katie Adolphus, * Clare L. Lawton, and Louise Dye (2013): Increased frequency of habitual breakfast was consistently positively associated with academic performance			
Pupil Premium children have the opportunity to increase their cultural capital and enjoy a wide variety of experiences.	Forest School £500 – resources as Sara Winrow (TA) will lead forest school.	To develop pupil's emotional well-being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to promote a growth mindset. Pupil voice survey has shown that pupils would like to spend more time learning outside.	PP children will be prioritized for breakfast club and also for forest school. SLT and PP lead will monitor the uptake of pupils.	SLT CR and SW	Termly



		EEF studies show that outdoor adventure learning's impact produces an extra 4 months progress.			
Pupil Premium children have the opportunity to increase their cultural capital and enjoy a wide variety of experiences.	£1000 – books and book prizes. Mrs. Gale's reading prizes and incentives plus additional new books for the library.	Reading for pleasure is show to increase pupils' engagement in texts and improves language skills. Using effective reading comprehension strategies improves progress by 4 months according to strong evidence from EEF studies.	Mrs. Gale will monitor pupils' home reading and teachers will record the books PP read and use from the library. This will be cross checked with reading test data to check for progress.	AG and CR	Termly
	EYFS language clubs - £300 for board games and language games.	Extensive EEF studies show that targeted language and play interventions in early years produce an additional academic progress of 5+ months.	CR will produce the resources. We will ask for volunteers to come into school weekly to help disadvantaged children improve their use of game play. Taking it in turns, discussing the game and developing conversations.	CR and EYFS staff	Termly



Total budgeted cost £5,000

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Support staff in writing PPPPs to support pupils Pupil voice to discuss return to school and any changes in support needed?	Pupil Progress meetings and rewriting Pupil Progress Provision Plans Analysis of reading, maths and spelling ages Lesson drop ins Analysis of attendance	Review PPPPs Pupil Voice Book look to see progress Analysis of attendance	Pupil Progress meetings and rewriting Pupil Progress Provision Plans Analysis of reading, maths and spelling ages Lesson drop ins Analysis of attendance	Review PPPPs Pupil Voice Book look to see progress Analysis of attendance	Transition meetings and drafting PPPPs Pupil Progress meetings and rewriting Pupil Progress Provision Plans Analysis of reading, maths and spelling ages



5. Review of expenditure				
Previous Academic Year	2020-2021			
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All children, regardless of variability, are exposed to quality first teaching and learning.	Whole School Approach A relentless approach to achieving and maintaining consistent quality first teaching across the school by: _ Regularly reviewing teaching and learning through book scrutinies, learning walks, lesson observations. _ Providing targeted training and CPD both in house and externally for teachers and	£0 Additional budgets	All PP and most vulnerable children to be targeted in Pupil Progress Meetings to ensure a good and specific provision for children who are not making expected progress. All children to have access to Quality first teaching.	All teachers aware of the PP children in the class and ensure they have access to additional support (either academic or enrichment). All PP children were given some form of additional support – either through an academic booster group or an additional cultural experience.



	<p>TA's. _Evaluating and reviewing targets for teachers regularly.</p> <p>_Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD.</p>			<p>The gap was not closed between PP children and non-PP children. The interventions need to be more specific and more closely monitored in 2021-2022.</p>
Teaching Assistants (in class support)	<p>Designed to diminish the gap between FSM and other pupils. Also target high achieving pupils who are FSM. Increased expected and good levels of progress achieved and improved attainment. Improved FSM progress and attainment.</p>	£10.000	<p>All PP and most vulnerable children to be targeted in Pupil Progress Meetings to ensure a good and specific provision for children who are not making expected progress. All children to have access to Quality first teaching.</p>	<p>All children have received an enhanced curriculum and broadened experiences of art, culture, music, history, geography, PSHE, RE and sport.</p> <p>TAs have supported PP pupils where needed and directed by the class teacher.</p>
Targeted Support				



Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Educational Psychologist	Specific scheduled timetable to allow time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.	£3,591	Identified children will be observed by the educational psychologist and then in conjunction with the class teacher and SENCO the advice from the observations will be actioned. Teachers knowledge of supporting children with similar needs to those discussed will increase and lead to earlier intervention in the future.	PP children have been given Educational Psychologist time supporting teachers with strategies to enable improving outcomes. This has benefited the pupils who used this resource and will continue to be available next year.
Nurture support for pupils who are vulnerable and exhibit low self-esteem. Pupils will develop self-management strategies through an increased awareness of their emotional intelligence by developing social skills,	Inclusion worker – KP To support children and parents with BESD and to create targeted support for our more vulnerable children and evaluate impact academically - strategy meetings. Work	£10,000	Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or	PP children and other most vulnerable children have accessed this resource on a 1:1 and group basis with learning mentor reporting significant impact on emotional literacy and ability to access learning



<p>mental wellbeing and self-esteem</p>	<p>tirelessly to ensure all pupils are supported to attend and achieve. FSM pupils are supported to make greater levels of progress and they do not have any barriers to learning and attendance. Teachers are supported by inclusion worker with PP children in their class.</p>		<p>concerns from parents or from the child's behaviours or conversations with the child.</p>	<p>During lockdown we have made sure that all pupils have been contacted by the class teacher and ELSA trained inclusion mentor to support with home learning and mental health.</p> <p>During lockdown a text was sent to all parents sharing a link with SBC to apply for FSM if financial circumstances had changed.</p> <p>Teachers provided continuous live online learning during the lockdown period through TEAMS.</p> <p>Stories read, projects planned and resourced on Dojo, printed packs provided on request, letters and postcards</p>
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				sent, weekly video messages, extra phone calls on request, sent PP children home with a pack of resources and equipment.
Booster Lessons for English and Maths in year 6 and year 2 by teachers	Designed to diminish the gap between FSM and other pupils. Increased expected and good levels of progress achieved. Small groups including pupil premium children to diminish the gaps in their learning, working alongside class teacher.	£2,000	Pupils who are at risk of not achieving ARE by the end of the year are given additional support outside of the main English and maths lessons to ensure they reach ARE.	Booster lessons were successful and will continue next year as well. Specific data to be kept separately for the PP booster group pupils to enable easier tracking and to ensure the booster groups are making progress – 2021 – 2022 funding will be provided through the catch-up funding programme.
SEN Intervention Teaching Assistants 1 to 1 support (out of class)	Designed to diminish the gap between SEN/FSM and other pupils. Identified students in English and Maths benefit from small group and 1 to 1 tuition to	£14,661	Pupils who are at risk of not achieving ARE by the end of the year are given additional support outside of the main English and maths lessons to ensure they reach ARE.	Booster lessons were successful and will continue next year as well. Specific data to be kept separately for the PP booster group pupils to enable easier tracking.



	secure greater levels of progress			
TAMHS worker	Work with pupils to maintain emotional well being and reduce barriers to learning. Ensure that pupils make the most of learning opportunities.	£4,230	Help specific pupils with emotional needs. This will ensure they are able to access the curriculum in a positive way.	TAMHS worker is not specific to PP but has benefited several PP. The opportunity for pupils to discuss their feelings and talk through actions has been a positive and learning behaviors have improved in the classroom as a result.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Trip Subsidies £500	To ensure all children are able to gain extra-curricular activities; board and lodgings will be paid for the FSM children on the year 6 residential.	Trip Subsidies £500	Cultural capital is important for pupils to understand the world around them and expose them to different experiences.	All the enrichment activities proved to be very popular. Teaching vital life skills, opening up different possibilities and understand



	Children have rich and stimulating experiences that build on the arts curriculum, which they might not otherwise experience.		Through these experiences pupils will achieve a sense of self-esteem and achievement. They will also be exposed to different experiences that they would not normally see/ do.	more about the world they live in. These activities are very important and will continue to be planned and budgeted for next year.
Enrichment opportunities – visitors to school and online events that needed a donation.	Children have rich and stimulating experiences that build on the English curriculum which they might not otherwise have at home.	£973		
Forest School/ sunshine breakfast club	To develop pupil's emotional well-being and develop confidence and resilience and be able to apply these skills to their learning in the classroom. Help to promote a growth mindset. Reduce barriers to learning	£2,500	Any family wishing their child to access breakfast club will be able to. An increase in social relationships and concentration levels first thing in the morning.	During lockdown forest school continued to run and all pupils in key worker bubbles attended including 5 PP children. After lockdown forest school continued to run. Pupils from several classes were taken and benefited from the outdoor learning experiences.

