

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

Detail	Data
School name	Hetton Lyons Primary School
Number of pupils in school	431
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kim Bushby
Pupil premium lead	Kim Bushby
Governor / Trustee lead	Marie Simpson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Recovery premium funding allocation this academic year	£16820
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	£178325

Part A: Pupil Premium Strategy Plan

Statement of intent

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

Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p> <p>Over the past three years, data shows an average gap of 26% between non-disadvantaged and disadvantaged pupils.</p> <p>Only 55% of disadvantaged pupils passed their phonics screening on 2023 and are struggling as readers.</p>
2	<p>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.</p> <p>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.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception disadvantaged pupils arrive below age-related expectations compared to non-disadvantaged pupils. This gap closes by the end of KS2.</p>
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across school, especially in reading.</p>
5	<p>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.</p> <p>Teacher referrals for support have markedly increased. 26 pupils (10 of whom are disadvantaged) currently require additional support with</p>

	<p>social and emotional needs, with 24 (8 of whom are disadvantaged) receiving small group interventions.</p> <p>18 on SEND register</p> <p>8 in Nurture provision</p> <p>All year groups have accessed workshops with MHST</p> <p>8 children in school accessing the Friends program in school with MHST further referrals due</p> <p>Y6 group accessing support with school counsellor due to anxiety around SATs</p> <p>5 children accessing 1:1 counselling- further referrals due</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
<p>Improved Reading attainment for all children and close the gap for disadvantaged pupils.</p> <p>Majority of disadvantaged pupils achieve at least expected levels in assessments</p>	<p>The majority of pupils in EYFS will leave the EYFS at the expected standard in phonics-phase 4.</p> <p>Catch up has been used to ensure the gap has not widened between disadvantaged and non-disadvantaged.</p> <p>By the end of KS 1 disadvantaged pupils are attaining in line with disadvantaged pupils nationally.</p> <p>KS2 reading outcomes in 2024/25 show that the gap has closed between disadvantage pupils and non-disadvantaged pupils nationally.</p>
<p>To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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%

	<ul style="list-style-type: none"> the percentage of pupils who are persistently absent being less than 10% and the gap between disadvantaged and non-disadvantaged reduces.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>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.</p> <p>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.</p> <p>KS2 writing incomes in 2024/25 show that more than of disadvantaged pupils met the expected standard and greater depth.</p>
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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.
To improve oral language skills and vocabulary for disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This evident when triangulated with other sources of evidence including engagement in lessons, and ongoing formative assessments.</p>

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

Budgeted cost: £ 110 000

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.	<ul style="list-style-type: none"> ● Through Fridays Are... discussions, children to discuss how this room can be redesigned and enhanced. ● All subject leaders to order relevant books for their subject. Books which are used in class to also be found in the school library. ● Dedicated library time and daily use of library to drive forward Reading for Pleasure across school ● Staff CPD and engagement activities to support how best to use new resources. ● Reading engagement activities to be timetabled across the year. ● Official unveiling of the new library by an author. 	1,3,6
Third class in Y6 and Y2 to reduce class sizes and enable intervention.	<ul style="list-style-type: none"> ● Create a third class in Year 6 and 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	<ul style="list-style-type: none"> ● 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: £ 25 000

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 Education Endowment Foundation	1.
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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3,4
Accelerated Reader for KS2 Little Wandle reading fluency programme implemented	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: £ 43,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly	2

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Family support worker employed to support disadvantaged families and to support to improve attendance</p> <p>School Counsellor employed to support identified children</p>	<p>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 suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>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.</p>	<p>5,2</p>

Total budgeted cost: £ 178325

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.

Over the past three years 57% of disadvantaged pupils achieved the expected level at the end of KS2 in reading, writing and maths. This is 6% higher than disadvantaged nationally. This is due to the intervention and additional opportunities provided to children in receipt of pupil premium.

In 2022/23 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 outcomes for disadvantaged pupils have increased from 50% (2022) to 58% (2023).

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
Reading Plus	
Third Space Learning	

Service pupil premium funding

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

Measure	Details
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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.