

## 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 three year 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	Hayfield Cross Church of England School
Number of pupils in school	414* <small>*accurate 7/9/23</small>
Proportion (%) of pupil premium eligible pupils	3.6%* (5.1% October 2022 census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <b>2022-2023</b> <b>2023-2024</b>
Date this statement was published	December 2021
Date on which it will be reviewed	<b>September 2023</b> June 2024
Statement authorised by	Richard Albert, Headteacher
Pupil premium lead	Rachael Stolz, Inclusion Lead
Governor / Trustee lead	Lindsey Atkins, Inclusion Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/24)	<b>£30,555</b> (pending September adjustments)
Recovery premium funding allocation this academic year (2023/24)	<b>£ 3,045</b> (pending confirmation of allocations)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year (2023/24)</b>	<b>£33,600</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Hayfield Cross C of E School, we recognise that pupils eligible for pupil premium may face challenges in developing the resilience, determination and enjoyment in the challenge of learning needed to access and fully embrace the opportunities of our 'Be Brave Curriculum'. It is our intention that this strategy will address these inequalities and remove the resulting barriers to learning to enable all pupils, regardless of their background or circumstance, to achieve their full potential.*

*Our pupil premium strategy embodies the school's Christian values of joy by supporting the mental health and emotional well-being of our most vulnerable pupils, integrity in our rigorous scrutiny of the effectiveness of our pupil premium spend and fellowship through our commitment to offer support to the pupils and families in our school community facing a range of challenging circumstances.*

*The intended outcomes of this strategy are:*

- All pupils will make good or outstanding progress from their starting points*
- The gap between the attainment of pupils eligible for pupil premium and their peers will be closed*
- All pupils facing challenging circumstances will have their emotional well-being supported to ensure they are in the best place to learn*
- Pupils eligible for pupil premium will have full access to the curriculum, opportunities for enrichment and extra-curricular activities*

*To achieve these outcomes, we will:*

- Identify the individual and collective needs of the current pupil premium cohort and target evidence based intervention and support to help them overcome these barriers to learning*
- Closely monitor and scrutinise the effectiveness of the pupil premium spend in line with the assessment cycle.*
- Raise the profile of pupils eligible for pupil premium in the school and support teachers and support staff to understand how best to support disadvantaged pupils to achieve their potential*
- Ensure disadvantaged pupils have support to access technology, uniforms, trips and extra-curricular activities determined by need*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Maths attainment</b> – Internal assessments indicate that maths attainment among our disadvantaged pupils is significantly below that of our non-disadvantaged pupils.</p> <p>Summer 2021 Y1-6 aggregate at or above ARE: PP 47.3% Non PP 59.9%</p> <p>Summer 2022 Y1-6 aggregate at or above ARE: PP 61.1.% Non PP 65.8%</p> <p>*2022/23 Y6 cohort was the first including pupils eligible for pupil premium to report end of KS data</p>
2	<p><b>Reading attainment</b> - Internal assessments indicate that reading attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils.</p> <p>Summer 2021 Y1-6 aggregate at or above ARE: PP 63.1% Non PP 67.21%</p> <p>Summer 2022 Y1-6 aggregate at or above ARE: PP 55.6% Non PP 69.8%</p> <p>*2022/23 Y6 cohort was the first including pupils eligible for pupil premium to report end of KS data</p>
3	<p><b>Writing attainment</b> - Internal assessments indicate that writing attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils.</p> <p>Summer 2021 Y1-6 aggregate at or above ARE: PP 47.4% Non PP 49.3%</p> <p>Summer 2022 Y1-6 aggregate at or above ARE: PP 33.3% Non PP 47.8%</p> <p>*2022/23 Y6 cohort was the first including pupils eligible for pupil premium to report end of KS data</p>
4	<p><b>Economic Barriers</b> – Some of our pupils eligible for pupil premium would have limited access to after school activities, residential trips and cultural experiences as well as resources such as uniforms and equipment without financial support</p>
5	<p><b>Mental Health and Emotional Well-being</b> – We recognise our pupils eligible for pupil premium are disproportionately affected by challenges evident throughout our wider school population; financial difficulties including parental unemployment, long term parent illness and mental health difficulties, bereavements, family conflict, relationship breakdown and divorce. 79% of our disadvantaged pupils are being raised in homes where their parents do not live together</p>
6	<p><b>Attendance</b> - There remains very little difference between the attendance of pupils eligible for pupil premium and their peers as a group however there are a small number of persistent absentees among the pupil premium cohort who require individual support to address the varied underlying issues behind their attendance</p>

## 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
<i>Improved maths attainment for disadvantaged pupils at the end of KS2</i>	In 2024, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium
Improved attainment in reading among disadvantaged pupils at the end of KS2	In 2024, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium
Improved writing attainment for disadvantaged pupils at the end of KS2	In 2024, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium
Pupils eligible for pupil premium will have opportunities to access trips, after school activities, music lessons and enrichment experiences alongside their peers	Pupils eligible for pupil premium will be at least proportionately represented at all school activities including after school opportunities, will be able to study an instrument if desired and attend residential trips
Disadvantaged pupils will achieve and sustain demonstrably improved well-being, engagement with learning and social interaction with peers	Sustained high levels of well-being: <ul style="list-style-type: none"> <li>- Reduction in referrals for pupils eligible for pupil premium to the Inclusion Team for emotional support</li> <li>- Measurable improvement in scores for pupils being assessed via termly SDQs</li> <li>- qualitative data from pupil and parent voice and teacher assessments</li> </ul>
To sustain high levels of attendance for disadvantaged pupils for the pupil premium cohort and address individual barriers to attendance	Attendance for disadvantaged pupils will remain above 96%, no disadvantaged pupils will be persistently absent (>10%)

## 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: £ 3,254.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole School CPD 'Understanding the Writing Journey' = £420</p> <p>Recruitment of staff member (0.5) to deliver targeted interventions 25% = £2,834.13</p>	<p>EEF (+4) EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>3 (SIP 1a)</p>

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

Budgeted cost: £ 13,884.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Led Tutoring</i>            2023/24 15 Y1-6 children to receive 15 hrs catch-up tuition from - NTP 225 total hrs            50% funded = £1417.50</p>	<p>EEF (+4)            EEF defines small group tuition as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.            School tuition is being allocated to pupils identified through internal assessment data at pupil progress meetings. Tuition can be delivered in groups of 1-3 / 1-6 and from January 2024 this will be delivered by external providers.</p>	<p>1,2,3</p>
<p><i>4 TAs delivering 28 hrs interventions</i>            = £12,467</p>	<p>EEF (+4)            EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.            Small group and individual interventions for identified individuals and groups informed by assessment data and agreed with SLT in pupil progress meetings. The effectiveness of these interventions is closely monitored via the school wide provision map. Provision is now being monitored on EduKey Provision Map following the school wide adoption of the programme in Summer Term 2023.</p>	<p>1,2,3</p>

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

Budgeted cost: £ 16,606.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>External Drawing and Talking Practitioner</b>  <b>1 day a week = £8,775</b></p> <p><i>Family Support Worker appointed to work with vulnerable families, support factors impacting attendance and individual social emotional interventions</i></p> <p>75% 2.5 days = £6,296.25</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning –</p> <p>EEF determine that social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. We do however acknowledge the need to closely scrutinise the impact of specific social and emotional programmes and interventions.</p> <p>EEF identify three broad categories of SEL interventions:</p> <ul style="list-style-type: none"> <li>-School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> <li>-Universal programmes which generally take place in the classroom with the whole class;</li> <li>- More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul> <p>At Hayfield Cross we prioritise emotional well-being and good mental health for both pupils and staff and embed this across the curriculum.</p> <p>Where individual needs are identified these are supported in the first instance through 1:1 and small group intervention from the Family Support Worker or designated TAs Protective Behaviours, Drawing and Talking and emotional regulation work.</p> <p>For pupils requiring a higher level of intervention, the school has commissioned a PTUK certified play therapist to work 1:1 with children one day a week</p> <p>In January 2023, the school moved to a Drawing and Talking Practitioner who works in the school one day a week to support specifically identified children with a range of emotional challenges.</p>	<p>5,6</p>

<p><i>Music tuition</i> NMPAT = £239.72</p> <p><i>Subsidised school uniform, out of school clubs and residential trips</i></p> <p><i>Residential = £380</i> <i>Clubs = £92.00</i> <i>Cool milk = £43.21</i> <i>Uniform = £138.17</i> <i>2 ipads to support pupils eligible for PP = £593.00</i> <i>Miscellaneous resources = £49.50</i></p>	<p>EEF (+3)</p> <p>EEF research shows the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>EEF define arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>For pupils who show interest in pursuing music lessons we will provide subsidised instrument tuition through Northamptonshire Music and performing Arts Trust.</p> <p>EEF research shows that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It does however state that, if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>It is our view that removing financial barriers for pupils to access enrichment opportunities available through school and to have the correct school uniform /resources ensures pupils identify as part of and feel included in the wider school community which then fosters the emotional well-being and intrinsic motivation needed to make good progress.</p>	<p>4 (1,2,3)</p>
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**Total budgeted cost: £ 30,491.35**





## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Year 6 *No pupil premium	Maths		Reading		Writing	
	2022	2023	2022	2023	2022	2023
Pupils eligible for pupil premium	-	100%	-	71.4%	-	85.7%
Pupils not eligible for pupil premium	79%	77.4%	79%	71.7%	59%	79.2%

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Progress Against Intended Outcomes:

Context: 2022 Y6 PP = 11.6% YR-6 PP = 5.1%

In 2023, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium

**Achieved PP maths attainment 100% with a gap of +22.6%**

**The percentage of pupils eligible for pupil premium achieving ARE or higher exceeded that of pupils not eligible for pupil premium.**

In 2023, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium

**Achieved PP reading attainment 71.4% with gap of 0.3%**

In 2023, end of key stage data will be at least in line with national with an attainment gap of <2% to pupils not eligible for pupil premium

**Achieved PP writing attainment 85.7% with a gap of + 6.5%,**

**The percentage of pupils eligible for pupil premium achieving ARE or higher exceeded that of pupils not eligible for pupil premium.**

Pupils eligible for pupil premium will be at least proportionately represented at all school activities including after school opportunities, will be able to study an instrument if desired and attend residential trips

92.9% of pupils eligible for pupil premium attended the year 4 and year 6 residential. Families of pupil premium pupils were able to access funding support to ensure pupils could attend residential trips and activities as needed.

The HAF code and information about holiday clubs accepting funding continues to be shared termly with families with FSM eligible children and others who were assessed as vulnerable.

Sustained high levels of well-being:

Pupil voice indicates pupils continue to feel safe and happy in school with a clear understanding of how to access support for emotional well-being.

Attendance for disadvantaged pupils will remain above 96%, no disadvantaged pupils will be persistently absent (>10%)

Attendance for 2021-22 FSM 93.8%, non-PP 95.3%

Attendance has been reviewed regarding the policy, systems and procedures in place to ensure a high level of attendance is promoted for all groups. The appointment of an assistant attendance officer has enabled swift action to be taken on unauthorised attendance and by working closely with the Attendance Officer / Inclusion Manager and Pastoral Team the underlying issues impacting attendance below 95% for every pupil and family is explored and addressed as appropriate.

## 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
SHINE	£100

## Service pupil premium

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the small number of pupils eligible for the service premium on roll, support is provided on the basis of individual needs with an emphasis on pastoral interventions delivered by key adults within their year group and the family support worker as required. The focus for this group of children

	<p>is to help them overcome challenging times and mitigate the negative impact of family mobility or parental deployment, by addressing this barrier to learning we can ensure high levels of attendance and engagement as well as good academic progress.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>- Attendance for pupils eligible for the service premium for 2022-2023 was 96%</p>