

KS2 Attainment 2019 last published data.		
Key Stage 2	Pupils eligible for PP	Pupils not eligible for PP 2019
% achieving EXPECTED + in Reading writing and maths	27%	100%
% achieving EXPECTED + in Reading	40%	100%
% achieving EXPECTED + writing	53%	100%
% achieving EXPECTED + in maths	60%	100%
% achieving at Greater depth in Reading	7%	50%
% achieving at Greater depth in writing	7%	50%
% achieving at Greater depth in maths	7%	67%
Key Stage 1		
% achieving EXPECTED + in Reading writing and maths	0%	18%
% achieving EXPECTED + in Reading	38%	73%
% achieving EXPECTED + writing	38%	73%
% achieving EXPECTED + in maths	54%	82%
% achieving at Greater depth in Reading	8%	36%
% achieving at Greater depth in writing	8%	27%
% achieving at Greater depth in maths	8%	36%
EYFS Attainment 2019		
% achieving EXPECTED GLD	57%	78%
% achieving EXPECTED in reading	57%	78%
% achieving EXPECTED in writing	57%	78%
% achieving EXPECTED in maths number	57%	100%
% achieving EXPECTED in maths SSM	57%	100%
Attendance for 2019	Pupils eligible for PP	Pupils not eligible for PP
Persistent absence % for PP pupils.	92.4%	96.5%

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 (145 pupils in a 250 place school).

The school serves an area of significant deprivation with 52 % of pupils being disadvantaged and currently entitled to FSM (national 20.8%) and 56% are Pupil Premium. In some classes this percentage is as high as 63%. In addition 45% of the disadvantaged pupils have SEND.

Challenge number	Detail of challenge
1	A number of children enter EYFS with poor speaking, listening and communication skills
2	Disadvantaged children's wellbeing is poor and the households in which they live 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	Disadvantaged children's attendance rates are traditionally not as high as their non-disadvantaged peers
6	School closure had a significant impact on our disadvantaged children with some not accessing the online learning offer and not having access to support at home.
7	Pupils and their families have social and emotional difficulties, including medical and mental health issues

Intended Outcomes:

Intended outcome	Success criteria
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils, especially for those that are nonSEND	More disadvantaged pupils attain inline with national data at EYS, KS1 and KS2 points of assessment
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 the specific teaching of content 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.
Staff, pupils and parents have support for mental health and well-being.	All stakeholders are aware of the support available for well-being and mental health. Staff illness will reduce based on stress/anxiety. Pupils are able to explain emotions and have solutions to support
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

Activity in this academic year

Teaching:

Action	Costings
Teacher Training costs (including Nature Friendly Schools) and the cover staff need to implement training effectively	£5000
Read Write Inc	£10000
Reading Leader Time	£2000
Class/library Quality Texts	£2000
Budgeted cost:	£19000

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All subject leaders support the quality wave one teaching for the whole curriculum to improve the language associated with the NC and learning is focused on knowing more and remembering more.</p> <p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET as well as phase meetings and leadership time to support the planning, delivery, monitoring and evaluation of all subjects.</p> <p>Trips, visitors, links in the community to widen experiences and support of what the community has to offer to widen knowledge and understanding of their world and the wider world through the curriculum offer. Staff to have appropriate CPD to support to deliver the high quality learning of all subjects.</p>	1, 2, 4 and 6

<p>Consistent delivery of all subjects and accurate assessment of all subjects.</p>	<p>Clear progression maps and assessment criteria through Eazmag ensures that the whole curriculum is taught with the same rigor and emphasis of core subjects. Pupils experience and knowledge is varied based on their life experiences and through the delivery learning experiences widen their opportunities.</p> <p>Covid-19 lockdowns disrupted learning for all pupils and meant that coverage of the wider curriculum was incomplete.</p> <p>Subject leader roles to be developed along with monitoring of the effectiveness of the teaching of the wider curriculum.</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>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>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 7 every child is a reader. Pupil Premium progress in to be a focus of assessment and tracking.</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.</p>	<p>1, 2, 3, 4 and 6</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 in to be a focus of assessment and tracking in pupil progress meetings.</p>	
<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged.</p> <p>All staff CPD for writing, ensuring confidence in the subject knowledge and delivery of targeted intervention.</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>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>4</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>	
Develop the use of our outdoor spaces	It is widely recognised that nature and time outside has a positive impact on wellbeing. This is particularly important in the aftermath of the covid-19 lockdowns in order to ensure the positive attitude and wellbeing of the pupils and staff in school.	2, 4, 6 and 7
Develop metacognitive strategies and skills	EEF Research shows that pupils who have skilled metacognitive approaches to their learning are more likely to make accelerated progress in their learning.	2, 4, 6 and 7
Develop pupil speaking and listening and oracy skills.	<p>To allow the children to develop good pronunciation and oracy skills which underpin successful communication, verbally and in writing.</p> <p>-whole school focus during lessons and unstructured parts of the day.</p> <p>-structured interventions put in place for identified pupils who need an intensive language focus.</p> <p>-talk and oracy activities planned carefully in all aspects of the curriculum.</p> <p>-the writing process to include stepped and talked through approaches to writing and planning work. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	1, 2 and 6

	-pupils below age related expectations to have opportunities planned into literacy sessions for them to speak through their ideas and sentences, using a MTYT approach to ensure short term memory.	
All KS1 staff CPD for maths, ensuring confidence in the subject knowledge and delivery of targeted intervention and ensure basic number is taught effectively.	EEF research into early mathematics; 'Improving Mathematics in the Early Years and Key Stage 1' reviews the best available evidence to offer five recommendations for developing the maths skills of 3–7-year olds Use of number sense and mastering number within everyday teaching to impact on attainment in the early stages of number. Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.	1, 4 and 6

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

Budgeted costs:

Action	Costings
TA interventions = 56% of TAs time (including incredible Me!)	£68,125
7 TAs complete 1:1 groups for just RWINc	£5235
Budgeted costs:	£73360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly qualified TA's across school	<p>Ensure that additional capacity of TAs impacts on the outcomes for all pupils, especially those with additional needs.</p> <p>Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve ARE or catch up to ARE due to COVID</p> <p>Ongoing programme of CPD to support teaching and learning.</p> <p>Pupil Premium progress in to be a focus of assessment and tracking in pupil progress meetings.</p>	1 and 3
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>	1, 3 and 4

	<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>	
<p>Support for writing for key stage 2 to narrow the gap of disadvantaged and non-disadvantaged. Focus on I, We, you do approach in the writing format</p>	<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.</p>	<p>1, 3 and 4</p>

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

Budgeted Cost:

Action	Costings
External emotional support	£6000
Parent Support Adviser	£15,008 (56% of salary)
Magic Breakfast	£4500
Attendance - EWO support (£1791) Attendance Officer (£5068, 56% of salary)	£6859
Residential	£1700 (£100 per child)
Budgeted Cost:	£32,367

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. 	<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>	2, 6 and 7

<ul style="list-style-type: none"> 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>Early identification of children with wellbeing difficulties and action taken.</p> <ul style="list-style-type: none"> TADs support for identified pupils Incredible Me to support children presenting with SEMH difficulties Pastoral team to support families through EHA framework, Social Services support and intervention Weekly celebration assembly 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>	<p>2, 4, 5, 6 and 7</p>
<p>1:1 and group intervention in Incredible Me</p> <p>Well-being actions from PHSCE and Curriculum lead to support pupils.</p>	<p>As part of the well-being of our pupils and the high level of need based around safeguarding, grief, family splits and increase of domestic violence, school have funded a full time TA to support the emotional regulation and well-being of pupils. This is completed through 1:1 and small group work.</p> <p>Pupil Premium children to be the main focus of intensive support</p>	<p>2, 4, 5, 6 and 7</p>

Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)	Hoyland Springwood has a vast number of pupils who have experienced trauma and need specialist intervention. External agencies and therapists works closely with the families to offer guidance and support. Pupil Premium children to be the main focus of intensive support	2, 4, 5, 6 and 7
Magic Breakfast provides a free breakfast for all children to start their day.	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. Pupil Premium children will be encourage to attend to the percentage attending should increase through the year	2, 4, 5, 6 and 7
Subsidising of residential visits for PP children	To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience	2 and 7

Total budgeted costs: £124,627

£8,262 of School Tutor Led Grant – Route 3 to be used to support this plan

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes:

SEE PREVIOUS REPORT FOR EVALUATION

Externally provided programmes: NA