

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	Hylton Castle Primary School
Number of pupils in school	208 (+25 nursery)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Lisa Wood, Headteacher
Pupil premium lead	Lisa Wood, Headteacher
Governor / Trustee lead	Mrs D Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,290
Recovery premium funding allocation this academic year	£7,105
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	£120,395

Part A: Pupil premium strategy plan

Statement of intent

At Hylton Castle Primary School, our intention is that all pupils, reach their full potential, irrespective of their backgrounds and the barriers that they may face. The rationale behind our strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting points.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed as early as possible. All our work will aim to accelerate progress, overcome barriers to learning and provide experiences so that vulnerable pupils achieve similar outcomes to their peers and diminish the difference between disadvantaged and non-disadvantaged both within school and nationally. It is our desire that no pupil is left behind and we use our pupil premium funding effectively to achieve this.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our aim is to offer pupils a purposeful, meaningful, broad and balanced curriculum, with real life experiences in order to create young people who are life ready and independent. The strategy underpins our wider intention of developing the whole child who, as adults, can take their place as active citizens in society.

At Hylton Castle Primary School, we will use regular, robust assessments to identify barriers to learning, those that are both common and/or individual to our children at the earliest opportunity. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have high expectations for ALL pupils, including those who are disadvantaged
- act early to intervene at the point need is identified
- have a whole school approach, in which all staff take responsibility for disadvantaged pupils and are relentless in their drive to overcome challenges and to provide opportunities for pupils to excel.

Challenges

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

Challenge number	Detail of challenge
1.	37% of disadvantaged pupils have a special educational need
2.	Pupils in KS1 have gaps in their learning due to COVID-19. This is in reading, writing and maths. Some disadvantaged pupils and other pupils, who were at ARE in these areas are now working below ARE.
3.	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Historic phonics data shows a gap between disadvantaged pupils and others, both in school and nationally.
5.	Disadvantaged pupils have limited firsthand experiences to support their capacity to develop basic skills fluently.
6.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the impact of lockdown, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7.	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 16% of disadvantaged pupils have been 'persistently absent' compared to 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8.	Less engagement at home by adults and limited confidence in how to support learning.

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
School to address emerging needs rapidly and develop expertise to overcome barriers to learning, ensuring good outcomes for pupils in receipt of pupil premium funding and identified SEND	<ul style="list-style-type: none"> • Staff have the skills and knowledge to identify and understand emerging needs • Staff involve the right professionals and seek advice in a timely fashion • All pupils receive excellent quality first teaching
The gaps in learning for pupils across the school will be identified and addressed and the gap between attainment pre-pandemic and where pupils currently are will have diminished leading to a greater number of pupils being back on track to meet ARE	<p>Pupils will be identified at an early stage who need to make accelerated progress</p> <ul style="list-style-type: none"> • Internal data will evidence the gap diminishing • This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • 2024/25 outcomes will show the gap has closed between attainment at ARE pre-pandemic and current
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics development among disadvantaged pupils	<p>Pupils will be closely tracked and those needing additional intervention will be identified early.</p> <p>Internal data will evidence the gap diminishing.</p> <p>2024/2025 outcomes will show the gap has closed between disadvantaged and non-disadvantaged.</p>
Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, academic progress and through these first hand experiences apply their	<ul style="list-style-type: none"> • All pupils offered a wide range of residential, visits, visitors • Evidence in book scrutiny demonstrates application of skills and use of first hand experiences

skills for the new learning across the curriculum.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in exclusions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no less than national average • the gap between disadvantaged and non-disadvantaged for overall attendance will have diminished • the percentage of all pupils who are persistently absent being below 8.2% and the figure among disadvantaged pupils being no more than national other.
Parents supported and upskilled to meet the needs of their children and to engage in the wider experiences that school has to offer.	<ul style="list-style-type: none"> • Higher rates of parental engagement

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: **£74,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and TAs being equipped with the knowledge to overcome barriers to learning and ensure all children receive quality first teaching	There is strong evidence from the EEF that quality first teaching has a huge impact on the learning of all children including those with SEND EEF recommendation "Creating a positive and supportive environment for all pupils without exception"	1,2,3,4
Ensuring that phonics teaching is delivered by experts across school. School will access and revisit RWI training Engagement with Literacy Hub. We will release staff for CPD as and when necessary	EEF – evidence of +5 months Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4
Pupils to access enrichment and first-hand experiences to develop their ability to deepen their understanding of the curriculum	"Giving pupils a reason to write— and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,5,6,8
EYFS support from TfC – training and EYFS review	Department for education impact findings indicate that more hours spent in formal and informal ECEC between ages two and four has some benefits for child cognitive and socio-emotional development at age four. https://assets.publishing.service.gov.uk/government/uploads/system/	1,2,3,4

	<p>uploads/attachment_data/file/1034449/SEEDAge_4_RESEARCH_REPORT.pdf</p> <p>Research suggests that high quality early childhood education and care 2 and 3 7 (ECEC) can have positive and long lasting impacts on children's outcomes, particularly for disadvantaged children.</p> <p>https://post.parliament.uk/theimpact-of-early-childhood-educationand-care-on-childrens-outcomes/</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,6

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

Budgeted cost: **£26,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1,2,3,4

phonics support. This will be delivered in collaboration with our local English hub.	interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 Toolkit Strand Education Endowment Foundation EEF	1,2
Nurture provision for pupils struggling to access learning due to social and emotional difficulties.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,6
Pupils with language and communication difficulties to be identified swiftly and interventions be put in place in a timely fashion through SALT	“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.” EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=language%20and%20communication	1,2,3,4

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

Budgeted cost: **£19,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,6,7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Pupils to access a range of enrichment activities such as: Residential Outdoor and adventurous Trips	This study confirmed the profound impact residential can have on pupils, and this impact was significantly greater for vulnerable pupils https://www.outdoor-learning-research.org/Evidence/ArtMID/659/ArticleID/46/The-impact-of-residential-experiences-on-pupil-progress-and-attainment-in-year-six-10-%e2%80%93-11-year-olds-in-England-2019 “Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs	5,6

	<p>(e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
--	---	--

Total budgeted cost: £120,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of live and recorded lessons.

Attendance of disadvantaged pupils is lower than that of non-disadvantaged pupils and these gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider