



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hoyland Common Primary
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022 (Reviewed 2023)
Date on which it will be reviewed	July 2023
Statement authorised by	Aiden Tallant
Pupil premium lead	Jane Robinson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£96,030
Recovery premium funding allocation this academic year	£9,570
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	£105,600

Part A: Pupil premium strategy plan

Statement of intent

At Hoyland Common Primary School, we want all our pupils to achieve and experience successes in all aspects of their life. Disadvantage is not a barrier to achievement and Pupil Premium funding is used to effectively diminish differences and accelerate progress to support high aspirations for all. Our aim is that there be no difference in the achievements, academic or otherwise, between any groups of our pupils and to do this, we aim to ensure that all our pupils have access to high quality teaching of a progressively challenging, broad and balanced curriculum.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.” (Education Endowment Foundation).

In addition to high quality teaching, we will select a small and focused number of strategies that we identify will have the greatest impact upon our pupils. These interventions are delivered by highly trained staff to ensure progress is ensured. We aim to ensure that our Pupil Premium Strategy underpins and enhances the school’s overall strategic aims and planning.

Funding will also support the wider family and community issues such as attendance and a pro-active approach to pastoral support. We also aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

Challenges

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

Challenge number	Detail of challenge
1	A number of children enter EYFS with poor speaking, listening and communication skills
2	Parenting of disadvantaged is limited as a result of their academic skillset, core values, mental health, attitude to school and learning and resilience. This impacts pupil attendance, parental engagement in school, self-regulation and pupil aspirations.

3	Historically, more able disadvantaged pupils do not achieve as well as more able non-disadvantaged pupils
4	Disadvantaged children's attendance rates are historically not as high as their non-disadvantaged peers
5	School closures, because of the Covid-19 pandemic, have resulted in gaps in learning for some pupils

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
Pupils will make rapid progress in speaking and listening skills throughout EYFS	Pupils will achieve a good level of development in speaking, listening at the end of EYFS
High quality teaching and learning will facilitate a curriculum that will support pupils to develop aspirations alongside metacognition and self-regulation skills so that pupils develop the skills of a greater learner.	Progress of disadvantaged pupils will be in line with their non disadvantaged peers. Pupils will be able to articulate their learning and talk about their aspirations.
Long Term Outcomes	
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils	Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment
Increased phonics attainment	Percentage of pupils achieving pass mark at Y1 and 2 phonics in line with peers and national data
Improved attendance of disadvantaged pupils closing the gap between PP and non-PP pupils	All disadvantaged children meet school attendance expectations.

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: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed a whole school approach to the delivery and assessment of phonics, demonstrating fidelity to RWInc throughout Foundation Stage & KS1, ensuring that children make good progress towards reading and comprehension.</p> <p>RWInc CPD delivered through a nominated practitioner, involvement in RWI Leadership CPD & Staff Development Days (2023-2024).</p> <p>Focused CPD and use of the RWI Portal to support KS2 staff in delivering 'Fresh Start' as an intervention to support low attaining PP pupils in Reading & Writing (2023-2024).</p> <p>Opportunities for Early Reading Lead to be released from class to monitor the quality delivery of Phonics.</p> <p>Resources to support the teaching and delivery of the phonics scheme, including intervention materials.</p> <p>Allocated time for the phonics lead to model and support in the planning and delivery of phonics.</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</i></p> <p><i>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)</i></p>	1, 3
<p>TLR middle leaders ensure class teachers are using quality first teaching strategies to support children in the classroom.</p>	<p>EEF research supports the most effective strategy is Wave 1 quality first teaching.</p>	2,3

CPD ensures staff understand impact of being from a disadvantaged background and wider implications on the presentation of pupils in school.

Weekly CPD sessions are scheduled to ensure that staff are up to date with delivering high quality teaching and learning in-line with school improvement priorities.

Cohort Action Plans precisely identify children who require an additional focus in the classroom and also those requiring intervention support.

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Targeted teacher and TA support to identify and provide targeted Wave 1 support to ensure a greater number of children achieve GDS. Ongoing programme of CPD to support teaching and learning.

QFT delivered through focus groups across KS2, additional adults are allocated within staffing to allow for smaller class sizes and bespoke teaching.

Research identifies positive outcomes for pupils through timely and targeted intervention. Time spent on quality CPD to improve staff practice.

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

The EEF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

2,3

CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1.5 hour per TA for 18 weeks

Research supports sufficient time for TA Training.

[Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

3

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored interventions for children across school to close identified learning gaps. CPD for all staff. Evidence Folders to be established and kept by class teachers. Monitoring of delivery and evidence by TLR holder. TAs to support with classroom management during delivery of intervention.</p>	<p>Research identifies positive outcomes for pupils through timely and targeted intervention. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Booster classes to take place in order to continue to narrow the gap in Year 6 to focus on RWM and SPAG. From September 2023 (2 x 1 hour per week (30)).</p>	<p>Research identifies positive outcomes for pupils through timely and targeted intervention. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3 wave approach to attendance outlined in strategy document.</p> <p>Monthly 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 document. • 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 from monthly meeting.</p> <p>Licence cost for CPOMS to monitor and support attendance.</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>2,4</p>

<p>Use of Seesaw to engage with home learning.</p> <p>Parents will recognise the importance of home learning to support the progress and attainment of disadvantaged children. This will be done by:</p> <p>Playground Meet and Greet – SLT and Teaching Staff</p> <ul style="list-style-type: none"> • Social Media / SeeSaw • Parent Evenings • Newsletters • Monthly parent drop in sessions led by Assistant Heads and Learning Mentor • SATS parents’ briefings • Regular parent workshops to take place around learning 	<p>EEF findings show parental engagement has a positive impact on average of 4 month’s additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Early identification of children with wellbeing difficulties and action taken. Positive impact seen on progress and attainment of disadvantaged pupils. Support from Compass Be – local provider of MHST including audit of school provision</p> <ul style="list-style-type: none"> • Learning Mentor to support children presenting with SEMH difficulties • Learning mentor and Assistant Headteacher support families through EHA framework, Social Services support and intervention • Weekly celebration assembly • Social media celebration of achievements • Opportunities for pupils eligible for pupil premium to learn a musical instrument 	<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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>Activities to take place to improve aspirations of families and expose them to possible future opportunities.</p> <p>Seek out parents, people, businesses/education providers and possible opportunities to share their experiences and journey to success.</p> <p>Invite visitors into school to speak to pupils from different backgrounds and providers.</p>	<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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Year 4 and Year 6 residential to take place each year.</p> <p>The HCPS Offer provides opportunities for pupils to develop their wider experiences and engage within the community (residential, curricular school trips, attend performances, working within the community and wider enrichment).</p>	<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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>

Total budgeted cost: £105,600

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 2021 to 2022 academic year.

Aim	Outcome in 2021/22
Disadvantaged pupils achieve in line with non-disadvantage pupils in phonics attainment.	79% of disadvantaged children achieved the pass mark in Y1 phonics, compared with 86% non-disadvantaged. This has reduced to a gap of 7% compared to 15% in 2020-2021. A number of disadvantaged children have already been or are being investigated for SEND.
KS1 and KS2 attainment for disadvantaged pupils becomes increasingly in line with their peer group	75% of disadvantaged children achieved ARE in all subjects at KS1 compared to 67% the previous year.
Children access a reconnection curriculum to ensure catch up in core subjects including access to appropriate interventions	Internal data shows that the reconnection curriculum supported progress and attainment in core subjects. Additional interventions, such as the TLI intervention, ensured timely and focused catch up opportunities.
Home learning, such as Seesaw is used to encourage parent engagement with children's learning	During school closure, parents engaged well with children's learning via Seesaw, school continue to maintain that engagement.
Children's SEMH needs are supported	Children's SEMH continue to be supported with timely intervention, referral and signposting. HCAT now has their own Wellbeing Support Worker who offers direct support in school for a day a week. During last year, 30 children were given access to one to one support for SEMH through TADs. The Learning Mentor has a caseload of approximately 40 children.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome in 2022/23																																																																																																																																																																						
<p>Increased attainment at ARE at statutory points of assessment for disadvantaged pupils</p> <p>Increased attainment at GD at statutory points of assessment for disadvantaged pupils.</p>	<p>KS2</p> <table border="1" data-bbox="1182 363 2018 639"> <thead> <tr> <th colspan="10">SATS Outcomes</th> </tr> <tr> <th rowspan="2">Cohort KS2 Targets</th> <th rowspan="2">Cohort Number</th> <th colspan="2">Working Towards (or above)</th> <th colspan="2">National Standard (or above)</th> <th colspan="2">Higher Score or Greater depth</th> <th colspan="2">Averages</th> </tr> <tr> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Average Scaled Score</th> <th>Average Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td>58</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td>58</td> <td>100%</td> <td>42</td> <td>72%</td> <td>12</td> <td>21%</td> <td>104</td> <td>104.4</td> </tr> <tr> <td>Writing</td> <td></td> <td>58</td> <td>98%</td> <td>46</td> <td>78%</td> <td>16</td> <td>27%</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td></td> <td>58</td> <td>100%</td> <td>52</td> <td>90%</td> <td>21</td> <td>36%</td> <td>107</td> <td>106.7</td> </tr> <tr> <td>GPS</td> <td></td> <td>58</td> <td>100%</td> <td>46</td> <td>79%</td> <td>23</td> <td>40%</td> <td>107</td> <td>106.6</td> </tr> <tr> <td>RWM</td> <td></td> <td>21</td> <td>36%</td> <td>36</td> <td>62%</td> <td>4</td> <td>7%</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1182 679 2018 971"> <thead> <tr> <th rowspan="2">Pupil Premium KS2 Targets</th> <th rowspan="2">Cohort Number</th> <th colspan="2">Working Towards (or above)</th> <th colspan="2">National Standard (or above)</th> <th colspan="2">Higher Score or Greater depth</th> <th colspan="2">Averages</th> </tr> <tr> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Average Scaled Score</th> <th>Average Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td>12</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td>12</td> <td>100%</td> <td>9</td> <td>75%</td> <td>1</td> <td>8%</td> <td>105</td> <td>105</td> </tr> <tr> <td>Writing</td> <td></td> <td>12</td> <td>100%</td> <td>8</td> <td>67%</td> <td>2</td> <td>17%</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td></td> <td>12</td> <td>100%</td> <td>10</td> <td>83%</td> <td>5</td> <td>42%</td> <td>105</td> <td>105</td> </tr> <tr> <td>GPS</td> <td></td> <td>12</td> <td>100%</td> <td>9</td> <td>75%</td> <td>4</td> <td>33%</td> <td>105</td> <td>105</td> </tr> <tr> <td>RWM</td> <td></td> <td>5</td> <td>42%</td> <td>7</td> <td>58%</td> <td>0</td> <td>0%</td> <td></td> <td></td> </tr> </tbody> </table> <p>KS1</p>	SATS Outcomes										Cohort KS2 Targets	Cohort Number	Working Towards (or above)		National Standard (or above)		Higher Score or Greater depth		Averages		Number	%	Number	%	Number	%	Average Scaled Score	Average Progress		58									Reading		58	100%	42	72%	12	21%	104	104.4	Writing		58	98%	46	78%	16	27%			Maths		58	100%	52	90%	21	36%	107	106.7	GPS		58	100%	46	79%	23	40%	107	106.6	RWM		21	36%	36	62%	4	7%			Pupil Premium KS2 Targets	Cohort Number	Working Towards (or above)		National Standard (or above)		Higher Score or Greater depth		Averages		Number	%	Number	%	Number	%	Average Scaled Score	Average Progress		12									Reading		12	100%	9	75%	1	8%	105	105	Writing		12	100%	8	67%	2	17%			Maths		12	100%	10	83%	5	42%	105	105	GPS		12	100%	9	75%	4	33%	105	105	RWM		5	42%	7	58%	0	0%		
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Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics	
Improved attendance of disadvantaged pupils closing the gap between PP and non-PP children	

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
Third Space Maths	National Tutoring Programme
Read, Write, Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

The attendance of disadvantaged students at extracurricular activities is highly encouraged. This is supported where necessary with additional staff members to facility activities.