# 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

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| **Detail** | **Data** |
| School name | Hetton Lyons Primary School |
| Number of pupils in school  | 435 |
| Proportion (%) of pupil premium eligible pupils | 25.75% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-20212021-2022**2022-2023** |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Kim Bushby |
| Pupil premium lead | Nicola Roberts |
| Governor / Trustee lead | Helen lawrence |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £168,355 |
| Recovery premium funding allocation this academic year | £15,370 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £183,725 |

# Part A: Pupil Premium Strategy Plan

## Statement of intent

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| Our intention 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 support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers. The strategies outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Catch-Up Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:* ensure disadvantaged pupils are challenged in the work that they are set
* act early to intervene at the point need is identified
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
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## Challenges

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

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| **Challenge number** | **Detail of challenge**  |
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers as well as their progress across the curriculum.Over the past three years, data shows an average gap of 20% between non-disadvantaged and disadvantaged pupils.Only 50% of disadvantaged pupils passed their phonics screening on 2022 and are struggling as readers. |
| 2 | Our attendance data indicates that **attendance** among SEN and disadvantaged pupils is lower than for non-disadvantaged pupils. These children are also more likely to be persistent absentees.Data shows over a three year period that there is an increase of between 5.7% and 15% of disadvantaged pupils being more persistently absent than their non disadvantaged peers.Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 3 | Internal assessments indicate that **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged pupils. This gap begins to close by the end of KS1and usually narrows further by the end of KS2.  |
| 4 | Our assessments and observations indicate that the education and wellbeing 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading**.** |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to behaviour and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.Teacher referrals for support have markedly increased. 26 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 (8 of whom are disadvantaged) receiving small group interventions.10 on SEND register20 in Nurture provision2 year 5 classes accessed support though We eat elephants program with MHST3 children in school accessing the Friends program in school with MHST further referrals dueY6 group accessing support with school counsellor due to anxiety around SATs3 children accessing 1:1 counselling- further referrals due |

## 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.

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| **Intended outcome** | **Success criteria** |
| Improved Reading attainment for all children and close the gap for disadvantaged pupils.Majority of disadvantaged pupils achieve at least expected levels in assessments | The majority of pupils in EYFS will leave the EYFS at the expected standard in phonics- phase 4.Catch up has been used to ensure the gap has not widened between disadvantaged and non disadvantaged.By the end of KS 1 disadvantaged pupils are attaining in line with disadvantaged pupils nationally.KS2 reading outcomes in 2024/25 show that the gap has closed between disadvantage pupils and non-disadvantaged pupils nationally. |
| To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:* overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is less than 2%
* the percentage of pupils who are persistently absent being less than 10% and the gap between disadvantaged and non-disadvantaged reduces.
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| Improved writing attainment for disadvantaged pupils at the end of KS2. | In the EYFS there will be greater opportunity for writing across all areas especially for disadvantaged pupils and boys,EYFS children will use their developing phonic knowledge in their writing.By the end of KS1 pupils will be able to write independently in sentences and a greater number of children will write at greater gap and the gap will have narrowed between groups of pupils.KS2 writing incomes in 2024/25 show that more than of disadvantaged pupils met the expected standard and greater depth. |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* a significant reduction in low level behaviour
* a significant increase in participation and enrichment activities, particularly among disadvantaged pupils
* Support provided from internal and external services to have a positive impact on learning behaviours and self-esteem.
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| To improve oral language skills and vocabulary for disadvantaged pupils  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.This evident when triangulated with other sources of evidence including engagement in lessons, and ongoing formative assessments. |

## 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: £ 120 000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Invest in the school library so that it is an appealing, calm and inviting environment for children to read and borrow high quality literature. | * Through Fridays Are... discussions, children to discuss how this room can be redesigned and enhanced.
* Representatives from each year group to support the redesign of the library.
* Visit other libraries/book shops (Seven Stories) to collate effective designs.
* Initial designs of the space to be created by the children which will ultimately be used in the final design proposal.
* All subject leaders to order relevant books for their subject. Books which are used in class to also be found in the school library.
* New furniture such as seating, shelving, display areas to be ordered.
* Official unveiling of the new library to be done by an author.
 | 1,3,6 |
| Third class in Y6 and Y2 to reduce class sizes and enable intervention. | * Create a third class in Year 6and Year 2.
* Ensure that in Year 6, Maths and English are taught in three classes.
* Pupil progress reviews to show progress of the children.
 | 1,3,6 |
| Phonics  | * Coaching for identified individual staff
* Intervention - Rapid catch up training in place for identified children
 | 1,3,6 |

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

Budgeted cost: £ 35 000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional Phonics sessions targeted at the disadvantaged pupils who require further support. Includes 1:1 daily keep up sessions and small group daily keep up sessions. | Phonic approaches have a strong evidence base that includes a positive impact on the accuracy of word reading for disadvantaged pupils[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)Education Endowment Foundation | 1. |
| Engaging with the National Tutoring programme and Third Space learning to provide school led tutoring for pupils who have been most impacted by school closure. A significant number of pupils accessing the tutoring will be disadvantaged; this may include high attainers | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,3,4 |
| Introduce Accelerated Reader for KS2Reading Plus annual fee to improve reading fluency in KS2 | Reading fluency had dropped since school closures.Children are expected to read in school and at home. | 1 |

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

Budgeted cost: £ 28 725

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2 |
| Family support worker employed to support disadvantaged families and to support to improve attendanceSchool Counsellor employed to support identified children | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive. | 5,2 |

**Total budgeted cost: £ 183 725**

# 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 2021 to 2022 academic year.

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|  *Over the past three years 65% of disadvantaged pupils achieved the expected level at the end of KS2 in reading, writing and maths. This is due to the intervention and additional opportunities provided to children in receipt of pupil premium.**In 2021/22 the school was still recovering from the global pandemic. The pupil premium money helped to support the school to provide a wide range of opportunities to enhance the curriculum through visits and visitors to school. These had been missing for our children in receipt of pupil premium over the last two years. The money helped to support the reintroduction of support for music tuition and other cultural opportunities.**Recovering from the pandemic made the development of reading even more crucial. The introduction of Little Wandle Phonics had a positive impact on early reading. In particular the support for children through rapid catch up and small group tuition was very positive. The impact of this will be seen in the 2023 phonics screening.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| **Programme** | **Provider** |
| Reading Plus |  |
| Third Space Learning |  |

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details**  |
| How did you spend your service pupil premium allocation last academic year? | Funding was used to pay for extracurricular activities including a residential trip |
| What was the impact of that spending on service pupil premium eligible pupils? | Full access to all school opportunities and a positive impact on mental health and wellbeing. |