

## Pupil premium strategy statement



This statement details our school's use of pupil 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	100
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	20/9/24
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	A. Muir Chair of Governors
Pupil premium lead	K. Waring Headteacher
Governor	R. Phillips

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,840
Recovery premium funding allocation this academic year	£616, plus £450 tutoring.
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£26,906

## Part A: Pupil premium strategy plan

### Statement of intent

At Hazelbury Bryan Primary School, we provide a culture where all staff are committed to ensuring all barriers to potential are removed and that every child has opportunity to experience success. Our intention is to ensure that all of our pupils flourish, both academically and emotionally, and that all learners have high aspirations for the futures that lie ahead when they leave Hazelbury Bryan Primary School. We strive to further enhance our existing provision for our disadvantaged pupils and have an ambitious vision which provides high-quality education for all learners. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have therefore planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their full potential. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our School Development Plan (SDP).

#### Key Principles of our Strategy

- Continue to build a clear aspirational vision where All staff accept responsibility for narrowing the gap between disadvantaged pupils and their peers.
- We will ensure that daily quality first teaching is prioritised and that a culture of keeping up not catching up is established, closing the attainment gap between disadvantaged pupils and their peers.
- We will recognise that the wellbeing of our pupils is essential for them to become independent, compassionate and responsible learners.
- We will address non-academic barriers such as attendance and behaviour.
- We will continue to build strong relationships with parents/carers.
- Provision is regularly monitored (and adapted where necessary) to ensure the best possible support is received.
- Pupil premium funding will be allocated according to priority classes, groups or individuals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. (We understand that needs and costs will differ depending on the barriers to learning being addressed).

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations suggest that some of our disadvantaged learners do not read regularly at home or have limited knowledge of a range of authors
2	Assessments suggest our disadvantaged learners generally have greater difficulties with writing (both composition and transcription). This is having a negative impact on writing outcomes.
3	Missed language opportunities for some of our EYFS and KS1 children during COVID lockdown is still having a negative impact on oral language skills and vocabulary development.
4	The impact of CV-19: Some children had different lockdown experiences; some continue to need additional support to build resilience, self-belief and engagement to move forward in their learning and ensure a positive wellbeing.
5.	17% of our disadvantaged also have SEND needs. 1 has an EHCP. 5 children have speech and language difficulty (5% of the school yet only 1% of disadvantaged).
6.	The rising cost of living poses further financial challenges

## 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
To ensure Attainment is in line with or above National expectations in reading, writing and maths and overall progress is at least good - disadvantaged learners consistently achieve highly.	<p>Children eligible for Pupil Premium make accelerated progress from their starting points.</p> <p>Effective utilisation of data via SIMS to target intervention precisely and with notable impact.</p> <p>Staff have a good understanding of the EXS for their year group.</p> <p>Pupils attainment in line with National and prior attainment</p> <p>End of Key Stage data at least in line with National</p> <p>Staff training ensures both children with SEND and disadvantaged learners receive the best possible support to maximise outcomes</p>

	<p>through high quality teaching and additional provision.</p> <p>Progress and attainment of all pupils and disadvantaged learners with SEND is monitored and tracked using the new assessment system (SIMS).</p> <p>Class teachers will ensure that quality first teaching and additional interventions use this information to narrow the attainment gaps. Reading is prioritised through 1:1 reading opportunities, the use of our library and a vision to expose all children to a range of quality texts through our revised reading scheme.</p> <p>Whole school provision reviewed for children with SEND and disadvantaged learners to ensure children are receiving research-based interventions.</p> <p>Successful working in partnership with parents and the children with SEND to create termly targets and Provision Maps are reviewed on a regular basis.</p> <p>Subject Leaders effectively lead and monitor with an acute understanding of their subject across the school, groups of learners and progress and attainment over time</p>
Our disadvantaged learners will achieve their highest potential in phonics.	<p>Our children learn rapidly and deeply and move efficiently from learning to read to reading to learn.</p> <p>Phonics progression, lesson planning and assessment structures are cohesive across EYFS and KS1.</p> <p>Staff receive regular training on the delivery of our phonics programme and complete peer observations.</p> <p>New books used for early reading have a positive impact on pupil progress</p> <p>Children eligible for Pupil Premium make accelerated progress from their starting points.</p> <p>Staff maintain high expectations for coverage, pace and progression of learning in all classes.</p> <p>Staff show awareness of the children's developing phonological knowledge beyond the phonic lesson itself.</p>

<p>Children's behaviour, attitude and personal development is exceptional. Children have the skills to regulate their emotions. All staff are confident supporting our pupils who have needs with social, emotional and mental health needs</p>	<p>Behaviour policy is regularly reviewed and celebration assembly has been revamped to further promote our ethos</p> <p>Staff receive training and support through Relational Practice, Outstandingly Happy Award, Emotional Coaching and Zones of Regulation.</p> <p>Begin each day with welcome and greetings from designated staff members.</p> <p>Wellbeing tasks are prepared for children upon arrival.</p> <p>Wellbeing weeks and mental health days are celebrated throughout the school.</p> <p>Walk to school weeks organised.</p> <p>Weekly delivery of PSHE and Forest School sessions</p> <p>Guinea Pigs provide nurture groups.</p> <p>Sports Leaders promote positive attitudes and collaboration.</p> <p>Evidence of successful interventions, such as Building Connections, Hamish and Milo, Lego therapy and ELSA demonstrate children have the strategies to self regulate.</p> <p>Pupil wellbeing questionnaires, teacher observations and ELSA assessments show high levels of wellbeing for our pupils.</p> <p>Our disadvantaged learners display equal resilience, self-confidence and achievement with their non- disadvantaged counterparts. Children are emotionally secure and literate. Happy Heroes provide peer support and drive school initiatives, such as positive people.</p> <p>Continue to plan for enrichment experiences that promote resilience.</p> <p>Engage in well-being CPD.</p>
<p>Varied and enriching opportunities are offered to children who may be disadvantaged, in a range of spiritual, moral, social or cultural opportunities.</p>	<p>Giving our disadvantaged learners the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with advantaged children.</p> <p>An ambitious curriculum designed to give our children the knowledge, self-belief and cultural capital they need to succeed in life. Staff to recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.</p>

	<p>Develop pupil leadership roles and participation in school community so that children can contribute to the life of the school, sports leaders, guinea pig monitors, librarians, litter pickers.</p> <p>Enrichment days.</p>
--	---

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD is tailored to the needs of our school and used to support QFT and targeted support.	<p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/EffectiveProfessionalPractice/Recommendation">https://educationendowmentfoundation.org.uk/EffectiveProfessionalPractice/Recommendation</a></p>	2, 3
Following the revision of our revised phonics scheme, staff are trained on the delivery and all children have at least a good level of teaching.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3, 5
Work to embed a new, robust and evidence based phonics scheme. Staff are trained and all children receive good, if not outstanding teaching in phonics.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>Teaching with fidelity means children make a confident start in Reception. Any updated guidance is updated quickly and tutoring helps</p>	1, 2, 3

	close gaps for children from disadvantaged backgrounds.	
Staff Training - high quality talk - mastery approach - effective feedback	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	3, 4
Development Reading Scheme	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attachment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attachment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	1, 2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a keep up not catch up culture through 1:1, small group work, high quality resources	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> Teaching with fidelity means children make a confident start in Reception.	1 - 5
Bespoke tutoring for disadvantaged learners, personalised to our learner's needs (Targeted SATs booster sessions, Phonics tuition and targeted reading comprehension work)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Learning is targeted at the individual needs of each of our disadvantaged learners. Sessions are either one to one, or in groups, no larger than three. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level	1, 2, 5

	<p>of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	
Increase focus on purposeful talk e.g. work to embed CLPE strategies, develop our high-quality reading scheme	<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 impacts on reading:</p> <p>Oral language interventions   Toolkit Strand  </p> <p>Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2, 3, 4
Disadvantaged learners to read regularly in school to ensure children who are struggling to read	<p>Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own. 1, 2 9 at home get every opportunity to move forwards in their reading. Build opportunities to enable disadvantaged learners to both own and have access to a wider range of books It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks-1</a></p>	1
To work in partnership with parents and our disadvantaged learners with SEND to create termly targets (learning plans), behaviour support plans and Provision Maps which are reviewed on a regular basis.	<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 our 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><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	



	k/educationevidence/guidance-reports/supporting-parents	
--	---	--

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our wellbeing provision: Two ELSAs will be employed and have dedicated time out of class each week. Forest School will be timetabled for whole school.</p> <p>Breakfast and After School Club Provision To measure the impact of the wellbeing of our pupils through questionnaires , and for a select few, an ELSA assessment.</p> <p>Embark on trauma informed school work.</p>	<p>The school should also emphasise the importance of promoting positive mental wellbeing. Schools can use various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing mental health problems. This can include teaching through curriculum subjects such as RSHE or PSHE.</p> <p>Building Connections work with NSPCC will start as we refer children when needed.</p> <p>Work with specialist teachers and parents to ensure appropriate strategies in place:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	4, 6
<p>Increase cultural capital by: children accessing high-quality music sessions with a qualified music teaching</p>	<p>Most of our children aren't exposed to Music lessons at home; therefore, it is the skills responsibility to harness a love of music and to help support children's mental health. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p><a href="https://educationendowmentfoundation.org.uk/educatio">https://educationendowmentfoundation.org.uk/educatio</a></p>	6, 4

	n-evidence/teaching-learning-toolkit/arts-participation	
Increase cultural capital Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) by: planning bespoke enrichment opportunities and ensuring access to school visits	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	3, 4, 6
Picture News	Opportunity to engage disadvantaged learners through news and current affairs, encourage dialogue, debate and reflection.	3, 4, 5

**Total budgeted cost: £25, 000**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

67% of our EYFS children achieved a GLD.

93% of children in Y1 passed the Phonic Screening check (above NA).

72% achieved the expected standard in reading by the end of EYFS.

78% of Reception children finished their Reception year reading books in line with phonics teaching (at the expected level of above). Four children (22%) were reading below this. This is significantly below previous years. 28% of this cohort were working towards the expected standard in Reading at the end of EYFS.

67% of children achieved the expected standard for Reading in Year 2, with 11% achieving GDS.

78% of children achieved the expected standard for Writing in Year 2, with 22% achieving GDS.  
67% of children achieved the expected standard for Maths in Year 2, with 11% achieving GDS.

92% of children achieved the expected standard for Reading in Year 6, with 25% achieving GDS.

92% of children achieved the expected standard for Writing in Year 6.

83% of children achieved the expected standard for Maths in Year 6, with 17% achieving GDS.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
White Rose Maths	White Rose Maths Hub
CPD	National College
SCARF	Corum Education
Power or Reading	CLPE
Music	Charanga
Trauma Informed Schools	Trauma Informed Schools UK