

## PUPIL PREMIUM SPENDING EVALUATION OF IMPACT 2023 - 2024

### Teaching Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
<p>Intensive &amp; high quality CPD for leadership, teaching and support staff:</p> <p>a) National Professional qualifications</p> <p>b) Oracy and Writing</p> <p>c) Weekly PPA &amp; Pupil Progress Meeting time facilitated by SLT</p>	<p>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 strategies +6 months, mastery maths +5months, phonics +4 months– EEF) EEF PPG report linked to tier 1 of supporting new teachers. CPD.</p>	<p>1, 3, 4 and 5</p>	<p>All staff have received CPD on the oracy framework which is impacting into writing attainment (as seen in improvements in writing attainment in KS2 outcomes at 2024)</p> <p>Another member of staff is engaging in the leadership NQP to develop her leadership skills. She is an effective leader across school as seen in phonics outcomes</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>All teachers are classed as good with the majority classed as outstanding</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>	<p>CLL is one of the highest attaining areas in 2024 with 89% of the children achieving the expected levels in CLL.</p> <p>PP attainment is stronger than that on no PP with 100% being at the expected level in both areas of CLL</p>
<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>The gap between disadvantaged and non-disadvantaged is narrowing and the number of children requiring RWI in KS2 is decreasing but the school wants every disadvantaged pupil to read.</p> <p>Pupil Premium progress in RWI groupings from their baselines to be a focus of assessment and tracking.</p>	<p>3 and 4</p>	<p>PP children have achieved well this academic year in PSC due to the systematic approach to teaching phonics</p> <p>92% of Year 1 children passed PSC which is more with that of no PP (No PP = 89% achieved PSC)</p> <p>Through the school, the number of KS2 children requiring this level of intensive support has decreased</p>
<p>Reading Leader daily coaching, CPD weekly meetings and</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</p>	<p>1, 3, 4 and 5</p>	<p>PP children have achieved well this academic year in PSC due to the systematic approach to teaching phonics</p>

<p>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>enables rapid progress movement and drive for all pupils to reach their potential.</p> <p>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>92% of Year 1 children passed PSC which is mine with that of no PP (No PP = 89% achieved PSC)</p>
<p>Continue to embed the reading culture and offer a range of text styles and authors for all pupils to widen their literature to link to the writing.</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 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 to be a focus of assessment and tracking in pupil progress meetings.</p>	<p>1, 3, 4 and 5</p>	<p>The KS2 programme of a three week cycle for the texts studied has shown to be successful as implemented resulting in the gap closing in reading attainment</p> <p>2022 KS2 = 72% PP and 78% no PP  2023 KS2 = 73% PP and 70% no PP  2024 KS2 = 80%PP and 60% no PP</p> <p>This is also impacting into writing attainment by Year 6 where PP attainment matches that of no PP (80% at EXP levels)</p>
<p>Support for writing for key stage 1 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>Support for spelling for key stage 1 and 2 to</p>	<p>EEF: Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: reading books aloud and discussing them; activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes.</p>	<p>4 and 5</p>	<p>By Year 6 writing of PP attainment matches that of no PP (80% at EXP levels)</p> <p>The APS for PP in spelling at Year 6 has increased by 4.6 from 2023 to 2024</p>

<p>narrow the gap of disadvantaged and non-disadvantaged.</p> <p>Staff CPD for writing using the writing framework, ensuring confidence in the subject knowledge and delivery of targeted intervention when required</p>	<p>The literacy writing process is working well and follows a Gather, Skills, Apply approach which is enabling pupils working at age related expectations to make good progress. Those who are below age related are not making the accelerated progress that they need to, to close the gap to their peers.</p> <p>-literacy lead and PP lead to work together to develop planning with a view to making sure all pupils next steps are planned for and embedded.</p> <p>-staff to be trained on the changes to planning and how we can ensure all pupils have access to their year group related objective whilst ensuring gaps in knowledge are filled.</p> <p>-monitor effectiveness of planning to address gaps for specific pupils. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p> <p>-lessons observations and feedback to be related to progress of pupils working below age related expectations. Pupil Premium progress in to be a focus within monitoring</p> <p>Monitor effectiveness of RWI spelling and use of spellings being practiced through dictated sentences. Spelling trackers to be used effectively to ensure gaps in knowledge are being addressed.</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.</p> <p>These resources can be replicated for TAs Tuition within class and outside of the maths lesson as required for the disadvantaged.</p>	<p>4</p>	<p>Times tables have been taught effectively which has impacted on attainment in 2024 from 2023.</p> <p>44% of PP children passed MTC in 2024 compared to 22% in 2023.</p> <p>PP pupils achieved better than no PP in 2024</p>

<p>Purchase further concrete maths resources to enable children to have more practical maths sessions.</p>	<p>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>Staff CPD for maths at GDS at KS1</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  Small group tuition   EEF  (educationendowmentfoundation.org.uk)  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.  Targeted pupils to receive small group intervention to ensure GDS TAF statements are taught and met.</p>	<p>4</p>	<p>Attainment at GDS at 2024 appears to be on a decline however this is cohort specific and due to the year group size (10 pupils)  Attainment at GDS in maths continues to be an areas of development</p>
<p>Non-class based SENCO, diagnostic tools such as SNAP/YARK, CPD training for SENCO and teaching teams on</p>	<p>EEF - 5 recommendations for SEND in mainstream schools.  SEND that are pupil premium to be a focus group in tracking to ensure rapid progress from their baselines</p>	<p>1, 4 and 5</p>	<p>There has been a change in staff and there is no longer a non-teaching SENCo. This target is no longer appropriate.</p>

the wide range of SEND needs we have.			
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	<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	55% of pupils that regularly attend after school clubs are PP. Pupils speak favourably of the choice of clubs available and enjoy there time spent there.

**Targeted Academic Support: (tutoring, one-to-one support structured interventions)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of Impact
<p>Highly qualified TA's across school.</p> <p>Targeted intervention for core subjects (Reading/Writing/Maths)</p>	<p>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.</p> <p>Small group tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition   EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4 and 5	<p>Reading interventions show pupils are increasing their attainment and closing the gap to non-PP. Where certain pupils are still showing a particular need in this area, they will be re-assessed to ensure that the intervention is targeting the specific need of the pupil.</p> <p>Writing attainment is an area for development across the school. This is forming part of whole school CPD and the opportunity for targeted interventions is being developed.</p>

			Maths attainment, on the whole, is good, with PP out performing non-PP in many areas including the times tables test.												
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	92% of Year 1 children passed PSC which is in line with that of no PP (No PP = 89% achieved PSC) The only children who did not attain PSC are children in The Hub with limited communication skills												
<p>Support for writing for key stage 1 and 2 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>Focus on sentence stacking for all pupils but clarity of expectation for disadvantaged</p>	Literacy lead to train a selected TA to run writing intervention based on a needs analysis in order to close the gap in attainment. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.	4 and 5	<p>At KS1, the gap in data in difficult to interpret due to the number of children (10 pupils in the year group)</p> <p>KS1 attainment for none CIRP:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>22W EXS+</td> <td>36</td> <td>75</td> </tr> <tr> <td>23W EXS+</td> <td>50</td> <td>78</td> </tr> <tr> <td>24W EXS+</td> <td>40</td> <td>100</td> </tr> </tbody> </table>		PP	Non PP	22W EXS+	36	75	23W EXS+	50	78	24W EXS+	40	100
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Disadvantaged children in the Early years and KS1 are to receive Wellcomm intervention.	Evidence suggest that oral language interventions have an immediate impact on children’s participation in classroom discussion. Oral language interventions   EEF (educationendowmentfoundation.org.uk)	1	<p>One PP child in KS1 has achieved EXP in reading due to the language intervention received.</p> <p>100% of PP children achieved expected levels in FS2 in CLL. Wellcomm was used effectively to track and target teach all these pupils.</p>												

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

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3 wave approach to attendance outlined in strategy document Fortnightly meetings to be held to monitor	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.	6	PP attendance is 92.24% for the whole year with Non-PP attendance at 93.82%. Attendance is still below the target of 97%



<p>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"> <li>• Implementation of policy and practice</li> <li>• Pastoral Team supporting vulnerable families to reduce attendance.</li> <li>• Reward systems implemented to support attendance and punctuality</li> </ul> <p>Targeted support from EWO for families struggling with attendance. Home visits to take place as required</p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>Pupil Premium attendance to be analysed to ensure positive trends this academic year and action taken as needed based on analysis</p>		
<p>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> <li>• Incredible Me to support children</li> </ul>	<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 (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) supports the</p>	7	<p>PP indicators show a clear link to social skills, concentration and understanding right and wrong. Incredible Me plans have been developed and implemented by a trained TA and then by the parent support advisor.</p>

<p>presenting with SEMH difficulties. 1:1 and group intervention in Incredible Me</p> <ul style="list-style-type: none"> <li>• Pastoral team to support families through EHA framework, Social Services support and intervention</li> <li>• Books Beyond Words Intervention</li> <li>• Social media celebration of achievements</li> </ul>	<p>children, especially during and after the COVID-19 pandemic.</p> <p>Pupil Premium children to be the main focus of intensive support</p>		<p>Most behaviour instances are concerning a very small number of children who are accessing support from Incredible Me! Programme.</p> <p>Successful support has been given to families and this is ongoing.</p> <p>Termly meetings were held with Compass Be where concern children were discussed. Referrals were made and 2 children were accepted onto personalised programmes to support their emotional needs. 2 further families received support from BSARCS</p>
<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 encouraged to attend to the percentage attending should increase through the year</p>	<p>7</p>	<p>Out of the 66 pupils currently regularly attending breakfast club, 55% are PP. The majority of PP who do not access breakfast club are from the Hub or Resource and access school transport which prevents them from coming to our breakfast club.</p> <p>The provision of breakfast club allows the opportunity for all pupils to access lessons where their basic needs have been met. Teaching and learning is therefore not interrupted and pupils engagement in the morning is good.</p> <p>Any extra breakfast items are distributed to classes to give to pupils who are PP to help support at home.</p>

Subsidising of trips and residential for PP children	To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience	7	All PP pupils were able to access financially due to the subsidy and provision to pay in instalments meaning that they all paid the amount required.
Uniform support for pupil premium children.	Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour. School uniform   EEF (educationendowmentfoundation.org.uk)	7	<p>The PSA has secured money from many different pots to support vulnerable, deprived families.</p> <p>From:</p> <ul style="list-style-type: none"> <li>Stronger families</li> <li>Barnsley Council</li> </ul> <p>Help a Hallam child, this has been for several years now. And has included Christmas presents but also a grant</p> <ul style="list-style-type: none"> <li>The Household fund</li> </ul> <p>This funding has been used to purchase:</p> <ul style="list-style-type: none"> <li>Aldi vouchers for food</li> <li>School uniform</li> <li>Coats</li> <li>Shoes</li> <li>Period pants &amp; provisions</li> <li>Under wear</li> <li>Socks</li> <li>Pyjamas</li> <li>Hygiene packs including soap, shampoo, toothbrushes &amp; toothpaste</li> <li>Towels</li> <li>Bedding</li> <li>Duvets/pillows</li> </ul>

			<p>Waterproof mattress protectors</p> <p>More school uniform</p> <p>More coats</p> <p>More shoes</p> <p>Clothes airers</p> <p>Slow cookers</p> <p>And more food vouchers</p>
<p>A range of high quality afterschool clubs and holiday clubs. Including</p> <p>Establish wider Pupil Leaders</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 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>	7	<p>55% of pupils that regularly attend after school clubs are PP.</p> <p>Pupils want to have leadership roles within school and there are different role areas to cater for different preferences and talents.</p> <p>69% of our current JLT is PP</p>