

# Haslington Primary Academy Pupil Premium Statement

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

## **Referring to evidence**

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

## **Funding allocation and pupil eligibility figures**

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

## 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	Haslington Primary Academy
Number of pupils in school	298 (inc Nursery) 272 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	9% (exc Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Donna Mitchell, Principal
Pupil premium lead	Katie Donnelly, Deputy Headteacher
Governor / Trustee lead	Pauline Turner, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year	£5, 395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54, 865

## Part A: Pupil premium strategy plan

### Statement of intent

At Haslington Primary Academy, we recognise through our internal assessments and monitoring, that those children in receipt of pupil premium funding in some areas of learning across some year groups, have achieved lower than their peers. It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress relevant to their starting points in all subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well.

In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

High-quality 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 (Education Endowment Foundation 2021). In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through booster sessions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through careful monitoring, we will also respond to low levels and persistent absences by to ensure that all pupils have access to consistent and regular schooling.

We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Our approach and plans are also outlined in the School Development Plan. 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 through staff appraisal, pupil progress meetings and regular monitoring of data.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (updated 2022-2023)

Challenge number	Detail of challenge
1	Assessments at the end of Key Stage 1 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Reading. Key Stage 1 PP 60% Non-PP 74%
2	Assessments at the end of Key Stage 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Maths, Reading and Writing. Key Stage 2 Maths PP 13% Non-PP 47% Key Stage 2 Reading PP 13% Non-PP 41% Key Stage 2 Writing PP 13% Non-PP 59%
3	Assessments in some year groups from 1-6 indicate that attainment is slightly lower for disadvantaged pupils compared to non-disadvantaged pupils in reading, writing and maths.
4	Some pupils who are entitled pupil premium pupils also have SEND. This impacts further on their progress and attainment.

5	<p>Through our assessments (including wellbeing survey), observations and discussions with pupils and families, it has been identified that many pupils suffer from mental health difficulties, including social and emotional difficulties (friendship issues, family issues, anxiety).</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased over the last 12 months with 32 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6	<p>Through discussions with families, equality is an on-going difficulty. Families face on-going financial difficulties, especially with the impact of the coronavirus pandemic.</p>
7	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils. This is a slight decline than in the previous year.</p>

## 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
1. To improve reading attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils in KS1.	Pupil Premium data for KS1 writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
2. To improve maths, reading and writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils.	Pupil Premium data for KS2 maths, reading and writing data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.

<p>3. To improved reading, writing and maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils in targeted year groups across the school.</p>	<p>Pupil Premium data for particular year groups in reading, writing and maths data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.</p>
<p>4. For pupils who have SEND and are eligible for pupil premium support to have improved outcomes.</p>	<p>Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.</p>
<p>5. For pupils in receipt of mental health support to sustain improved well-being.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent questionnaires and teacher observations</li> </ul>
<p>6. For pupils and their family's in receipt of funding, to be financially supported to provide equality.</p>	<p>Sustained, positive attendance of extra-curricular activities, educational visits and pupil welfare evident by:</p> <ul style="list-style-type: none"> <li>- monitoring of attendance logs for extra-curricular activities, pupil participation in educational visits</li> <li>- Pupil surveys will show inclusive outcomes for children</li> </ul>
<p>7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils.</li> </ul>

## 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: £11,126.00

<b>Activity</b> Used last year but did not work and will not use this year. Some elements worked and others didn't. Used last year and worked well, continue to use this year. New activity/research for 23/24	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase of standardised diagnostic NTS assessments.  Mentoring of staff to ensure assessments are interpreted and administered correctly.	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:  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a>	1, 2, 3
Introduction of the Literacy Counts 'Read to Write'	Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1701080753">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1701080753</a>	1, 3

<p>Purchase of Word Aware Training to up-skill teachers and extend pupils vocabulary which will impact on speaking and listening, reading and writing (purchase delayed due to implementation of other schemes)</p>	<p>There is a strong evidence base that suggests oral language interventions, such as Word Aware are inexpensive to implement with high impacts on reading and writing.</p> <p>There is evidence that suggests children in high levels of deprivation are language deprived. Whilst Haslington is not in this category, we do feel there is hidden deprivation in our school.</p> <p><a href="http://thinkingtalking.co.uk/">http://thinkingtalking.co.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk">https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk</a></p>	<p>1, 3</p>
<p>Introduce Read Write Inc from EYFS and provide high quality training for all staff.</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p>	<p>3</p>
	<p>give all children a solid base upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information. Read Write Inc is a quality resource.</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a></p>	



<p>Enhancement of our maths teaching and curriculum through quality CPD from the Maths Hub and White Rose.</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:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/maths_guidance KS 1 and 2.pdf">Maths guidance KS 1 and 2.pdf</a>  <p>(publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Guidance/Improving%20Mathematics%20in%20Key%20Stages%202%20and%203.pdf">Improving Mathematics in Key Stages 2 and 3</a></p> </p>	<p>2</p>
<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>Introduction of My Happy Mind for social and emotional developments.</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):  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/EEF%20Guidance/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf</a>  <p>(educationendowmentfoundation.org.uk)</p> <p>A programme supported by the NHS to build a child's resilience, self-esteem and confidence thus allowing children to thrive and centre their focus on their academic achievements.  <a href="https://myhappymind.org/programmes/school-programme/">https://myhappymind.org/programmes/school-programme/</a></p> </p>	<p>6</p> <p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £33,736.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="https://www.ruthmiskin.com/programmes/fresh-start/">https://www.ruthmiskin.com/programmes/fresh-start/</a></p>	3
<p>Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.</p>	<p>Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<p>Additional maths sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.</p>	<p>Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://www.risingstars-uk.com/series/on-track-maths">https://www.risingstars-uk.com/series/on-track-maths</a></p>	2
<p>Engaging with booster sessions, 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.</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.educationdevelopmenttrust.com/our-expertise/our-work-in-the-uk/our-">https://www.educationdevelopmenttrust.com/our-expertise/our-work-in-the-uk/our-</a></p>	1, 2, 3

	<a href="#"><u>programmes-in-the-uk/national-tutoring-programme</u></a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,003.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school, including Positive Behaviour Handling.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.positivehandling.co.uk/?gclid=Cj0KCQiAip-PBhDVARIsAPP2xc0M9yT52mjLBggexPIXpzKa-YgOeod93GTA-ZF1wz7vdeFCil37-acaAiKREALw_wcB">https://www.positivehandling.co.uk/?gclid=Cj0KCQiAip-PBhDVARIsAPP2xc0M9yT52mjLBggexPIXpzKa-YgOeod93GTA-ZF1wz7vdeFCil37-acaAiKREALw_wcB</a></p>	6
<p>Whole staff training on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting children who have been identified.</p> <p>Specific ELSA (Emotional Literacy Support Assistant) training for nominated staff, designed by educational psychologists, to support the emotional development of children and young people in school.</p>	<p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>The latest edition of the <a href="#">whole school or college approach</a>, updated for autumn 2021 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice.</p> <p>Evidence and research based as well as going research to support the effectiveness of</p>	6

	<p>the programme in schools.  <a href="https://www.elsanetwork.org">https://www.elsanetwork.org</a>  <a href="https://explore.bps.org.uk/open">https://explore.bps.org.uk/open</a></p>	
<p>Monitoring the access of disadvantaged children to the wider curriculum and removing any barriers to their inclusion.</p>	<p>Children at Haslington benefit from taking part in extra-curricular activities academically, socially and in their health and their well-being.  <a href="#">Life skills and enrichment   EEF</a></p>	<p>6</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly</p>	<p>7</p>

<p><b>Improving School Attendance</b> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and continuing to employ attendance/support officers to improve attendance.</p>	<p>reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p> <p>Engage with parents and Education Welfare Consultant promote positive attendance.</p>	
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**Total budgeted cost: 49,470**

## 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 2022 to 2023 academic year.

#### **Academic Year 2021-2022 Review**

Teaching Strategies:

NTS tests continue to be used alongside daily formative assessments to inform future planning and to track progress over time.

The continued use of 'Read to Write' has strengthened the teaching of English and provided much needed structure to lessons. Children are being exposed to a rich variety of vocabulary through the use of high-quality texts. Whilst there continues to be a gap in attainment between disadvantaged pupils and non-disadvantaged pupils, progress is being made in both reading and writing and this is evidence through regular monitoring.

Read Write Inc has continued to be taught in EYFS, including Nursery from the summer term, across Key Stage 1 and where necessary, into lower key stage 2. Phonics data at the end of Year 1 identified that 100% of disadvantaged pupils achieved the pass mark compared to 76.9% of non-disadvantaged pupils. Both of these figures compare favorably to national data.

The Mastery Approach to Mathematics is being engaged with by all teachers and training has been delivered to all staff through White Rose Maths despite some disadvantaged pupils achieving lower than non-disadvantaged pupils in Key Stage 2. Disadvantaged pupils at the end of Key Stage 1 outperformed their non-disadvantaged peers. A thorough study of why this may have been the case has been conducted by the subject leads – time management appears to be the common theme.

#### Targeted Support:

The use of additional phonics sessions with the 'bottom 20%' of children, some of whom were in receipt of Pupil Premium, has impacted on progress in reading, as evidenced through their assessments and book bands. Where children have entered Year 5 and 6 and are still in need of phonics support, the RWI Freshstart Programme has been used effectively.

Pupil progress meetings identified children who would benefit from additional tutoring. This has been delivered by teachers/qualified teaching assistants (School Led). Pupil progress meetings highlighted need and improvements in pupil attainment. Additional interventions for targeted children have been delivered within the school day by teaching assistants and progress has been tracked. Where progress was less than expected, these outcomes were discussed with the SENDCO and where appropriate further support or referrals were made. Interventions were also carried out during the school day by both teachers and teaching assistants.

Speech and Language Therapy is being delivered within the school at universal, targeted, and specialist levels.

#### Wider Strategies:

Targeted Mental Health and Wellbeing support has been provided by the Mental Health Support Team. Our 'Family Link Worker' works with our most vulnerable children to develop trusting relationships and provide wellbeing support. By forging excellent relationships with parents/carers and guardians, the Family Link Workers are able to provide bespoke support for children. The school continues to engage with a commissioned Education Welfare Management Officer who supports with school policy and meetings with parents/carers. During the year 2022-23, the persistent absence of all children was 18.75% compared to 5.96% of disadvantaged pupils. The



Attendance and Punctuality Policy has been devised to include the recommendations and guidance contained in 'Working Together to Improve School Attendance' (DFE) and the Family Link Worker has supported the school in some of these instances.

Enrichment opportunities for children in receipt of Pupil Premium funding are continuing to address the cultural capital deficit through inspirational speakers, workshops and musical performances. School visits and residential visits continue to be subsidised. We also continue to support families through financial aid towards school uniform to promote our inclusive ethos. During the 2022-2023 academic year, 83% of disadvantaged pupils attended an extra-curricular club.