

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	Hazelbury Bryan Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A. Muir (Chair of governors)
Pupil premium lead	K. Waring (headteacher)
Governor / Trustee lead	N. Bettle (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,658
Recovery premium funding allocation this academic year	£2,658
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
HM Forces allocation	£310
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	£27,626

Statement of intent

Recovery premium

The recovery premium provides additional funding for schools in the 2021 to 2022 academic year to further support disadvantaged pupils. The government is funding £145 for each eligible pupil in mainstream education.

Pupil Premium

Pupil Premium is funding to improve education outcomes for disadvantaged pupils. Pupils who are eligible for free school meals or have been eligible in the past 6 years; pupils who have been adopted from care or have left care and children who are looked after by the local authority all receive PP funding. Children, who have a parent serving in HM Forces, also receive a smaller premium. School leaders can decide how to best spend the pupil premium and do not need to spend the premium, so it solely benefits eligible pupils. Pupils in Reception to Year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children receive £1,345 of funding for the academic year. 2021-2022

Use of funds

Evidence suggests that pupil premium spending is most effective when schools focus spending on teaching, interventions and the wider curriculum. It seems appropriate to combine the two funding streams this year to achieve the greatest impact for disadvantaged pupils.

Catch up/priorities

Upon the children's return to school following lockdown (March 2020 - September 2020) and the further lockdown (January 2021 - March 2021) the following areas have been identified as priority areas:

Vocabulary use and understanding

Inference in reading

Speech and language needs

Writing

Gaps in mathematical understanding

Self esteem and resilience

We intend on ensuring the gap between disadvantaged children and their peers is narrowed. We aim to do this through high quality teaching, CPD for staff, adapted curriculum, specific planning techniques (Mind the Gap), the adaptation of assessment and specific interventions.

The term 'catch-up' sessions/interventions will be replaced by BOSS (Building on Skills Sessions) as many children will already feel anxious about returning to school without being targeted for 'catch up' support. The term 'catch-up' indicates that the child is behind - it is difficult to measure 'behind' following the pandemic as all children are behind in terms of curriculum coverage due to school closures and many children are behind when compared to children in previous years who have had a seamless, uninterrupted year of high-quality teaching.

Challenges

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

Challenge number	Detail of challenge
1	Certain mathematical topics have not been taught due to school closure. This content will need to be covered prior to the concept being introduced again in the next year group, so that skills and knowledge are progressive. This additional coverage of content/prior learning, in addition to the existing content for the year group, will slow the pace of learning down - meaning that some year groups do not have the time to cover all topics/content from their year group. This will need to be addressed, once again, in the next class before new curriculum content is taught.
2	Many of our children read regularly during lockdown and levels of fluency and accuracy have either been maintained or increased in these children. For those children who did not read as regularly, the gap has widened between themselves and their peers and regular, focused sessions will be needed for this gap to be closed. Many of our fluent, independent readers appear to have lost the stamina to complete comprehension activities - and the skills of comprehension appear to have fallen by the wayside (except for basic retrieval skills).
3	Standards in writing appear to have suffered the most during lockdown. The children have lost the stamina to produce high quality, continuous pieces of writing and need lots of encouragement to remain focused. Grammar and punctuation skills have been forgotten. Presentation is not at the same high standard as before lockdown and many children are reluctant to write after using a keyboard during homeschooling.
4	Classes have missed whole units of work in foundation subjects. These gaps in knowledge will need to be delivered through a range of activities that do not necessarily take place within the identified curriculum area e.g. The Stone Age may be covered through a reading comprehension activity. Time constraints mean that it will be impossible to cover missed learning in one academic school year. Skills that have been missed can be covered through the new units of work e.g. the skills taught in creating timelines in Y3 can be taught in Y4 before building on these to create more advanced timelines in Y4. These missing skills will be addressed through quality first teaching.

5	The children's emotional, physical and mental health and well-being will need to be prioritised. We will have a whole school focus on mental health and wellbeing in
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	the Autumn term and hold assemblies on key themes to further address the impact of COVID. Many of our children may struggle with their physical health as well as their self-esteem. We will all use our brand-new daily mile regularly. As well as, having a mental health and wellbeing lead within the school.
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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
At least 82% of children in Y2 will pass the Phonic Screening check in Autumn 2021, in line with NA.	Y1 and 2 class teacher to baseline the children in order to determine the gaps in phonic knowledge that are there as a result of the lockdown Employ an experienced teacher/TA of phonics to deliver 1-1 and small group sessions to identified children from Y1 and Y2 in order to close the gaps. At least 82% of children in Y2 will pass the phonics screens check in the Autumn term.
Y1 children will be working at least in line with previous Y1 cohorts in terms of Letters & Sounds coverage and phonic recognition. At least 82% (in line with national average) of children in Y1 will pass their phonics screen check in June 2022 (July 2021 - 70% achieved the expected standard in reading by the end of EYFS.)	The Y1 children will participate in a phonic screening check at the beginning of the Autumn Term to identify gaps in knowledge in preparation for phonic interventions. 85% of the class will achieve a pass mark of 32+ in line with national average. New books will be purchased to provide a full range of genres and to cover all sounds needed to fulfil learning. Phonics inset 1/9/21 to deliver refresher to staff and provide consistent resources.
87.5% of Rec children entered Y1 in September reading at Book Band 1 and one person reading below this. This is significantly below previous years. 30% of this cohort were working towards the expected standard in Reading at the end of EYFS. At least 75%, in line with NA of Y1 children to be working at least within Book Band 5 by the end of Y1.	1-1 daily reading for children working below national average during Y1, utilising additional adults within school. Additional 1-1 phonic sessions with experienced KS1 teacher/TA. Those children not working within Y1 expectations will receive reading intervention sessions from Sept 21.

<p>Baseline Reading Comprehension Tests in the Autumn Term 2021 have highlighted several children not achieving the expected pass mark. Working Below Expectation:</p> <p>Y1: 100%</p> <p>Y5: 35%</p> <p>Y6: 44%</p>	<p>Small group intervention led by an experienced KS2 teacher during the Autumn/Spring Term. Intervention to focus on the skills of sequencing, skimming, scanning, summarising and inferring. Intervention also to focus on building the children's stamina and resilience. Y6 children to receive additional reading comprehension</p>
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<p>At least 75% (6/8 chn) of Y1 will be working within expected standard for Y1 by July 22. At least 75% (13/18) of Y5 will be working within expected standard by the end of Y5. At least 75% (11/15) of Y6 will be working within expected standard by the end of Y6. These figures reflect the NA of 75% for KS1 and 78% for KS2 Reading results.</p>	<p>sessions as part of their daily class work - delivered by a member of the Y6 team and reading volunteers.</p> <p>Lexia will be trialled to provide further support for struggling readers. Kent consultant reading tests will be used for SAT preparation in the Spring term 22.</p>
<p>To use White Rose Resources to identify gaps in learning and to teach high quality mathematics lessons that: a) cover content missed from previous year as a result of the lockdown) b) build upon prior learning as identified through the use of White Rose Assessment materials - thus ensuring that the children are working at age related expected levels by July 2022 To use White Rose Resources to: c) Continue to deliver high quality maths lessons, that are sequential and build upon prior learning, during any further lockdowns or isolation periods either through live lessons or through videos and content being uploaded - thus ensuring that progress is maintained</p>	<p>Subscribe to White Rose Maths - Premium Resources. Sessions delivered by an experience KS2 teacher for children in KS2 to revisit 4 Rules of Number strategies with those children who are struggling to recall formal methods of + - x ÷ Y6 children to receive additional mathematics sessions as part of their daily class work - delivered by a member of the Y6 team. Chn in Y1-Y6 complete NFER Mathematics tests to identify any remaining gaps in learning. Children in Y4 will be able to recall all times tables up to 12 X 12, with at least 50% of the cohort reaching over 20. Year 4 Multiplication Check Results 20-21: only 6 children achieved over 20. Weekly arithmetic sessions for Y1-6.</p>

<p>Identified children will be able to write simple sentences that are correctly punctuated. Handwriting will be correctly formed, consistent in size and have clear ascenders and descenders. The children writing within the small group will produce good quality writing that is clearly structured, correctly punctuated with simple punctuation and neatly presented, letter formation is correct, letters are consistent in size, ascenders/descenders are clear and differences in quality of writing will be evident from September to July.</p>	<p>1-1 sessions to focus on pencil grip, posture, letter size, shape and spacing. Focus on creating simple sentences and simple punctuation marks. Morning activities include writing activities to develop accuracy. Focus on writing in response to a stimulus. Encourage resilience and stamina for writing. Weekly handwriting sessions. Utilise pen license as encouragement. Handwriting interventions with experienced members of staff.</p>
<p>There will be a clear difference in the quality of writing as seen in the identified children's books from September to July 2022 - in terms of structure, content, punctuation, use of correct tense, presentation and grammatical accuracy. The identified children will be working more in line with expectations for their year group.</p>	<p>Alan Peet materials to be used to support a) sentence structure and b) understanding and use of grammatical terms. Weekly grammar session to be included. Writing in response to a stimulus, i.e. use of Pobble 365. Teacher modelling to be included in weekly planning. Children will have moderation criteria to work towards. Writing moderation to be introduced in September 2021 in order to support teacher judgements and identify gaps in learning.</p>

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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: £10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscribed to National College for CPD of all staff, including Governors.</p>	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.¹ It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise</p>	<p>1, 2</p>

	the importance of teacher quality...' Becky Francis EEF (Professional Development Guidance).	
Additional hours for teaching assistants to provide further support.	Unison and EEF support the impact that teaching assistants can have on the attainment and progress of the children. Unison states that small group or one to one TA support can add 4 months progress to a child. Our data supports the progress of our pupil premium children who receive additional support from a teaching assistant.	1, 2, 3
Resources for weekly Arithmetic sessions Y1-6.	When children have the ability to be fluent at arithmetic it reflects in SAT scores. 'Excellent arithmetic skills (developed through consistent practice) can play a key part in helping pupils succeed in the KS2 SATs' Third Space Learning. Children must recognise, be able to use and manipulate numbers to support their mathematical understanding.	1
Resources for weekly GPS sessions Y1-6.	'Young readers and writers need to understand how language is organised to make meaning and communicate effectively' One Education. Our latest Ofsted report (2017) and 2020-2021 data analysis show gaps in our children's grammatical understanding.	3
NFER assessments Y1-6	Accurate, evidence based assessment is essential in being able to monitor	1, 2, 3

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	progress and identify any misconceptions in order to support teaching and learning. 'The use of robust assessment is an important part of effective teaching. It can improve children's learning and inform system-wide improvement'. NFER	
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<p>Reading books to ensure a full range of genres and to support abilities.</p>	<p>'Understanding the relationship between the sounds of spoken language and the way those sounds can be represented by one or more letters of the alphabet is as fundamental to reading in English - as well as to writing and spelling - as understanding the notes on staves and practicing scales are to playing music. To misquote Shakespeare, it appears that 'some children are born readers, some achieve reading skills and others have reading thrust upon them'. Primary schools encounter and must provide for all three types. The best schools work on the principle that every child can learn to read'. Reading by Six DfE. We place a high importance on reading a wide range of books across the curriculum and value the importance of this skill for every child from a young age.</p>	<p>2</p>
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Targeted academic support

Budgeted cost: £ 12,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Interventions every afternoon and additional TA employed in Reception class</p>	<p>Dr Jonathon Sharples (EEF) Optimus Education states that, 'Evidence from a number of robust evaluations, suggests that when interventions are well structured and supported, they can have a significant positive impact, equivalent to 3-4 months additional progress.</p>	<p>1-5</p>
<p>Tutoring programme</p>	<p>Research by the EEF and National Foundation for Educational Research shows that 'individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support'. It also states that pupils receiving tutoring may make, on average, 4 months additional progress.</p>	<p>1-3</p>

<p>HLTA course for an experienced member of staff</p>	<p>EEF, <i>Guidance Document into the Impact of Teaching Assistants</i>, states that a TA should not replace a teacher and discusses the impact of unqualified adults in relation to the progress of the children. We aim to utilise a HLTA to support vulnerable groups and devise a wealth of interventions to narrow the gap between those and their peers.</p>	<p>1-5</p>
<p>ELKLAN training to develop a speech and language lead within the school</p>	<p>Speech and language is one of our school priorities and has been impacted from COVID 19, ELKLAN Case Study into the impact of a Communication Friendly Settings states:</p> <ul style="list-style-type: none"> • Knowledge of communication skills and the use of appropriate teaching methods increased 22%-32%. • In one primary school, children's attainment increased significantly. • The programme led to schools considering communication needs on • both a whole school and individual pupil level. 	<p>2, 3, 5</p>

Wider strategies

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sports Friday</p>	<p>A mass of research links physical activity to improvements in educational achievement due to sport helping children to develop character and to learn important social and brain skills such as problem-solving, resilience, perseverance, confidence and</p>	<p>4, 5</p>

	teamwork.	
Mental Health and Wellbeing training	Mental Health and Wellbeing is a school priority due to COVID 19, how this has affected children and reduced self esteem. '...mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn' DfE.	5
Swimming lessons	Swim England states, 'Swimming is also incredibly good for your physical and	5

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	mental health and wellbeing'. Swimming is a life skill; we are lucky enough to have a pool at our school. All children from, reception to Y6, have the opportunity to swim at least 3 times a week in the summer term.	
School trips to enhance the curriculum, including National Trust membership	'School trips are an important and beneficial part of primary education, and can be motivating, constructive experiences that enhance learning as well as personal development. Curriculum relevant school trips are especially important as they fundamentally add to depth of learning and understanding of subject matter. They also improve core skills'. Educational Class Trips UK We aim to plan two school trips per year in order to enhance the curriculum and provide a deeper understanding to support the catch up curriculum after COVID 19.	5

Forest School	<p>Forest School has many case studies that support the mass of benefits provided through its delivery:</p> <ul style="list-style-type: none"> • Develop self-regulation skills. • Cope with and learn from failure. • Build resilience (the skill of coping with risk and failure). • Gain a sense of achievement. • Increase motivation and concentration. • Improve problem solving. • Expand their vocabulary and communication skills. • Feel empowered and have new perspectives. • Build positive relationships with adults and peers. • Have overall improved wellbeing and mental health. • All of which support academic success as well as supporting mental health and wellbeing. 	4, 5
ELSA Supervision	<p>'The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children and young people learn better and are happier in school if their</p>	5

	<p>emotional needs are also addressed' Psychology First. Therefore, we aim to meet all needs in order for the children to be able to achieve and reach their potential.</p>	
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Total budgeted cost: £ 27, 555

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. Please see our teacher assessments from last year:

	Year 1 (8)		Year 2 (16)		Year 3 (13)		Year 4 (15)		Year 5 (15)		Year 6 (7)	
Maths	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
WB	0	0	1	2	1	0	1	3	3	5	1	3
WA	0	6	5	6	4	7	2	9	1	4	1	2
W+	0	2	0	0	0	1	0	0	0	2	0	0
Reading	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP	PP	NPP
WB	0	2	2	2	0	0	0	1	1	4	1	3
WA	0	5	4	6	4	9	2	6	3	6	1	2
W+	0	1	0	0	0	0	0	6	0	1	0	0
GPS					PP	NPP	PP	NPP	PP	NPP	PP	NPP
WB					4	1	1	4	4	6	1	3
WA					1	7	1	9	0	5	1	2

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
Arithmetic and GPS weekly sessions for every year group (Y1-6)	Popcorn Education
SCARF (PSHE for whole school)	Corum Education
Speech and Language	ELKLAN
Maths Scheme	White Rose

Further information

After establishing strong relationships with our families, we also provide further financial support in terms of:

Uniform

Swimming and swimming wear

Financial support for school trips

Music lessons and tuition

After School and Breakfast Club

Food bank and voucher scheme

Dorset Winter grant for support towards bills

Festive clothing swap

Additional meals to those in need

Toy appeal for Christmas

Daily Mile