

Pupil premium strategy statement – Hetton Lyons Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kim Bushby
Pupil premium lead	Faye Nichol
Governor / Trustee lead	Marie Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£187000

Part A: Pupil premium strategy plan

Statement of intent

At Hetton Lyons Primary School, we are deeply committed to ensuring that all pupils, including those from disadvantaged backgrounds, thrive and achieve their full potential. Our Pupil Premium strategy is designed to address the specific barriers faced by our disadvantaged pupils, enabling them to access high-quality education and develop the skills, knowledge, and confidence they need for future success.

Our Ultimate Objectives for Disadvantaged Pupils

1. **Achieve Academic Success:** Ensure that disadvantaged pupils make accelerated progress to close the attainment gap, particularly in reading, where we aim for all pupils to achieve or exceed age-related expectations.
2. **Readiness to Learn:** Equip pupils with the emotional resilience, social skills, and readiness to engage fully in their learning.
3. **Engagement and Aspirations:** Foster a love of learning by increasing engagement, enriching their educational experiences, and raising aspirations.
4. **Equity of Opportunity:** Provide access to the same opportunities and experiences as their peers, removing barriers to success.

How Our Strategy Works Towards Achieving These Objectives

Our Pupil Premium strategy focuses on targeted and evidence-based interventions aligned with the principles of the Education Endowment Foundation (EEF) and best practice research. This year, we are concentrating on three key challenges:

1. **Readiness to Learn:**
 - Implementation of strategies to support social, emotional, and mental health (SEMH) needs, including the use of a dedicated pastoral team, enhanced nurture provision, and staff training in trauma-informed approaches.
 - Developing consistent routines and expectations to create a calm, safe, and purposeful learning environment.
2. **Lack of Engagement and Slow Progress:**
 - Providing enriching opportunities, both within and beyond the curriculum, to inspire and motivate pupils.
 - Strengthening relationships with families to build trust and foster a shared commitment to education.
 - Delivering targeted interventions to address gaps in progress, including small-group tuition, personalized support plans, and regular progress monitoring.
3. **Improving Reading Outcomes:**
 - Embedding a systematic, high-quality phonics program across the school and ensuring all staff are trained in its delivery.
 - Offering targeted interventions to close gaps in reading fluency and comprehension, including regular one-to-one reading support and guided reading sessions.

- Developing a culture of reading for pleasure through carefully chosen texts, access to high-quality books, and engaging reading events.

Key Principles of Our Strategy

- **High Expectations for All:** We believe every child has the potential to succeed, and our strategy prioritizes high-quality teaching and targeted support to ensure this happens.
- **Early Identification and Intervention:** Regular monitoring and assessment ensure that barriers are identified early, and appropriate support is provided promptly.
- **Holistic Approach:** Our approach goes beyond academic interventions to address pupils' well-being, confidence, and aspirations.
- **Partnership with Families:** Building strong partnerships with parents and carers is central to our strategy, as we recognize the importance of the home environment in supporting pupil progress.
- **Evidence-Informed Practices:** All interventions and strategies are rooted in evidence and monitored to ensure they have the desired impact.

By focusing on readiness to learn, addressing lack of engagement and slow progress, and improving reading outcomes, we aim to create a nurturing and ambitious environment where every disadvantaged child can flourish academically, socially, and emotionally. This three-year strategy is a reflection of our long-term commitment to improving the life chances of our most vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lack of Engagement and Slow Progress</p> <p>Challenge: Some pupils, particularly those eligible for Pupil Premium, show limited engagement in lessons and broader school activities. This affects their progress and limits their ability to achieve age-related expectations. Low engagement is often linked to a lack of self-confidence, poor metacognitive strategies, and a limited sense of belonging.</p>
2	<p>Readiness to Learn</p> <p>A number of pupils arrive at school not ready to learn due to external factors, including limited access to nutritious food, irregular sleep patterns, or challenges in emotional well-being. This hinders their ability to concentrate and engage in lessons.</p>
3	<p>Improving Reading Outcomes</p>

	<p>Reading outcomes for disadvantaged pupils are below those of their peers. Many lack exposure to rich vocabulary, regular reading at home, and the skills needed for reading comprehension.</p>
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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
<ul style="list-style-type: none"> • Improve engagement through targeted interventions, enrichment opportunities, and a focus on metacognition and self-regulation. • Increase pupil participation in extracurricular activities and ensure all children feel part of the school community. 	<ul style="list-style-type: none"> • 100% of Pupil Premium pupils will engage in at least one extracurricular activity. • Observations and pupil voice will show increased engagement in lessons. • Termly progress data will show at least expected progress for 90% of Pupil Premium pupils.
<ul style="list-style-type: none"> • Establish a robust pastoral support system to ensure pupils are ready to learn every day. • Improve physical and emotional well-being through breakfast clubs, well-being interventions, and access to mental health support. 	<ul style="list-style-type: none"> • Attendance for Pupil Premium pupils will be at least 95%. • Pupil surveys will indicate improved well-being and readiness to learn. • Reduction in the number of behaviour incidents involving Pupil Premium pupils by 20% over the academic year.
<ul style="list-style-type: none"> • Ensure all disadvantaged pupils meet or exceed age-related expectations in reading. • Develop a love for reading through access to high-quality texts and a consistent reading culture across the school. 	<ul style="list-style-type: none"> • Progress in reading for Pupil Premium pupils will be in line with or exceed national averages. • Pupil voice surveys will show an increased enjoyment of reading, with at least 90% of Pupil Premium pupils reporting that they enjoy reading.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality CPD: Teachers will receive professional development on effective strategies, including metacognition, feedback, and active learning techniques, informed by the EEF's <i>Teaching and Learning Toolkit</i>.</p>	<p>Impact on Teaching Quality and Pupil Outcomes</p> <p>High-quality CPD is one of the most effective ways to improve teaching and learning, which in turn raises pupil outcomes. The EEF highlights that improving the quality of teaching benefits all pupils, but particularly those from disadvantaged backgrounds, as they are disproportionately affected by the quality of instruction they receive. Strong teaching practices, underpinned by evidence-based strategies, can accelerate progress for disadvantaged pupils and help close the attainment gap.</p> <p>Key Research:</p> <ul style="list-style-type: none"> The <i>EEF's Guide to Pupil Premium</i> emphasizes that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. 	<p>1</p>

	<p>Sustained, Collaborative Professional Development</p> <p>Effective CPD is not just about one-off training sessions. According to the <i>Teacher Development Trust</i> and <i>EEF's Effective Professional Development</i> guidance:</p> <ul style="list-style-type: none"> • CPD should be sustained over time, involve active learning, and include opportunities for teachers to reflect on and refine their practice. • Collaborative approaches, such as coaching, peer observation, and professional learning communities, help embed new strategies and foster a culture of continuous improvement. 	
<p>Introduction of a Pupil Premium Support Leadership Role:</p> <p>Establish a dedicated role responsible for the overview and effective use of Pupil Premium funds, driving initiatives that improve teaching practices directly impacting disadvantaged pupils.</p>	<p>Strategic Oversight and Accountability</p> <p>The creation of a dedicated Pupil Premium Support Leadership role ensures a clear, strategic focus on how Pupil Premium funding is allocated and its impact on pupil outcomes. According to the <i>EEF's Guide to Pupil Premium</i>, effective use of Pupil Premium requires robust planning, implementation, and monitoring. A designated leader can oversee these aspects, ensuring that funds are used efficiently and aligned with evidence-based practices.</p> <p>Key Research:</p> <ul style="list-style-type: none"> • The <i>DfE's Effective Use of Pupil Premium (2022)</i> guidance emphasizes the importance of leadership in maximizing the 	1

	<p>impact of Pupil Premium funding. Schools that have a dedicated leader to monitor its use tend to have clearer strategies and better outcomes for disadvantaged pupils.</p> <ul style="list-style-type: none"> • The National Audit Office (NAO) report on Pupil Premium highlighted that schools with a strong focus on leadership accountability see a greater return on investment from their funding. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £57000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Customised Intervention Programmes: Develop and implement intervention programs tailored to the academic needs of disadvantaged students, based on their performance data.</p>	<p>Addressing Individual Needs</p> <p>Disadvantaged pupils often face diverse and complex barriers to learning, including gaps in prior knowledge, low confidence, and limited access to resources outside school. Customised intervention programmes allow schools to respond to these individual needs with targeted support. By tailoring interventions based on performance data, schools can ensure that each pupil receives the specific help they need to catch up and excel.</p> <p>Key Research:</p>	1

	<ul style="list-style-type: none"> • The <i>EEF's Guide to Pupil Premium</i> stresses the importance of using data to inform teaching and intervention decisions, ensuring a personalized approach that addresses the unique needs of disadvantaged pupils. • The <i>EEF's Teaching and Learning Toolkit</i> highlights that individualized instruction, when effectively implemented, can lead to moderate learning gains, especially when interventions are closely aligned to specific learning gaps. 	
Diagnostic Assessment Tools: Implement advanced diagnostic tools to assess pupils' strengths and weaknesses, allowing teachers to tailor instruction effectively.		2

Wider strategies

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Skills Development Workshops: Implement workshops focused on developing social competencies that support learning, such as teamwork and communication skills.	Social Skills as a Foundation for Learning Social competencies such as teamwork, communication, and conflict resolution are essential for effective learning. Pupils who struggle in these areas may find it difficult to collaborate, engage in classroom discussions, or seek help when needed. Disadvantaged pupils are often at greater risk of having underdeveloped social skills due to fewer opportunities	1

	<p>for structured social interaction outside of school.</p> <p>Key Research:</p> <ul style="list-style-type: none"> • The EEF’s <i>Improving Social and Emotional Learning in Primary Schools</i> guidance highlights that well-developed social skills positively influence academic attainment, behaviour, and emotional well-being. • Research shows that strong social competencies improve classroom dynamics, enhancing both individual and group learning outcomes. 	
<p>? Employment of a Qualified School Counsellor/ family worker jobshare:</p> <p>Provision of One-to-One Counselling:</p> <p>Group Support and Workshops:</p> <p>Early Identification and Intervention:</p> <p>Parent and Carer Engagement:</p>	<p>? Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Evidence suggests that social and emotional learning interventions can add up to 4 months of additional progress for pupils. • Mental health support improves readiness to learn and overall attainment. <p>? Public Health England Research:</p> <ul style="list-style-type: none"> • Studies demonstrate that effective mental health interventions lead to improved academic outcomes, reduced exclusions, and better attendance. <p>? DfE Guidance:</p> <ul style="list-style-type: none"> • The 2018 "Mental Health and Behaviour in Schools" guidance emphasises the importance of embedding mental health support within schools. 	

	<p>? School Context:</p> <ul style="list-style-type: none">• Internal data shows a rise in the number of pupils and families experiencing anxiety, low self-esteem, and behavioural challenges, particularly among disadvantaged pupils.	
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Total budgeted cost: £ 187000

(Part B) Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils: Academic Year 2023–24

National Assessments and Qualifications

- Data from the 2023–24 national assessments highlights areas of progress and challenge for disadvantaged pupils at Hetton Lyons Primary School:
 - **Key Stage 2 SATs:** 54% of disadvantaged pupils met the expected standard in reading, writing, and maths combined, compared to 70% of non-disadvantaged pupils within the school and 60% nationally for disadvantaged pupils.
 - **Phonics Screening Check (Year 1):** 75% of disadvantaged pupils achieved the expected standard, aligning with national averages for disadvantaged pupils but below the school's non-disadvantaged pass rate of 87%.
 - **EYFS Good Level of Development (GLD):** 57% of disadvantaged pupils achieved GLD, compared to 73% of non-disadvantaged pupils at Hetton Lyons.

The Covid-19 pandemic continues to impact disadvantaged pupils disproportionately, with interruptions to foundational learning particularly evident in key skills such as writing and mathematical reasoning.

Formative and Summative Assessments

- Internal school data and assessments at Hetton Lyons indicate the following trends:
 - **Reading:** Progress in reading among disadvantaged pupils has been positive, with 64% making expected or better progress due to targeted phonics interventions and guided reading programs.
 - **Writing:** Writing remains a significant area of concern, with only 48% of disadvantaged pupils meeting age-related expectations. Common gaps include vocabulary development, sentence structure, and resilience in extended writing.
 - **Maths:** 56% of disadvantaged pupils achieved age-related expectations, with stronger performance in arithmetic but ongoing difficulties in problem-solving and reasoning tasks.

Wider Issues Impacting Performance

- **Attendance:** Disadvantaged pupils at Hetton Lyons had an average attendance rate of 91.2%, compared to 96.4% for non-disadvantaged pupils, with persistent absence among disadvantaged pupils at 18%.
 - **Behaviour:** The school has observed a reduction in behavioural incidents due to proactive pastoral support, but some disadvantaged pupils still require additional intervention to improve emotional regulation.
 - **Wellbeing:** Staff observations and pupil surveys highlight that mental health challenges continue to affect engagement and resilience, with some pupils needing ongoing support to rebuild confidence and self-esteem.
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Evaluation of Strategy Outcomes

Progress Toward Strategic Goals

- **Intended Outcomes:** The school's strategy aimed to:
 1. Narrow the attainment gap in reading, writing, and maths.
 2. Improve attendance and reduce persistent absence.
 3. Address barriers to learning through pastoral and wellbeing support.

Progress Made:

- **Reading:** Interventions such as 1:1 reading and phonics catch-up programs have resulted in measurable gains, particularly in Years 1–4.
- **Attendance:** While attendance incentives and close family engagement have helped some pupils, persistent absence remains a key challenge.
- **Wellbeing Support:** Initiatives such as pastoral mentoring, nurture groups, and the breakfast club have improved readiness to learn for many disadvantaged pupils.

What Worked Well

1. **Phonics and Reading Interventions:** Programs such as Early Reading Support have significantly improved phonics outcomes and reading fluency.
2. **Pastoral Support:** Staff feedback and pupil wellbeing surveys indicate that targeted wellbeing initiatives have positively impacted behaviour and emotional resilience.

Areas for Improvement

1. **Writing:** Additional support is needed to address gaps in writing stamina, spelling, and composition, particularly for boys and pupils with SEND.
2. **Attendance:** Persistent absence remains a barrier for too many disadvantaged pupils, requiring a more robust and targeted approach.
3. **Family Engagement:** While some progress has been made in engaging hard-to-reach families, there is a need for sustained efforts to build stronger partnerships.