

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	433
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	V. Wilson
Pupil premium lead	V. Wilson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,465
Recovery premium funding allocation this academic year	£15,805
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	£164,270.00

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 over time show that many of our disadvantaged pupils generally have greater difficulties with phonics than their peers. Over the past three years, data shows an average gap of 20% between non-disadvantaged and disadvantaged pupils.</p> <p>This negatively impacts their development as readers as well as their progress across the curriculum. Although 65% of disadvantaged pupils passed their phonic screening in 2021, they are struggling as readers. This is particularly evident following school closures due to mainly disadvantaged pupils not engaging with remote learning.</p>
2	<p>Our attendance data over the last 3 years indicates that attendance between non-disadvantaged pupils and disadvantaged pupils has been between 1.2% to 2.6%.</p> <p>School data shows that disadvantaged pupils have a higher rate of absence than 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.</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 usually narrows by the end of KS2 but due to lockdown we have seen a widening of the gap. By the end of KS2 in 2021, the gap had widened to 1.04.</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>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths .
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.
6	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to the end of KS2 and in general, are more prevalent among our disadvantaged pupils.

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
Improved Reading attainment for all children and close the gap for disadvantaged pupils.	<p>The vast majority of pupils in EYFS will leave EYFS at the expected standard in phonics (Phase 4).</p> <p>Catch up has ensured the gap has not widened between disadvantaged and non-disadvantaged pupils.</p> <p>By the end of Key Stage 1, 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that the gap has closed between disadvantaged and non-disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils particularly for our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>Overall absence rate for all pupils will be at least 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is less than 2%.</p> <p>The percentage of pupils who are persistently absent to be less than 10% and the gap between disadvantaged pupils no more than 3% lower than their peers.</p>

<p>Improved writing attainment for all pupils at the end of KS2 and to close the gap for disadvantaged pupils.</p>	<p>In EYFS greater opportunity for writing especially for disadvantaged pupils and boys. EYFS children use their phonic knowledge consistently in their writing.</p> <p>By the end of KS1 pupils will be able to independently write in full sentences. A greater number of children will write at greater depth and the gap will have narrowed between disadvantaged and non-disadvantaged pupils.</p> <p>KS2 writing outcomes in 2024/25 show that more disadvantaged pupils met the expected standard and greater depth.</p>
<p>To improve outcomes for all children in maths and to close the gap for disadvantaged pupils.</p>	<p>Disadvantaged pupils in EYFS will have a strong understanding of early maths with a strong focus on counting and number.</p> <p>Disadvantaged pupils in KS1 will have a greater understanding of early maths in particular number, place value and addition and subtraction.</p> <p>Disadvantaged pupils in KS2 will continue to close the gap between their non-disadvantaged peers through having a greater understanding of multiplication and problem solving.</p>
<p>To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Data from student voice, student and parent surveys and teacher observations</p> <p>A significant reduction in low level behaviour</p> <p>A significant increase in participation and enrichment activities, particularly among disadvantaged pupils</p> <p>Counselling sessions provided for children through ELSA and Early Help will have a positive impact on learning behaviours and self-esteem.</p> <p>Less incidents of behaviour recorded</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny 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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme through fidelity to Little Wandle Letters and Sounds Revised Phonics Scheme)</p> <p>Purchase more reading books linked directly to the LWLSR phonics scheme.</p> <p>Ongoing programme of training for staff including the reading leader to ensure delivery of high quality phonics for all learners.</p> <p>All children in EYFS and KS1 read 3 times each week and follow a set sequence; fluency, prosody and comprehension.</p> <p>As the local library has closed down, invest in the school library to ensure high quality texts are available for all pupils.</p> <p>Invest in reading books as rewards particularly for the disadvantaged pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-app-roaches</p> <p>The more children have access to a wide range of books the more vocabulary children are exposed to.</p> <p>Research shows that phonics is the main approach to teaching reading. Little Wandle Letters and Sounds Revised Scheme places a great emphasis on comprehension.</p> <p>The EEF toolkit suggests that reading comprehension strategies can have very high impact for very low cost based on extensive evidence (+6months).</p>	1
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,3,4

administered correctly.	Standardised tests/Assessment and Monitoring Pupil Progress/Education Endowment Foundation/EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund an additional teachers for maths and literacy in Year 5 each morning to support learning behaviours of disadvantaged pupils.</p> <p>We will fund teacher release time for Maths Leads as they undertake CPD through the National Professional Qualifications (NPQLT)</p>	<p>Maths is usually strong but due to school closures basic skills have suffered especially among the disadvantaged pupils.</p> <p>The Teaching and Learning Toolkit suggests that reduced class sizes have moderate impact for high cost, based on moderate evidence resulting in an average of an additional 3 months progress. An important factor when focusing on catch up due to COVID 19.</p>	4

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will embed the NELI and BLAST programmes and fund ongoing teacher training and release time.</p> <p>Development of group reading in KS2 with an emphasis on teaching comprehension skills and developing pupils' ability to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading:</p> <p>Oral language interventions/ Toolkit Strand/ Education Endowment Foundation / EEF</p> <p>https://www.teachneli.org/ NELI (Nuffield Early Language Intervention) website provides support</p>	1,6

	to show the progress that can be made with this programme.	
Additional phonics sessions targeted at disadvantaged pupils who require further support. Includes 1:1 daily keep up sessions and small group daily keep up sessions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading for disadvantaged pupils (although not necessarily comprehension). Phonics/Toolkit Strand/Education Endowment Foundation/EEF	1,
Engaging with the National Tutoring Programme or Third Space to provide school led tutoring for pupils whose education has been most impacted by school closures. 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 / small group tuition/Toolkit Strand/Education Endowment Foundation/EEF	1,3,4
Reading Plus Annual fee to improve reading fluency of pupils in KS2.	Reading fluency has dropped since school closures. Children are expected to read	1

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and working alongside attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

<p>Family Support Worker employed to support disadvantaged families with improved attendance.</p> <p>ELSA employed to support our most vulnerable pupils in school with their wellbeing. They will develop strategies to help them deal with any difficulties.</p> <p>Funding to ensure lunch club is available to a range of vulnerable and disadvantaged pupils who find playtimes overwhelming thus impacting on their learning.</p>	<p>School based wellbeing work has significantly reduced the stress and anxiety suffered by pupils returning to school during COVID.</p> <p>Lunch club has significantly reduced the number of internal exclusions or inappropriate behaviours within class.</p> <p>With 1 in 8 five to nineteen-year olds in the UK estimated to meet the criteria for a mental health disorder it is clear how vital this rapid access to support is. (University of Roehampton 2021)</p> <p>Before COVID, lunch club was available to disadvantaged pupils who found unstructured times of the day difficult to cope with. Through regular attendance at lunch club behaviours improved and children were calmer on their return to class.</p> <p>We have reinstated lunch club to support disadvantaged pupils who also have emotional needs.</p>	5
<p>Funding an additional teacher to create 3 classes in Year 6 due to behaviour issues arising as a result of lockdown and the high level of SEND children within the cohort.</p>	<p>The current year 6 cohort have a significant number of disadvantaged pupils and many of those also have SEND. We are creating 3 smaller size classes in order to be able to target behaviour and to ensure that all children feel safe and able to learn.</p>	
<p>Funding to ensure all children have equal opportunities for educational experiences through extra-curricular clubs, excursions, access to Breakfast and After School Club (normally fee paying).</p>	<p>Our most vulnerable children do not have the same experiences or opportunities as their peers. Feedback from children and parents shows that disadvantaged pupils did not attend the range of clubs outside school as their non-disadvantaged peers. It is therefore vital that we redress this imbalance to ensure all clubs held after school give disadvantaged pupils the opportunity to attend.</p> <p>We have high aspirations for all pupils and do not want disadvantage to be a barrier to achieving in life. We will therefore support disadvantaged pupils to access individual or small group music lessons, attend residential visits</p>	5

	<p>and support families with school uniforms.</p> <p>As a school we need to ensure all staff recognise poverty in all its forms and look at further ways we can support parents.</p> <p>Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in reading and across the curriculum.</p>	
Contingency fund for acute issues and	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £84,000 + £45,000 + £35,000 = £164,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year and we have used this data when evaluating our strategy.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite improved outcomes for disadvantaged pupils (2018/2019) the outcomes we aimed to achieve in our previous strategy by the end of 2020/2021 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to COVID 19 impact, which disrupted all our subject areas to varying degrees. School closure was most detrimental to our disadvantaged pupils and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended.

As a school we prioritised delivering high quality curriculum remotely to children during lockdown. This involved focusing CPD to ensure high quality lessons were delivered virtually: staff were trained to use online platforms, robust measures were put in place to ensure disadvantaged pupils and pupils with SEND were supported remotely through small group intervention. Despite providing chrome books and dongles to disadvantaged pupils for online learning, some pupils did not make the expected progress.

School attendance is usually below national averages. COVID has further impacted the attendance due to families taking holidays in term time and rates of persistent absences of disadvantaged pupils increasing. We aim to close the attendance gap between non-disadvantaged and disadvantaged pupils and bring our attendance into line nationally.

We are acutely aware through observations and discussions with staff and parents that COVID has impacted the wellbeing of our children and in particular our disadvantaged pupils. We intend to continue to address this area and build upon the good practice already established within school that will address the emotional and behavioural needs of our pupils.

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	Reading Solutions
My Maths	Oxford University Press