



Hoyland Springwood Primary School

Pupil Premium Strategy Statement 2024 - 2025

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| Headteacher | Jen Clarke | Chair of Governors | Michelle Jones | Business Manager | Rich Wilkinson |
| Deputy Headteacher | Rachel Parker | | | | |
| Pupil Premium Lead | Tara Fear | | | | |

Information Summary:

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|----------------------------|------------|----------------------------|------------|--|--|
| Number of pupils on roll: | 149 pupils | | | | |
| Number of eligible pupils | 81 pupils | Date of most recent review | July 2024 | | |
| Total pupil premium budget | | Date of next review | 15.12.2024 | | |

Funding Overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £122,428 |
| 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 | £122,428 |
| Agreed and signed: Chair of governors: _____ Date: _____ | Agreed and signed: Head Teacher: _____ Date: _____ |

| 2023 Attainment Data | | |
|--|---------------------------------------|--|
| Key Stage 2 in 2024 | Pupils eligible for PP in 2024 | Pupils not eligible for PP 2024 |
| % achieving EXPECTED + in Reading, Writing and Maths | 47% | 43% |
| % achieving EXPECTED + in Reading | 53% | 43% |
| % achieving EXPECTED + in Writing | 53% | 57% |
| % achieving EXPECTED + in Maths | 60% | 57% |
| % achieving at Greater Depth in Reading | 7% | 0% |
| % achieving at Greater Depth in Writing | 0% | 0% |
| % achieving at Greater Depth in Maths | 0% | 29% |
| Key Stage 1 in 2024* | Pupils eligible for PP in 2024 | Pupils not eligible for PP 2024 |
| % achieving EXPECTED + in Reading, Writing and Maths | 50% | 75% |
| % achieving EXPECTED + in Reading | 67% | 75% |
| % achieving EXPECTED + in Writing | 50% | 75% |
| % achieving EXPECTED + in Maths | 50% | 75% |
| % achieving at Greater Depth in Reading | 0% | 25% |
| % achieving at Greater Depth in Writing | 0% | 25% |
| % achieving at Greater Depth in Maths | 0% | 25% |
| EYFS Attainment in 2024 | Pupils eligible for PP in 2024 | Pupils not eligible for PP 2024 |
| % achieving EXPECTED GLD | 67% | 62% |
| % achieving EXPECTED in Reading | 67% | 62% |
| % achieving EXPECTED in Writing | 67% | 62% |
| % achieving EXPECTED in Maths Number | 83% | 62% |
| 2024 Attendance Data | | |
| | Pupils eligible for PP in 2024 | Pupils not eligible for PP 2024 |
| Attendance for 2024 | 92.7% | 95.5% |

*The 2024 outcomes are difficult to interpret as there were only 10 children in the whole cohort (6 PP and 4 no PP)

Statement of Intent:

Hoyland Springwood Primary School is a smaller than average primary school. We have the highest expectations of all our children including those from disadvantaged backgrounds.

A large proportion of our disadvantaged pupils need additional support and we will use all resources available to help them achieve their full potential.

We aim to do this through the best quality first teaching and learning supported by specifically targeted intervention where necessary to ensure progress; aiming that all disadvantaged pupils are achieving in line with their peers.

Funding will also support the wider family and community issues such as attendance and a pro-active approach to pastoral support. We also aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

Principles:

We ensure that teaching and learning opportunities meet the needs of all the pupils

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Hoyland Springwood Primary is a smaller than the average-sized primary school (149 pupils in a 250 place school).

The school serves an area of significant deprivation with 51% of pupils being disadvantaged and are Pupil Premium (national 24.6%).

In some classes this percentage is as high as 76%. In addition 37% of the disadvantaged pupils have SEND.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | A number of children enter EYFS with poor speaking, listening and communication skills |
| 2 | Disadvantaged children's have poor aspirations and employment rates are low. |
| 3 | Delivery of phonics needs to be robust and consistent to ensure that all pupils are readers by 7yrs through the delivery of RWINc. |
| 4 | Historically, disadvantaged pupils do not achieve as well as more able non-disadvantaged pupils. There is proportion of disadvantaged pupils in school that are also SEND |
| 5 | Internal assessments indicate that attainment in writing amongst some of our disadvantaged pupils is below that of their peers |
| 6 | Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers |
| 7 | Our Pastoral records show some of our disadvantaged pupils will require additional support for (anxiety, self-esteem, behaviour management) and will require further support from school. Pupils and their families have social and emotional difficulties, including medical and mental health issues |

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 |
|---|--|
| Increased attainment at ARE at statutory points of assessment for disadvantaged pupils, especially for those that are non-SEND | More disadvantaged pupils attain inline with national data at EYS, KS1 and KS2 points of assessment, especially at greater depth |
| Improved Reading, Writing and Maths combined attainment among disadvantaged pupils especially at greater depth | KS1 Reading, Writing and Maths combined outcomes in 2024 – 2025 show that more disadvantaged pupils meet the expected standard and above in all 3 subjects |
| RWInc is embedded in EYFS and KS1. Pupils are at least in line with ARE at all stages. | Outcomes through phonics screening test is above national consistently with the aim of 100% passing (unless significant SEND needs). |
| Language is the driver for teaching the curriculum, key vocabulary is utilised in all subjects to narrow the gap of disadvantaged pupils through granular knowledge to ensure it is embedded into long term memory. | Language is evident in all environments, pupils are able to use the vocabulary confidently verbally and in their written work. Parents are aware of the key vocabulary they can use to support at home. |
| The school's curriculum for disadvantaged centres around; a love of learning, excellent personal development with ambition and aspiration | There significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils talk positively; about the curriculum they receive |
| Sustained improvement in wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024 - 2025 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, parent feedback and teacher observations |
| Improved attendance of disadvantaged pupils closing the gap between PP and non-PP children | Disadvantaged children meet school attendance expectations, and the number of persistently absent disadvantaged pupils are reduced |

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| | The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. |
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Activity in this academic year

Teaching:

| Action | Costings |
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| Teacher Training costs and the cover staff need to implement training effectively (including NPQs and National College subscription) | £5000 |
| Read Write Inc (including texts, subscriptions to virtual classroom and CPD) | £5000 |
| Reading Leader Time | £2000 |
| Class/library Quality Texts Daily reading books linked to termly themes Assembly books | £2000 |
| Budgeted cost: | £14000 |

Budgeted cost:

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Intensive & high quality CPD for leadership, teaching and support staff: | QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension | 1, 3, 4 and 5 |

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| <p>a) National Professional qualifications</p> <p>b) Oracy and Writing</p> <p>c) Weekly PPA & Pupil Progress Meeting time facilitated by SLT</p> | <p>strategies +6 months, mastery maths +5months, phonics +4 months–EEF) EEF PPG report linked to tier 1 of supporting new teachers. CPD.</p> | |
| <p>Staff CPD Programme to ensure all staff are at least good across all subjects</p> | <p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>CPD programme is evident in staff meetings, network meetings, subscription to The National College, Trust wide training, CPD opportunities with the Alliance Board and online courses</p> | <p>1, 3, 4 and 5</p> |
| <p>EYFS lead to deliver and co-ordinate SALT training, bespoke programmes and CPD across EYFS and KS1</p> | <p>Launchpad for Literacy is all about children, the skills they have and the skills they need for all aspects of literacy. It is a systematic, skill-based approach to improve outcomes in the Early Years and beyond by creating firm foundations and a broad base of readiness, addressing whole school attainment issues from the ‘bottom-up.’ Identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’</p> <p>WELCOMM: Both the Early Years and the Primary toolkits enable you to quickly and easily identify children needing support. Both toolkits provide play-based activities and activities that can be used with parents at home too</p> | <p>1, 3, 4 and 5</p> |

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| <p>High quality and effective RWInc to be delivered to EYFS, Key Stage 1 pupils and intervention for KS2 pupils who still need the intensive programme.</p> | <p>EEF: Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Pupils enter school significantly below ARE with a specific gap in language and understanding. Pupils are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Gap between disadvantaged and non-disadvantaged is wide. Reading the key to learning and school focus on reading as soon as pupils enter school to ensure by 7yrs every child is a reader. Pupil Premium progress in to be a focus of assessment and tracking.</p> | <p>3 and 4</p> |
| <p>New reading reader to access high quality training</p> <p>Reading Leader daily coaching, CPD weekly meetings and development days to support the delivery to ensure quality and consistent approach in all groups.</p> <p>Focus for the disadvantaged pupils in the language and comprehension strand of reading</p> | <p>Daily support to ensure a consistent quality approach to the teaching of phonics and all reading teachers have access to the correct level of support to ensure the rigor. Assessment enables rapid progress movement and drive for all pupils to reach their potential. Pupil Premium progress in to be a focus of assessment and tracking, especially in fluency in the speedy reading of green and story words linking to the progress being made through RWI</p> | <p>1, 3, 4 and 5</p> |
| <p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to</p> | <p>EEF: It is.. important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their</p> | <p>1, 3, 4 and 5</p> |

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| <p>widen their literature to link to the writing.</p> | <p>understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p> | |
| <p>Multiplication to be effectively taught using resources and teaching methods to suit the learning needs of the disadvantaged</p> | <p>Attainment within the MTC is low for the disadvantaged. Having a visual and practical method for teaching will support the disadvantaged pupils make rapid progress. These resources can be replicated for TAs Tuition within class and outside of the maths lesson as required for the disadvantaged. 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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>4</p> |
| <p>Staff CPD for maths at GDS</p> | <p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. Disadvantaged pupils having opportunities to makes connections in knowledge and having thinking explained 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: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups:</p> | <p>4</p> |

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| | <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Staff to structure one session each week using the three reads approach (from EYFS upwards) to ensure all pupils are making connections and identifying the correct information from reasoning problems.</p> <p>Targeted pupils to receive small group intervention to ensure GDS TAF statements are taught and met.</p> | |
| <p>Quality first teaching for all children. All children receive quality first teaching daily so that attainment increases and the gap between disadvantaged children and other children decreases.</p> | <p>The EEF states that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. All staff are supported to keep improving and is this is the priority for Pupil Premium spending EEF research on effective CPD recommends that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how CPD is designed.</p> | 1, 3, 4, 5 and 7 |
| <p>Provide enrichment clubs to support pupils’ social and emotional development and give pupils an opportunity to develop specific talents.</p> | <p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> | 7 |
| <p>Staff CPD for One Life Staff to use the curriculum to maximise opportunities for children to talk: Talk for learning Talk for life</p> | <p>There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> | 1, 3, 4, 5 and 7 |

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| | The demographic of our children and the proportion that are disadvantaged means that dedicated time in the curriculum must be taken to ensure this gap closes | |
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Targeted Academic Support: (tutoring, one-to-one support structured interventions)

Budgeted costs:

| Action | Costings |
|---|-----------------|
| TA interventions = 53% of TAs time (including incredible Me!) | £64,473 |
| 7 TAs complete 1:1 groups for just RWINc | £5235 |
| Budgeted costs: | £69,708 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Highly qualified TA's across school. Targeted intervention for core subjects (Reading/Writing/Maths) | Tuition in the form of 1:1 or towards a targeted group is an effective method to support children who are failing to meet the required standard. Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3, 4 and 5 |

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|---|---|---|
| | One to one tuition EEF (educationendowmentfoundation.org.uk) | |
| 1:1 TAs to support RWINc bottom 20% across school. | <p>EEF: If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>TAs are part of development days, have individualised coaching session and training based on the pupils they teach. Intensive CPD and support provide TAs with appropriate skills to provide specific intervention.</p> <p>Pupil Premium progress in to be a focus of assessment and tracking in phonics.</p> | 3 |
| Disadvantaged children in the Early years and Ks1 are to receive Wellcomm intervention. | <p>Evidence suggest that oral language interventions have an immediate impact on children’s participation in classroom discussion.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |

Wider Strategies: (e.g attendance, behaviour, well-being)

Budgeted Cost:

| Action | Costings |
|----------------------------|-------------------------|
| External emotional support | £6000 |
| Parent Support Adviser | £14,204 (53% of salary) |

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| Magic Breakfast | £4500 |
| Attendance - EWO support (£1791) Attendance Officer (£4,785, 53% of salary) | £6576 |
| Residential | £100 per child |
| Budgeted Cost: | £32,980 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>3 wave approach to attendance outlined in strategy document</p> <p>Fortnightly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence.</p> <p>School to proactively promote attendance through:</p> <ul style="list-style-type: none"> • Implementation of policy and practice • Pastoral Team supporting vulnerable families to reduce attendance. • Reward systems implemented to support attendance and punctuality <p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p> | <p>Whilst this is a bespoke Trust approach to supporting attendance following DfE, Barnsley Local Authority EWO processes. School are hoping to see an improvement in attendance following school closures.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p> | 6 |

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|--|---|---|
| <p>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> • Incredible Me to support children presenting with SEMH difficulties. 1:1 and group intervention in Incredible Me • Pastoral team to support families through EHA framework, Social Services support and intervention • Books Beyond Words Intervention • Social media celebration of achievements | <p>EEF evidence shows that targeted social and emotional interventions support disadvantaged pupils to engage in healthy relationships and emotional regulation which may subsequently increase academic attainment. Social and emotional learning research from EEF (educationendowmentfoundation.org.uk) supports the children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p> | 7 |
| <p>Magic Breakfast provides a free breakfast for all children to start their day.</p> | <p>Food deprivation is prevalent across Hoyland Springwood. Families have been supported through food banks, food vouchers and donations. Research shows hungry children do not perform as well.</p> <p>Pupil Premium children will be encourage to attend to the percentage attending should increase through the year</p> | 7 |
| <p>Subsidising of trips and residential for PP children</p> | <p>To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience</p> | 7 |
| <p>Uniform support for pupil premium children.</p> | <p>Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> | 7 |
| <p>A range of high quality afterschool clubs and holiday clubs. Including</p> | <p>Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and</p> | 7 |

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| Establish wider Pupil Leaders | <p>abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications.</p> <p>Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.</p> | |
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Total budgeted costs: £116,688

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

SEE PREVIOUS REPORT FOR EVALUATION AND THE PUBLISHED DATA AT THE BEGINNING OF THIS REPORT