

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data   |
|---|--|
| School name   | Hayfield Cross Church of England School        |
| Number of pupils in school  | 339 (375 – Nov 21)                             |
| Proportion (%) of pupil premium eligible pupils   | 5.6% (5.0% - Nov 21)                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024            |
| Date this statement was published   | December 2021                                  |
| Date on which it will be reviewed   | July 2022                                      |
| Statement authorised by   | Craig Charteris, headteacher                   |
| Pupil premium lead  | Rachael Stolz / Lorna Newcombe, Inclusion Lead |
| Governor / Trustee lead   | Lindsey Atkins, Inclusion Governor             |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £20,175 |
| Recovery premium funding allocation this academic year  | £ 2,175 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £22350  |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Hayfield Cross C of E School, we recognise that pupils eligible for pupil premium may face challenges in developing the resilience, determination and enjoyment in the challenge of learning needed to access and fully embrace the opportunities of our 'Be Brave Curriculum'. It is our intention that this strategy will address these inequalities and remove the resulting barriers to learning to enable all pupils, regardless of their background or circumstance, to achieve their full potential.*

*Our pupil premium strategy embodies the school's Christian values of joy by supporting the mental health and emotional well-being of our most vulnerable pupils, integrity in our rigorous scrutiny of the effectiveness of our pupil premium spend and fellowship through our commitment to offer support to the pupils and families in our school community facing a range of challenging circumstances.*

*The intended outcomes of this strategy are:*

- All pupils will make good or outstanding progress from their starting points*
- The gap between the attainment of pupils eligible for pupil premium and their peers will be closed*
- All pupils facing challenging circumstances will have their emotional well-being supported to ensure they are in the best place to learn*
- Pupils eligible for pupil premium will have full access to the curriculum, opportunities for enrichment and extra-curricular activities*

*To achieve these outcomes, we will:*

- Identify the individual and collective needs of the current pupil premium cohort and target evidence based intervention and support to help them overcome these barriers to learning*
- Closely monitor and scrutinise the effectiveness of the pupil premium spend in line with the assessment cycle.*
- Raise the profile of pupils eligible for pupil premium in the school and support teachers and support staff to understand how best to support disadvantaged pupils to achieve their potential*
- Ensure disadvantaged pupils have support to access technology, uniforms, trips and extra-curricular activities determined by need*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Maths attainment</b> – Internal assessments indicate that maths attainment among our disadvantaged pupils is significantly below that of our non-disadvantaged pupils. Summer 2021 Y1-6 aggregate at or above ARE: PP 47.3% Non PP 59.9%   |
| 2                | <b>Reading attainment</b> - Internal assessments indicate that reading attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils. Summer 2021 Y1-6 aggregate at or above ARE: PP 63.1% Non PP 67.21%  |
| 3                | <b>Writing attainment</b> - Internal assessments indicate that writing attainment among our disadvantaged pupils is below that of our non-disadvantaged pupils. Summer 2021 Y1-6 aggregate at or above ARE: PP 47.4% Non PP 49.3%   |
| 4                | <b>Economic Barriers</b> – Some of our pupils eligible for pupil premium would have limited access to after school activities, residential trips and cultural experiences as well as resources such as uniforms and equipment without financial support   |
| 5                | <b>Mental Health and Emotional Well-being</b> – We recognise our pupils eligible for pupil premium are disproportionately affected by challenges evident throughout our wider school population; financial difficulties including parental unemployment, long term parent illness and mental health difficulties, bereavements, family conflict, relationship breakdown and divorce. 79% of our disadvantaged pupils are being raised in homes where their parents do not live together |
| 6                | <b>Attendance</b> - There is no discernible difference between the attendance of pupils eligible for pupil premium and their peers as a group however there are a small number of persistent absentees among the pupil premium cohort who require individual support to address the varied underlying issues behind their attendance  |

## 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  |
|--|---|
| <i>Improved maths attainment for disadvantaged pupils at the end of KS2</i>  | In 2022, Y1-6 aggregate in maths will be >55% with an attainment gap of <5% to non-pupil premium pupils   |
| Improved attainment in reading among disadvantaged pupils at the end of KS2  | In 2022, Y1-6 aggregate in reading will be >65% with an attainment gap of <2% to non-pupil premium pupils   |
| Improved writing attainment for disadvantaged pupils at the end of KS2   | In 2022, Y1-6 aggregate in writing will be >60% with an attainment gap of <2% to non-pupil premium pupils   |
| Pupils eligible for pupil premium will have opportunities to access trips, after school activities, music lessons and enrichment experiences alongside their peers | Pupils eligible for pupil premium will be at least proportionately represented at all school activities including after school opportunities, will be able to study an instrument if desired and attend residential trips |
| Disadvantaged pupils will achieve and sustain demonstrably improved well-being, engagement with learning and social interaction with peers                         | Sustained high levels of well-being:  |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>- Reduction in referrals for pupils eligible for pupil premium to the Inclusion Team for emotional support</li> <li>- Measurable improvement in scores for pupils being assessed via termly SDQs</li> <li>- qualitative data from pupil and parent voice and teacher assessments</li> </ul> |
| <p>To sustain high levels of attendance for disadvantaged pupils for the pupil premium cohort and address individual barriers to attendance</p> | <p>Attendance for disadvantaged pupils will remain above 96%, no disadvantaged pupils will be persistently absent (&gt;10%)</p>  |

## Activity in this academic year

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

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

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

Budgeted cost: £ 11,403.44

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>School Led Tutoring</i><br/>(first £1,620 NTP funded)</p> <p>8 children to receive 15 hrs 1:1 catch up provision from NTP</p> <p>=£540 after subsidy</p> | <p>EEF (+4)</p> <p>EEF defines small group tuition as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>School tuition is being allocated to pupils identified through internal assessment data at pupil progress meetings. Tuition is being delivered in after school sessions by teachers and TAs with QTS currently on school staff.</p> | 1,2,3                         |
| <p>4 TAs delivering 28 hrs interventions</p> <p>= £10863.44</p>  | <p>EEF (+4)</p> <p>EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Small group and individual interventions for identified individuals and groups informed by assessment data and agreed with SLT in pupil progress meetings. The effectiveness</p>  | 1,2,3                         |

|  |   |  |
|--|---|--|
|  | of these interventions is closely monitored via the school wide provision map |  |
|--|---|--|

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

Budgeted cost: £ 11,066.71

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>External PTUK registered Play Therapist.</i><br/>1 day a week = £4,320</p> <p><i>Family Support Worker appointed to work with vulnerable families, support factors impacting attendance and individual social emotional interventions</i><br/>75% 2.5 days = £6,296.25</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – EEF determine that social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. We do however acknowledge the need to closely scrutinise the impact of specific social and emotional programmes and interventions.</p> <p>EEF identify three broad categories of SEL interventions:</p> <ul style="list-style-type: none"> <li>-School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> <li>-Universal programmes which generally take place in the classroom with the whole class;</li> <li>- More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul> <p>At Hayfield Cross we prioritise emotional well-being and good mental health for both pupils and staff and embed this across the curriculum.</p> <p>Where individual needs are identified these are supported in the first instance through 1:1 and small group intervention from the Family Support Worker including; Nurture group, Walking (and talking) with the school dog or goats, Protective Behaviours, Drawing and Talking and emotional regulation work.</p> <p>For pupils requiring a higher level of intervention, the school has commissioned a PTUK certified play therapist to work 1:1 with children one day a week</p> | <p>5,6</p>                    |
|  |  |                               |

|   |   |                  |
|---|---|------------------|
| <p><i>Music tuition</i><br/>NMPAT = £248.98</p>   | <p>EEF (+3)</p> <p>EEF research shows the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>EEF define arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</p> <p>For pupils who show interest in pursuing music lessons we will provide subsidised instrument tuition through Northamptonshire Music and performing Arts Trust.</p>  | <p>4 (1,2,3)</p> |
| <p><i>Subsidised school uniform and school trips</i></p> <p><i>Residential = £175</i><br/><i>Cool milk = £26.48</i></p> | <p>EEF research shows that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. It does however state that, if a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p>It is our view that removing financial barriers for pupils to access enrichment opportunities available through school and to have the correct school uniform /resources ensures pupils identify as part of, and feel included in the wider school community which then fosters the emotional well-being and intrinsic motivation needed to make good progress.</p> |                  |

**Total budgeted cost: £ 22,380.15**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| Attainment                                  |         |         |       |
|---|---------|---------|-------|
| Sum 2021 Y1-Y6<br>ARE or above              | Reading | Writing | Maths |
| Pupils eligible for pupil premium           | 63.1%   | 47.4%   | 47.3% |
| Pupils not eligible for pupil premium       | 67.21%  | 49.3%   | 59.9% |
| Progress                                    |         |         |       |
| 4 steps or more Y1-Y6<br>Aut 2020 –Sum 2021 | Reading | Writing | Maths |
| Pupils eligible for pupil premium           | 52.6%   | 52.7%   | 57.9% |
| Pupils not eligible for pupil premium       | 75.6%   | 60.5%   | 75.2% |

Due to COVID-19, performance measures have not been published for 2020 to 2021, we have therefore used internal data for Y1 – 6 to evaluate impact. We recognise the impact COVID has had on the progress of all pupils especially for disadvantaged pupils. Through the target support plan set out in this three-year strategy we aim to eradicate the attainment gap for our pupils and support the recovery plan for all pupils.

The pupil premium strategy for 2020-2021 was heavily focused on supporting the children to cope with the emotional impact of COVID and the resulting changes they experienced both in school and at home. Significantly, attendance for our disadvantaged pupils was good at 97%, with attendance for not disadvantaged pupils at 97.4%. Pupils have been supported through social and emotional programmes with positive individual outcomes.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider                             |
|-----------|--------------------------------------|
| SHINE     | £900 funded through Catch up funding |
|           |                                      |

## Service pupil premium

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| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Due to the small number of pupils eligible for the service premium on roll, support is provided on the basis of individual needs with an emphasis on pastoral interventions delivered by key adults within their year group and the family support worker as required. The focus for this group of children is to help them overcome challenging times and mitigate the negative impact of family mobility or parental deployment, by addressing this barrier to learning we can ensure high levels of attendance and engagement as well as good academic progress. |
| What was the impact of that spending on service pupil premium eligible pupils? | <ul style="list-style-type: none"> <li>- Attendance for pupils eligible for the service premium for 2020-2021 was 98%</li> <li>-100% children eligible for the service child premium made at least good progress (4 steps +) last year in reading and maths, 66.7% made at least good progress in writing</li> </ul>  |