

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Hoylandswaine Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	2% (2 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chloe Redfearn
Pupil premium lead	Chloe Redfearn
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155 (2022-2023) £5820 (2023-2024) £2,960 (2024-2025)

Recovery premium funding allocation this academic year	£2000 (2022-2023)
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	£2,960

# Part A: Pupil premium strategy plan

## Statement of intent

At Hoylandswaine Primary School we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

We want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Hoylandswaine Primary School we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into respectful, responsible individuals who make the most of opportunities that come their way.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

We have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
1	Increased SEMH need in children and families requires targeted support from trained specialists to improve their outcomes.
2	Identified SEND additional needs that need intervention.
3	There are fewer disadvantaged pupils in the school working at greater depth in the core areas of reading, writing and maths.

## 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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Improved attendance of disadvantaged pupils closing the gap between PP and non PP	<ul style="list-style-type: none"> <li>• All disadvantaged children meet school attendance expectations.</li> </ul>
Improved attitudes; children harbour positive attitudes about themselves, their peers, their learning and school.	<ul style="list-style-type: none"> <li>• Children are happy and enjoy school</li> <li>• They demonstrate a love of learning and are eager to improve</li> <li>• They are resilient and persevere with challenging tasks</li> <li>• They have positive relationships with their peers and live well together</li> <li>• They know who to go to if they require support and help</li> <li>• Children engage in extra-curricular and enrichment opportunities</li> <li>• Positive SEMH and mental health displayed</li> <li>• Positive transitions into the next stage of education</li> <li>• Parents fully engaged in school life and support the actions of the school and relevant professionals</li> </ul>
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils attain inline or above national data at EYFS, KS1 and KS2 points of assessment.</li> </ul>
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.</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)

Budgeted cost: £ 4820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures.</p> <p>1:1 support with class teachers in PPA sessions to support with developing coherently planned and sequenced units of work.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>EFF research suggests that effective feedback improve learning by an additional 8 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>3) There are fewer disadvantaged pupils in the school working at greater depth in the core areas of reading, writing and maths.</p>
<p>Bespoke CPD cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>3) There are fewer disadvantaged pupils in the school working at greater depth in</p>

	EEF research suggest three recommendations for designing and selecting effective professional development to ensure that CPD upskills and develops staff effectively.	the core areas of reading, writing and maths.
Support from Trust SEND leaders to support staff in their approaches to identifying need, strategies to support teaching and learning, monitoring impact and ensuring SFP's are up to date and purposeful.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1) Increased SEMH need in children and families requires targeted support from trained specialists to improve their outcomes. 2) Identified SEND additional needs that need intervention.

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for TA's to support a 'TA champion' approach to delivering interventions; ensuring all Tas have necessary training and skillset to deliver effective intervention.	Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training  <a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-</a>	3) There are fewer disadvantaged pupils in the school working at greater depth in the core areas of reading, writing and maths.

	<a href="#">162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	
CPD specific to improving writing outcomes. CPD using an evidenced based approach to writing with relevant subject specific pedagogy, delivered through creative and well designed teaching sequences. There is a high focus on classroom application and participants will “walk through” effective teaching sequences and units of work which can be adapted for their own contexts	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p>	3) There are fewer disadvantaged pupils in the school working at greater depth in the core areas of reading, writing and maths.

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to national college to provide CPD for staff on trauma informed practise to ensure children’s emotional wellbeing is supported in the classroom.	<p>Evidence to suggest that personalised support to remove barriers to learning through support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	1) Increased SEMH need in children and families requires targeted support from trained specialists to improve their outcomes.



<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p> <p>Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Home visits to take place as required from monthly meeting</p> <p>Targeted support from EWO for families struggling with attendance.</p> <p>Attendance rewards.</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</a></p>	<p>4) Parenting of many disadvantaged pupils is limited as a result of their academic skillset, core values, mental health, attitude to school and learning and resilience. Employment rates are also low. This impacts pupil attendance, parental engagement in school, self-regulation and pupil aspirations and pupil attainment/starting points.</p>
<p>In order to create broader curriculum opportunities for disadvantaged pupils the cost for residential experiences is subsidised.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social</a></p> <p>A wide range of adventure activities are linked with increased academic achievement.</p>	<p>4) Parenting of many disadvantaged pupils is limited as a result of their academic skillset, core values, mental health, attitude to school and learning and resilience. Employment rates are also low. This impacts pupil attendance, parental engagement in school, self-regulation and</p>

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	pupil aspirations and pupil attainment/starting points.
<p>Ensuring parental engagement supports learning at home and regular communication with school is encouraged.</p> <p>Subscription to seesaw to provide a platform to electronic/home learning.</p> <p>Regular parent workshops eg. SATS; How parents can support at home</p> <p>Termly SEND coffee mornings</p>	<p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	<p>4) Parenting of many disadvantaged pupils is limited as a result of their academic skillset, core values, mental health, attitude to school and learning and resilience. Employment rates are also low. This impacts pupil attendance, parental engagement in school, self-regulation and pupil aspirations and pupil attainment/starting points.</p>

**Total budgeted cost: £**

## 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 previous academic year. (New report following change in leadership)

### 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*

Programme	Provider
RWI	Ruth Miskin

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is included in our whole school pupil premium approach.