

Pupil premium strategy statement – Haydn Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	453
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	13.10.23
Date on which it will be reviewed	Oct 2024
Statement authorised by	Lisa Paulson Acting HT
Pupil premium lead	Annie Harley Acting AHT
Governor / Trustee lead	Helen Yates Chair of Governors

Pupil Premium Breakdown by Year Group

F1	F2	Y1	Y2	Y3	Y4	Y5	Y6
0	6	4	12	6	12	14	13

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,090 plus £ 3,958 Early Years PP funding
Recovery premium funding allocation this academic year	£ 10,500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 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>	£ 147,548
Total cost to school	£ 164,209

Part A: Pupil premium strategy plan

Statement of intent

At Haydn Primary and Nursery School we recognise the duty and responsibility we hold to ensure our Pupil Premium children receive the very best provision possible. We aim to meet their individual needs to ensure that they leave Haydn equipped with the necessary skills and knowledge required for a successful transition to secondary school ie to secure at least the 'expected' standard in reading, writing and maths and to have a wide knowledge base of all National Curriculum subjects.

One key aspect of this work is the commitment we have to positive parental liaison with the parents of our PP pupils. This is achieved by termly checks via our Pupil Premium Champion together with a review of the pupil's short term targets and achievements. Please see below.

Our Pupil Premium Plan for 2023-24 focuses upon -

- Supporting high-quality teaching and staff professional development
- Providing targeted academic support
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing.

Our Pupil Premium children are -

- Currently eligible for free school meals (FSM) or have been eligible for FSM at any point in the last 6 years
- Looked after by the local authority (not applicable 2023-24)
- Previously looked after by the local authority or other state care
- Pupils where they have identified needs, for example pupils who have or have had a social worker, are a young carer (not applicable 2023-24) or SLT consider to be vulnerable.

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

Challenge number	Detail of challenge
1	Mental health, well-being, social and emotional needs of the post LAC pupils (18 pupils) and their overall resilience
2	Behaviour and response of identified pupils in receipt of FSM/PP
3	Poor attendance of individual pupils in receipt of FSM/PP
4	Academic progress and attainment of PP pupils from Y1 to Y6 – focus reading
5	Communication and Language development of pupils in receipt of FSM in Foundation 2
6	Families endure hardship due to limited funds which can impact upon children's additional provision, opportunities and experiences

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
Our post LAC children will demonstrate increased resilience when dealing with situations at school	Identified children can demonstrate their positive engagement at school Fewer negative incidents recorded
The behaviour and response of a core group of identified PP children will improve; their behaviour and attitudes to learning and school are positive	For the identified individuals – improved attendance and fewer incidents of poor behaviour. Each child is regulated and ready to learn
The attendance of a core group of identified PP children will improve target of 95%; subsequently the overall attendance figure for all PP children will increase to match the national figure	Attendance figures for individuals and PP as a group match the national figure
The progress and attainment of all PP children in reading will match their individual aspirational targets	The end of year outcomes in reading will reflect this success for individuals and for the PP pupils as a group
The PP children in Foundation 2 achieve the expected level in Communication and Language	The end of year outcomes reflect this success.

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: **£53,587 SLT, 4 days of cover £1,600**

Total £55,187

Activity	Evidence that supports this approach	Challenge number(s) addressed
To recruit, appoint and induct an additional AHT 2023-24 with the duties and responsibilities of Attendance, Behaviour and Pupil Premium Champion	The creation of the post which identifies the clear duties within it, prioritises these areas. This raises the awareness across the school (ie staff, children, families) of the importance of these strategies	Challenges 1,2,3,4 & 5
To set up and implement a maths initiative 'the Real life Maths Project' which focuses upon parental engagement	A positive, enthusiastic response to maths from parents and guardians will guide the children's overall response to maths	Challenge 4 although specifically maths
To participate in the universal provision of Priority Literacy - a national DfE initiative led by Flying High MAT	All of the focused work will have a detailed evidence base	Challenge 4
Training for specific issues related to a number of out PP children eg attachment, positive handling	Strategies advised and supported by LA experts in their field	Challenges 1 and 2

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

Budgeted cost: **Itemised below**

Total £ 72,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom interventions. TAs in each classroom deployed by the Class Teacher to work with the PP children on reading tasks eg phonics, fluency, comprehension, reading a variety of genres, pre reading texts. Reading objectives recorded on pupil PP plan. £46,800	EEF notes the positive impact of specific, high quality intervention led by an experienced adult on a 1:1 or 1:2 basis	Challenge 4 & 5
Little Wandle Keep Up and Catch up sessions. Phonics objectives recorded on pupil PP plan. £14,040	School outcomes are the evidence of the impact of these interventions eg of great benefit last year	Challenge 4 & 5
Early morning weekly targeted reading support 8.30 am in KS2 1;1. Reading support recorded on pupil PP plan. £7,020	1:1 targeted support as above	Challenge 4
GD targeted reading support in Y5 and 6. Reading challenge recorded on pupil PP plan. £1,755	1:1 targeted support as above. Emphasis here on the GD attainment of PP pupils in Years 5 and 6	Challenge 4
Year 6 'Booster' groups – all Year 6 PP invited. Booster support recorded on pupil PP plan. £3,000	School outcomes are the evidence of the impact of these interventions eg 2022, 2023 results in Year 6	Challenge 4

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

Budgeted cost: **Itemised below**

Total £36,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a Forest Schools session for all PP children every week. Recorded on pupil PP plan. £13,400	This is a revised approach at school in the knowledge that the Forest Schools experience will bring opportunities for all PP children to be learning outside, in a different setting	Challenge 1
Dedicated ELSA time for identified PP individuals. Recorded on pupil PP plan. £10,530	Children at school and within Nottingham City have benefitted from the ELSA programme, 1:1 time dedicated to an individual led by a trained practitioner	Challenge 1
Bio Club – identified PP individuals invited to 2 sessions per week. Recorded on pupil PP plan. £2,340	This has proved to be an effective approach at school providing structured lunchtimes for individual children where they learn to self manage elements of their behaviour eg taking turns, team participation	Challenge 1 & 2
Theraplay – PP individual children invited across the academic year to join the programme, delivered by trained staff. Recorded on pupil PP plan. £3,510	This approach has proved to be effective for individuals previously. 1:1 support by trained individuals	Challenge 1 & 2
'Aspiration interventions' Every club or extra curricular activity must include PP children. PP children invited to join a club eg music, art, sport. This is matched to their interest, strength or aspiration. No cost to the family. £1,000	This approach reflects the school's inclusive ethos and ensures that the majority of PP children are included in all extra curricular activities	Challenge 6
FSM pupils in Years 5 and 6 are offered the opportunity to play a musical instrument. No cost to the family. £1,710	This is an opportunity to promote and nurture a talent	Challenge 6
Financial support for all FSM families and those with an acute vulnerability for all trips and residentials including resources	This approach reflects the school's inclusive ethos and ensures that all FSM children attend all trips and residentials	Challenge 6

where appropriate. £3,917		
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All aspects of The Pupil Premium Plan for 2022-23 have been completed. Please see this plan on the website.

Interventions listed on the 2022-23 plan were successful. In summary :-

Little Wandle

The Keep Up and Catch Up sessions for the Pupil Premium children including early morning sessions at 8.30am - see Phonics results below.

Tutoring Budget

Targeted 1 to 1 tuition in maths carried out by Class Teachers plus the employment of a part time tutor to support reading across school.

Targeted PP Reading Support

This included small group support plus monitoring of readers' reading at home.

Forest School Intervention

Targeted Pupil Premium children benefited from this programme. Individuals' resilience and enjoyment of school life notably improved.

TheraPlay Sessions

Identified children were given support to regulate their behaviour. Individual's success noted.

ELSA

3 trained ELSAs provided identified PP children with emotional and social support strategies. Notable improvements were evident in the children's behaviour and response.

Aspiration Interventions

These focused upon music, art and sport provision. All opportunities included allocated places for PP children. The majority of children attended and were very well supported.

Quality First Teaching

This focused upon targeted TA support and adaptation with an emphasis on English and maths. See results below.

Behaviour and Attendance

PP children were given roles of responsibility at lunchtime and an invitation to 'BIO Club'. The Attendance Team tracked and monitored the attendance of identified PP children. PP attendance 2022-23 92.8% (FFT National 91.3%)

Fun Fit Sessions

Identified children benefited from early morning physical sessions, a burst of activity to start the day, supporting development of gross motor skills.

Parental Engagement

Identified families were supported in different ways as needs arose. During 2023-24 we shall monitor this more closely.

Pupil Premium attainment end of Key Stage 2 for last academic year 2022/23

	Haydn ARE	National ARE	Haydn GD	National GD	Haydn PP ARE	National PP ARE	Haydn PP GD	National PP GD
Reading	82%	75%	32%	28%	81%	62%	19%	17%
Writing	83%	69%	12%	13%	81%	55%	19%	6%
Maths	87%	71%	37%	22%	88%	56%	19%	12%
RWM	73%	59%	2%	7%	63%	43%	0%	3%
GPS	80%	72%	25%	28%	88%	59%	19%	17%

16 Pupil Premium out of 60 in cohort overall. ARE = Age-related expectations; GD = Greater Depth; RWM = Reading, Writing and Maths combined; GPS = Grammar, Punctuation and Spelling

Summary of Pupil Premium attainment 2022-23

Haydn Primary School pupil premium students achieve significantly higher than national pupil premium figures in Reading, Writing, GPS and Maths. Pupil premium students' attainment is higher than overall National averages in Reading, Writing, Maths. Pupil premium greater depth attainment exceeds overall National greater depth figures in Reading, Writing and Maths.

