

PUPIL PREMIUM SPENDING EVALUATION OF IMPACT 2022 - 2023

Teaching Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<p>Long term plans identify trips, visitors and possible links in community to build experiences and aspirations of all pupils.</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>	<p>1, 2, 6 and 7</p>	<p>All classes have completed trips and experiences within the community and further afield. These trips have been linked to various topic areas such as history, geography and science.</p> <p>Links have been made with RE places of worship and so next year, further experiences will be conducted into these places.</p> <p>Trips are already planned and some are booked for next year.</p> <p>100% PP children talked positively about the experiences and used appropriate vocabulary linked to the opportunities</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>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</p>	<p>3</p>	<p>100% Y1 phonics achieved for disadvantaged</p> <p>100% of Y1 and 2 phonics were achieved for disadvantaged.</p> <p>All monitoring shows excellent quality provision of RWInc across all teachers.</p>

	<p>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>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>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>	3	<p>Reading leader has held CPD weekly where all reading teachers have had an individual program of CPD. Results from monitoring and assessments show the success of this CPD provision.</p> <p>External moderation has verified that Early reading is taught well by all reading teachers</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</p>	1, 4 and 5	<p>Pupil voice shows that all pupils have experience of lots of different texts when reading at home and at school.</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</p> <p>2023 KS2 = 73% PP and 70% no PP</p>

	in to be a focus of assessment and tracking in pupil progress meetings.		
<p>Support for writing for key stage 1 to 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>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</p>	4 and 5	<p>Attainment shows that the gap in writing in closing across the school:</p> <p>Current year 3 – gap of 5% (same as 2022)</p> <p>Current year 4 – gap of 5% (closed by 27% from 2022)</p> <p>Current Year 5 – inline (same as 2022)</p> <p>Current Year 6 – gap of 11% (closed by 11% from 2022)</p> <p>Writing is still an area which needs development throughout school to bring it in line with national. The basic structure of the writing process has been shown to be successful in developing aspects of the children's writing, which has been validated through external moderation. Further work needs to be completed on ensuring consistency of the basics such as handwriting and punctuation.</p>

	<p>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>		
Further develop the use of our outdoor spaces	<p>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.</p>	1, 4, 6 and 7	<p>Outdoor spaces are used more frequently by classes, especially the development of the spaces for EYFS and KS1.</p> <p>Development of the playground area near the entrance to school has been explored also.</p> <p>The PP children talk positively about their learning opportunities.</p>
Quality wave 1 on going training and CPD for teachers	<p>Spending on improving teaching including professional development to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. This is a key ingredient for a successful school.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 3, 4 and 5	<p>All teaching has been judged to be good or better on monitoring throughout the year.</p>

<p>Standardised diagnostics assessments purchased (YARC with NFER) to support targeting teaching based on misconceptions</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>	<p>NFER is used at the data collection points at each term to help teachers make their judgements. Teachers are confident to use these diagnostic assessments to support their pupils which has resulted in improved attainment in reading: 2022 KS2 = 72% PP and 78% no PP 2023 KS2 = 73% PP and 70% no PP 2022 KS1 = 39% PP and 80% no PP 2023 KS1 = 60% PP and 67% no PP</p>
<p>Daily targeted intervention by teachers linked to classroom teaching and the curriculum.</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>4</p>	<p>Interventions have been strictly timetabled for all teaching assistants each afternoon. These have been targeted based on conversations in PPM on attainment and progress to ensure all pupils can achieve their potential. Impact in data across school with PP closing the gap on no PP across most subjects in most year groups</p>
<p>Purchase of high quality resources to support with teaching (Wider curriculum books, Purple Mash, Times tables Rockstars, Numbots etc..).</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>4</p>	<p>The resources we purchase have been streamlined this year in order to ensure we provide the best resources for the children with a view to cost/value analysis. Monitoring shows all teachers are delivering high quality lessons. KS2 PP children attained well compared to no PP: 72% achieving expected in 2023 compared to 67% no PP</p>

	High-quality teaching EEF (educationendowmentfoundation.org.uk)		The gap in attainment at KS1 in maths reduced bringing attainment of PP in 2023 inline with no PP
Provide enrichment clubs to support pupils' social and emotional development and give pupils an opportunity to develop specific talents.	There is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	6 and 7	The selection of clubs has been developed this year and a wide selection of different experiences have been available. All clubs are free and available to all pupils. The vast majority of PP children enter the classroom ready to learn due to the positive morning start they have had

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>	<p>4</p>	<p>Impact in data across school with PP closing the gap on no PP across most subjects in most year groups</p> <p><u>Year 2 2023:</u></p> <p>R – Attainment of PP increased by 19%. PP out performing no PP</p> <p>W – Attainment remains as in 2022. No gap to no PP</p> <p>M - Attainment of PP increased by 21%. PP now performing inline with no PP</p> <p><u>Year 3 2023:</u></p> <p>R – Attainment of PP increased by 16%. PP are broadly inline with no PP (narrowed gap by 36%)</p> <p>W – Attainment of PP increased by 27%. PP are broadly inline with no PP (narrowed gap by 27%)</p> <p>M - PP now performing inline with no PP</p> <p><u>Year 4 2023:</u></p> <p>R – Gap remains as in 2022</p> <p>W – Attainment remains as in 2022. No gap to no PP</p>

			<p>M - Gap remains as in 2022</p> <p><u>Year 5 2023:</u> R – Attainment of PP increased by 6%. PP are broadly inline with no PP (narrowed gap by 19%) W – Gap remains as in 2022 M – Attainment narrowed gap by 4%</p> <p><u>Year 6 2023:</u> R – Attainment of PP increased by 28%. PP are broadly inline with no PP (narrowed gap by 22%) W – Attainment remains as in 2022 M - Attainment of PP increased by 36%. PP out performing no PP</p>
<p>1:1 TAs to support RWINC bottom 20% across school to ensure PP children are able to read and attainment remains high</p>	<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>3</p>	<p>Strong reading teachers and tutors have meant that attainment is strong with 100% PP children in Year 1 passing the PSC.</p> <p>Progress of PP children in Y1 has been rapid from their baselines</p>

	<p>TAs are part of development days and CPD sessions, 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 1 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>	5	<p>Writing intervention at KS1 has decreased the gap in attainment at the expected level:</p> <p>2022 = 28% PP and 60% no PP 2023 = 47% PP and 58% no PP</p> <p>The gap has closed by 17%</p>
<p>Disadvantaged children in the Early years and Ks1 are to receive Wellcomm intervention.</p> <p>EYFS data gap for PP as this is an anomaly in 2022 due to only 1 pupil being PP</p>	<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	<p>No PP child achieved GLD in 2022 due to CLL attainment. In 2013, this increased to 100%.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation of impact
<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>	<p>6</p>	<p>PP attendance has improved from this point last year and is closing the gap between PP and non-PP.</p> <p>Attendance is showing an upwards trend being at 93.66% for non-PP this year compared to 91.17% last year. The percentages for non-PP have remained roughly the same, so the gap between the two is narrowing.</p>

<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>	<p>6 and 7</p>	<p>Most behaviour instances are concerning a very small number of children who are accessing support from the PSA through either Books Beyond Words or the ECM Trust Incredible Me! Programme.</p> <p>Compared to 2021/22, there is a reduction in the number of incidents from PP children in 22/23 through the year.</p> <p>4/6 PP families receiving support stated there was improved behaviour at home.</p> <p>80% of PP children identified for books beyonds and Incredible Me for their emotional wellbeing significantly decreased their incidents. 60% had no incidents in Summer 2023</p>
<p>Additional support for social, behavioural and emotional issues (provided by external professionals including SLE from Springwell, staff from BESST, EP, and TADS)</p>	<p>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</p>	<p>6 and 7</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>By the end of the year, all 4 children settled quickly into learning and there were no behaviour incidents for these children.</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>6 and 7</p>	<p>Out of the 80 pupils currently regularly attending breakfast club, 65% 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>

	Pupil Premium children will be encourage to attend to the percentage attending should increase through the year		The vast majority if pp children start their learning effectively due to the positive start they experience in school.
Subsidising of trips and residential for PP children	To enable all pupils, irrespective of family circumstances, to take part in a residential visit experience	2, 6 and 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)	6 and 7	All families that need support with uniform have had the opportunity to collect uniform that is in a good, clean condition at any point from our parent support advisor. She has also organised for 8 families to gain help at Christmas from Help a Hallam Child. Other funding has been accessed to provide uniform support including money for shoes and coats for 13 families. She has also provided access to supermarket vouchers for pupils who are PP and who have social care involvement. These children have all attended school more regular through the year