

# Pupil premium strategy statement – Hady Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	13.09.2024
Date on which it will be reviewed	01.09.2025
Statement authorised by	Jane Loader
Pupil premium lead	Jane Loader
Governor / Trustee lead	Alex Downing

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,400
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£81,400</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

Hady primary School is a one and a half form primary school in Chesterfield. The pupil premium strategy plan covers a three year cycle and will be reviewed on a yearly basis. We are committed to ensuring that every pupil irrespective of their background is a highly successful learner.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we will adopt will complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or those classed as a young carer regardless of whether they are disadvantaged or not.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including high attainers.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	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.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities this has been heightened due to the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support with pupils having additional needs have markedly increased.
4	Our attendance data from 2022 to 2023 indicates that attendance among disadvantaged pupils has been 6.89%, higher than for non-disadvantaged pupils at 4.59%. This negatively impacts on disadvantaged pupils' progress
5	More families are experiencing poverty which is a significant factor, families are unable to pay for enrichment activities for their children or take them on days out at the weekends and in the holidays. This results in a lack of cultural capital in these children

## 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
To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations	Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations <ul style="list-style-type: none"> <li>• Pupils will make accelerated progress from their starting points</li> <li>• Where there are gaps between pupil premium and non-pupil premium pupils will lessen.</li> <li>• Attainment for disadvantaged pupils will be at least in line with 'others' nationally in all year groups</li> </ul> A higher proportion of disadvantaged children will achieved greater depth at the end of Key Stage 2
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in nurture allocations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Safeguarding team to meet weekly to identify and track families in need of support including persistent absentees. <ul style="list-style-type: none"> <li>• Safeguarding team to identify barriers to attendance and punctuality for pupils and families.</li> </ul>

	<ul style="list-style-type: none"> <li>• SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including pupils with (EBSA), emotional school based avoidance and absences linked to medical or special educational needs (autism).</li> <li>• Disadvantaged pupils' attendance to increase and be in line with Academy, local and national targets.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A decrease in the overall absence rate for all pupils identified as persistent absentees.</li> <li>• The attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced significantly.</li> <li>• Improved engagement and interactions between home and school</li> <li>• Identified families will be benefiting from early help</li> </ul>
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## 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: £23,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole class teaching of reading strategies to promote comprehension skills. Opportunities to embed these skills in all lessons	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. <a href="https://www.educationendowmentfoundation.org.uk/EEF/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Whole class teaching of phonics	<a href="https://www.educationendowmentfoundation.org.uk/EEF/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
<i>Staff CPD on explicit teaching of metacognitive strategies including: -Teachers modelling their own thinking to demonstrate metacognitive strategies - Opportunities for pupils to reflect on and monitor their strengths and areas of</i>	The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking	3, 5

<i>improvement, and plan how to overcome current difficulties. - Providing enough challenge for learners to develop effective strategies</i>	explicit through discussion. <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	
Embed the Zones of Regulation (ZOR) programmes of study in line with PHSE across the Academy. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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) <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted Catch Up Interventions in Phonics, Maths & English	High quality, target interventions across the Academy for identified disadvantaged/ vulnerable pupils <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional support for targeted lowest 20% in 1:1 reading from teaching assistants.	Targeted 1:1 reading with teaching assistants, plotted across the school <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE)</i>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://zonesofregulation.com/research">https://zonesofregulation.com/research</a></p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://diana-award.org.uk">https://diana-award.org.uk</a></p>	3
<i>Enrichment including before and after school provision. Links with coaching and fitness organisations to promote physical fitness.</i>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance</p> <p><a href="https://educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<i>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</i>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<i>Targeted support for individual pupils through a nurture approach</i>	<p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3

**Total budgeted cost: £81,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	PP at EXS+/GD (%)	NA Comparison +/-	Non-PP/ Peer Gap Comparison +/-	NA Gap Comparison
Reception – Good Level of Development	80	+13	+2	+22
Y1 Phonics Screen	20	-59	-61	-43
Y4 Multiplication Table Check  Average score	23	+2.8	-1.1	+0.9
Y4 Multiplication check 25/25	63	+34	-14	+8
<b>Key Stage 2</b>				
Reading	92/10	+30	-3	-15
Writing	83/0	+25	+5	+25
Maths	92/10	+30	-1	+21
Combined	83/0	+38	+7	+31

