



## Pupil premium strategy statement

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	Hayton C of E Primary School
Number of pupils in school	142 (inc. nursery)
Proportion (%) of pupil premium eligible pupils	7.4% (includes Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 <b>2024-25</b>
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Val Evans
Pupil premium lead	Claire Platton / Sarah Threlkeld-Brown
Governor lead	Edward Johnsen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18020
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19020

## Part A: Pupil premium strategy plan

### Statement of intent

Our strategic plan for the use of the Pupil Premium and the recovery premium grant reflects our school vision of being a growing, nurturing and loving school. This document sets out our plan to ensure that our children are in the best possible position to succeed to their full potential. It is monitored by the school's governing body.

At Hayton C of E Primary School we first focus on the individual needs of our Pupil Premium pupils and identify the areas of barriers to learning, entitlement, encouragement and enrichment as a review. Research conducted by various documents, for example: EEF guidance reports for various elements and the Great Teaching Toolkit are used to support decisions around the relevant and effectiveness of different strategies and their cost effectiveness.

At Hayton, we treat each child as an individual. We recognise that common barriers include but are not exclusive to PP children: supporting attainment to be in line or exceeding peers; home support may be less consistent and there is a current dual SEND need for 50% of Pupil Premium pupils (3.7% of whole school total and 26% of SEND register). FSM stands at 40% of PP pupils and 3.7% of NOR.

In line with our whole school vision and values (Love, Joy, Aspiration, Wonder) we use our curriculum drivers of: knowledge; skills; worldliness and excellence to support engagement, aid progress and deepen knowledge using a variety of strategies so all pupils have access to learning regardless of their starting points and needs identified. We support each and every child to fulfil our theologically rooted Christian vision: ***Proverbs 22:6*** “Start children off on the way they should go, and even when they are old, they will not turn from it.” And our long-standing community vision of: ***“Mighty oaks from little acorns grow.”***

Setting priorities is key to maximising the use of the PPG, which is well below average, therefore clear, strategic use of this funding is critical if it is to generate success.

#### **Our overall objectives are:**

- Provide high quality first teaching in all classes to meet the needs of all pupils
- To continue to close the gap between disadvantaged and non-disadvantaged pupils
- Providing targeted academic support for pupils who are not making the expected progress

- To support disadvantaged pupils' access to learning by diminishing barriers to learning
- To give access to enriching learning experiences in school with opportunities to learn beyond the class room and opportunities to develop talents for those who may not have significant issues in their progress and attainment
- Ensure that PPG reaches those pupils who need it most.

Provision includes: (non-exhaustive)

- All teaching is at least good securely in all subjects
- All staff have deep knowledge of each pupil- their strengths and needs
- Reducing class/group sizes where possible to improve teaching and learning progress further
- Additional Teaching Assistant support in class via fluid support
- Build cultural capital opportunities and experiences
- Pastoral/Behaviour support accessed
- Support funding for activities, visitors to enrich the curriculum, educational visits and residentials including breakfast club, after school clubs, uniforms, 1:1 and small group music tuition

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	SEL- independence and resilience (School's 'Might Oaks Learning Virtues – focus 2024-25
2.	Support for pupils needs to be highly targeted and effective
3	Raising standards in all core subjects and closing the gap for all PP pupils at expected+ across the curriculum
4	Increase Maths progress for FSM in line with Non-FSM progress
5	Enriching cultural capital opportunities to pupils and enriching the curriculum (visits, visitors, activities-the wider curriculum offer)
6.	Low numbers of pupil premium pupils is a challenge in itself along with numbers nor being evenly spread across the school (as well as some pupils who are not eligible for PP but who need access to these additional support structures – each child in our school is treat as an individual)

## 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.

Blue outcomes have been added 2024/25

Intended outcome	Success criteria
<p>1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing demonstrated by:</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• whole school well-being approach</li> </ul>
<p>2. Targeted groups to have sustained improvements in all areas of learning</p>	<ul style="list-style-type: none"> <li>• That the limited budget is able to sustain focussed improvements in learning for core pupils</li> </ul>
<p>3. That all teaching is at least good</p>	<ul style="list-style-type: none"> <li>• Learning is consistently delivered to meet individual learners' needs.</li> </ul>
<p>4. Increase Maths progress for FSM in line with Non-FSM progress</p>	<ul style="list-style-type: none"> <li>• Formative ongoing feedback strategies aiding gap analysis for progress</li> <li>• Same-day interventions to address any misunderstandings / misconceptions as they arise</li> <li>• Intervention programmes to fill identified gaps</li> <li>• Use of different Maths mediums to support, e.g. practical resources, pictorial, online learning, e.g. Mathletics, Times Tables Rock Stars; LBQ</li> <li>• Active /practical learning eg outdoor active Maths, Maths days etc... raising motivation and thereby increasing progress and attainment</li> <li>• Maths rewards and certificates for Mathletics and TT Rockstars and 'Mathematician of the week'.</li> </ul>
<p>5. Enrich wider opportunities of school life</p>	<ul style="list-style-type: none"> <li>• PP pupils increase in after school club participation/Breakfast club and school 'clubs'</li> <li>• PP pupils accessing music tuition</li> <li>• Subsidised visits and enriching curriculum with varied visitors aiding engagement, motivation and learning</li> <li>• Parent voice reflecting improved attitudes to learning and engagement in activities</li> <li>• Music experiences/opportunities</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lessons having dedicated ongoing assessments in Maths and teaching revisit based on gaps in learning from formative assessment (live amendments)</p> <p>Core numeracy focus each day and maths challenges across school</p> <p>Continued staff training in SEN and PP needs to support successful outcomes for pupils</p> <p>Staff continued training in Maths mastery delivery.</p> <p>Use of 'Dyscalculia' assessment and resources for targeted children</p>	<p>The White Rose implementation continued to gains momentum across the school from Y5 down. Y6 results are above their set targets.</p> <p>Maths internal data outcomes show children achievement lower than in reading in some cohorts.</p> <p>EEF (+6 months progress) for feedback</p> <p>EEF-SEND in mainstream guidance report (June 2020)</p> <p>EEF- Pupil premium guidance report (2019)</p> <p>Gov.uk report for 'supporting attainment of disadvantaged pupils-success &amp; good practice' (November 2015) states 'Primaries with higher proportions of SEND were associated with lower performance amongst disadvantaged pupils'</p> <p>EEF 'Individualised Instruction' +4 months progress</p>	<p>2</p> <p>3</p> <p>4</p>
<p>Oracy development with focus on Voice 21, as a structured, progressive provision across the curriculum</p>	<p>DFE-. EEF-Early Literacy report. EYFS- 'Actions for Early Years' Gov.uk 17.09.2020 states 'continuing to support their early language and communication skills is essential'. Oracy report -Voice 21 (Will Millard and Loic Menzies) shows Oracy is critically important as proven evidence for Disadvantaged/SEND better life outcomes; underpins literacy to vocab acquisition and improves wellbeing and pupil confidence. Ofsted Research Review (May 2022) states the word-rich and word-poor differences correlates</p>	<p>1,2,3,4</p>

<p>Continued focus on high quality phonics instruction Continued staff CPD in reading skills</p> <p>Parent newsletters and website updates for sampling quality texts</p> <p>Reading workshops for parents</p>	<p>with lasting socio-economic and health inequalities.</p> <p>Phonics approaches have been consistently found to be effective in supporting young readers to master basic skills with an average impact of 4+ months.</p> <p>Clark &amp; Douglas (2011) states FSM pupils less likely to read fiction outside of class room</p>	<p>2 3</p>
<p>Additional ELSA- release (TA) focusing on SEL across whole school</p> <p>'Drawing and Talking' training to support SEL pupils across whole school.</p> <p>Lessons across the curriculum have vocabulary starters and 'Flashback 4s' to promote and revisit learning</p>	<p>SEL- EEF- 5+ months progress (July 2018) and Self-Regulation (+7 months) and has an identifiable and significant impact on attitudes to learning, social relationships and attainment</p> <p>Specialists leading CPD for staff based on Hayton's pupil context.</p> <p>Retrieval and spaced retrieval practice are shown to have high impact based on EEF +5 months with low cast impact.</p>	<p>1,2,3,4,6</p>
<p>Subject leadership developed across all subjects with high regard for priority subjects – Subject lead release time.</p> <p>External CPD for subject leads- CCC courses to support leadership across all levels</p>	<p>High quality CPD for teachers identified in EEF-Pupil premium as high importance</p> <p>EEF-Effective Professional Development, 2022 (14 mechanisms)</p> <p>The Great Teaching Toolkit review</p>	<p>2 3 4 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLCN progress supported by Knowledgeable &amp; Skilled TAs and whole school approach to oracy</p> <p>Phonics support in EY/KS1 and Keep up support in KS1 and KS2 for lowest readers</p> <p>Fluency practice sing Herts for Learning framework</p> <p>Maths supported by TT Rockstars/Mathletics</p>	<p>EEF small group tuition and 1:1 support- high cost yet effective</p> <p>Neil Mercer states: 'School are children's only second chance at oracy.'</p> <p>EEF Phonics review +5 months; Ofsted Reading Review July 2021</p> <p>'The Reading Framework' (Ofsted July 2023) and 'Telling † Story' (Ofsted, March 2024) both recommend fluency as the 'bridge' between phonics and reading comprehension.</p> <p>EEF-Digital Technology +4months progress</p> <p>Supporting Maths relating to digital technology supports the engagement of pupils and competition type activities.</p>	<p>2</p> <p>3</p> <p>4</p>
<p>Interventions supporting Reading and fluency; Maths recovery; phonics; precision teaching utilised</p> <p>Small group in class fluid support for pupils led by TAs</p>	<p>EEF toolkit- 1:1 or small group tuition as expensive yet effective in accelerating learning</p> <p>TA policy devised under EEF 'Best use of TAs' guidance report (2021)</p>	<p>2</p> <p>3</p> <p>4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor and active learning encouraged by all</p> <p>'Outdoor Learning' whole school strategy introduced</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital especially for disadvantaged pupils</p> <p>EYFS_-Physical development approaches (EEF + 3months)</p>	<p>1</p> <p>5</p>

<p>2024/25 as part of the 'Hayton Year of Wellbeing'</p> <p>Reduction in cost of visits/visitors</p> <p>Support cost of uniforms/clubs</p> <p>Promote cultural capital experiences through visits, visitors and activities</p>	<p>Concrete experiences outdoors and in active lessons to support a language/vocab rich environment/ curriculum</p>	
<p>Introducing the 'Hayton Might OAKS Learning Virtues'</p>	<p>EEF 'Metacognition and self-regulation' +7 months</p>	<p>1,2,3,4,5</p>
<p>Music tuition offered for all disadvantaged pupils (guitar, piano, woodwind, brass)</p> <p>Whole class music specialist provision</p>	<p>Impact of participation in the Arts on academic learning appears to be positive. Some activities have been linked to improvements in specific outcomes eg music and spatial awareness between drama and writing</p> <p>Wider benefits include SEL (EEF +5 months)</p>	<p>1 5</p>

**Total budgeted cost: £ 19,020**



## 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 2023 to 2024 academic year.**

1. Those pupils who needed additional provision have been able to work in small groups/paired/1:1 to focus on their specific areas of need in more depth. Some pupils will require longer term support beyond the specific planned interventions, therefore school has committed to continuing with this support, reflecting upon impact and refining for the ongoing needs of the children. . Intervention groups: pre-intervention assessment and post intervention assessment has shown some positive outcomes, with gains for some pupils being larger than others. Those pupils with Dual Needs have made small steps in progress against their targets.
2. Phonics and Early Reading support and interventions in EY/KS1 has shown steps in progress from pre to post assessment for those pupils who undertook the intervention.
3. High quality texts have been logically sequenced across each class, each term and each year within our revitalised curriculum design and plans, which are available on the school website. Texts give a balance of diversity, subject-led and challenge-led opportunities.
4. ELSA support and pupil wellbeing support has shown a positive impact in effect size from targeted interventions.
5. Subject leader development and teacher subject knowledge across the curriculum has been a focus to improve outcomes for all pupils, especially those most disadvantaged. Children are taught vocabulary explicitly to grow their vocabulary size and deepen their knowledge to aid their understanding and long term retention of knowledge. Hayton School's next steps will incorporate a whole school structured approach to Oracy by 2024/5 which will build on the work started in 2022-2023 for developing a language-rich curriculum at all levels across all subjects. This will give a clear plan of progression in Spoken Language across the curriculum, which in turn impacts of Social, Emotional Language and Behaviour. There is proven evidence this gives disadvantaged (and SEND) better life-outcomes.
6. We pay for addition music tuition for some PP pupils.
7. We pay for wraparound care for some PP pupils.
8. We pay for trips and residential experiences for some PP pupils.
9. We make sure the money is targeted at those children identified and the areas identified.
10. Phonics outcomes for Year 1 pupils pass rate at 100%
11. *External school outcomes:*

**EYFS-end of Reception**

<b>Good Level of Development (GLD)</b>	87.5%
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**Key Stage 1- end of Year 2**

	EXPECTED+	GREATER DEPTH
<b>Reading</b>	87%	33%
<b>Writing</b>	80%	27%
<b>Maths</b>	87%	33%

**Key Stage 2- end of Year 6**

	EXPECTED + (Teacher Assessment)	Expected + SATs results	National	GREATER DEPTH (school)
<b>Reading</b>	80%	80%	74%	13%
<b>Writing</b>	92%	92%	72%	20%
<b>Maths</b>	60%	60%	73%	
<b>SPAG</b>	80%	67%	72%	20%

Reading, Writing and Maths combined % against national (1 child with EHCP did not take SATs – they are FSM and they are included in this data, therefore the data shows with and without the disapplied child).

School	National
53%	61%

<b>ATTAINMENT FSM (6) v NON FSM</b>			
	<b>FSM</b>	<b>ALL Pupil Premium</b>	<b>Non FSM</b>
<b>EYFS GLD</b>	N/A	N/A	87.5%
<b>Key Stage 1 Reading</b>	N/A	N/A	87%
<b>Key Stage 1 Writing</b>	N/A	N/A	80%
<b>Key Stage 1 Maths</b>	N/A	N/A	87%
<b>Key Stage 2 Reading</b>	67% (100% with 1 child disapplied)	75% (100% with 1 child disapplied)	81%
<b>Key Stage 2 Writing</b>	67% (100% with 1 child disapplied)	75% (100% with 1 child disapplied)	100%
<b>Key Stage 2 Maths</b>	33% (100% with 1 child disapplied)	59% (67% with 1 child disapplied)	64%

## Pupil Premium Results across our school 2023/24 Summer Term in-school data

Children:	2023/24 Sum		2023/24 Sum		2023/24 Sum		2023/24 Sum		2023/24 Sum	
	2023/24 Sum Reading NFER	Reading NFER Value	2023/24 Sum Maths NFER	Maths NFER Value	2023/24 Sum GPS NFER	GPS NFER Value	Reading Main Assessment	Maths Main Assessment	GPS Main Assessment	Science Main Assessment
1			95	95			DNA	DNA	DNA	DNA
2							GDS 0.5	GDS 0.5	GDS 0.5	GDS 0.5
3							GDS 0.6	GDS 0.5	GDS 0.6	GDS 0.5
4							GDS 0.5	W Tds 0.1	Expected 0.4	Expected 0.4
5	111	111	111	111	107	107				
6	115	115	106	106	97	97				
7	105	105	100	100	101	101				
8	109	109	111	111	102	102				
9	112	112	128	128	109	109				
10 (new)										
11 (new)										

## Externally provided programmes

Programme	Provider
National Online Safety	NOS
Kapow Computing Science; PHSE; Wellbeing	Kapow
TT Rockstars	Ed Tech50
Spelling Shed	Ed Shed
Mathletics	3P Learning
Accelerated Reader	Renaissance Learning
Oxford Reading Buddy	OUP

## Further information (optional)

The appointment of the new Head Teacher (Sept 22) has meant a review of teaching, learning, assessment and curriculum across the whole school, with a whole new curriculum design and implementation developing and implemented from Oct 22 and then re-written for the school's long-term strategic view of class structures moving forward. There is now a clear, detailed provision cycle across the school where every child is considered as an individual and strategies and plans developed for each child, regardless of background or economic status as some children, although not in receipt of Pupil Premium funding, are in need of the support – therefore our PP strategy encapsulates every child.