

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	Hoyle Court Primary School
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	23.1% (70)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Thirkill
Pupil premium lead	Ben Dickinson
Governor / Trustee lead	Val Sherred

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86010
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94710
School Led Tutoring Funding (separate)	£6277.50

Part A: Pupil premium strategy plan

Statement of intent

At Hoyle Court, we aim to ensure equity for all of our children, including our pupils identified as disadvantaged.

Our provision is intended to meet the varying needs of our children and families, therefore the diet for our disadvantaged children and families differs and is extremely bespoke, dependent on their specific requirements. Provision for our children and families is identified following forensic diagnostic assessment by our staff and in collaboration with our families.

We continue to work to improve the attainment and progress of disadvantaged pupils with the intention that the gaps between these pupils and their peers diminish, consistently across the school. Whatever the needs of our children, Quality First Teaching is at the heart of our provision and is the bedrock of strategy for our disadvantaged children and families. Furthermore, our adult to pupil ratio is increasingly favourable with our disadvantaged children accessing adult led support at almost all times.

This year, our school are in receipt of the School Led Tutoring funding, which is being used to support our disadvantaged pupils, in order to further moderate the gap between disadvantaged and non-disadvantaged children. We have opted to carry out our tutoring 'in-house', led by our own teaching staff and addressing our children's needs in a very bespoke and personalised way.

Following the Covid-19 Pandemic, we are also wholly focused on making reparations to the damage done in terms of esteem, confidence and ability to access school life. Our wider school focus on ensuring appropriate learning behaviours, wellbeing and involvement is key to this, and is integral to our recovery as a school but particularly for our disadvantaged children, for whom the pandemic has provided a greater depth of challenge. Additionality is provided via our Pupil & Parent Support Manager, Personal Development Lead and our Mental Health First Aiders, as well as through heavy investment in opportunities to develop our children's wider world experiences.

Community is the beating heart of our school. We work closely with our families to ensure that they are informed and engaged with the support that we are providing and that they are given opportunities to input into the plans made for their children.

Challenges

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

Challenge number	Detail of challenge
1	Children identified as disadvantaged make less progress and do not make attainment in line with National Average.
2	Children identified as disadvantaged have lower attendance than their peers.
3	The families of disadvantaged children are less likely to engage with school. This is apparent from attendance at parents evening, reading records and general involvement with school events/staff.
4	The SEMH needs of our Disadvantaged children negatively impacts their ability and readiness to learn.
5	Disadvantaged children have lower attainment in, and less enjoyment of, Reading than their peers

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
Improved attainment and progress for our Disadvantaged children	Children will make accelerated progress and attainment which is at least in line with their peers, and National Average
Disadvantaged children's attendance will improve, with them attending school in line with their peers	Disadvantaged children's attendance will be at least 95%
Increasingly positive relationships are developed with families, families are cooperative and collaborative to support their children in terms of learning and access to school	Improved attendance at parents evening and increased engagement with online and digital communication
Disadvantaged children will demonstrate strategies for managing SEMH needs and will access learning more readily	Pupils engage well with wider provision, e.g. pastoral care opportunities Attendance and attainment will improve, they will demonstrate that barriers to their learning are reduced
Disadvantaged children will make accelerated progress in Reading, and develop a love of Reading for Pleasure	Children's attitudes to reading will improve, with children accessing a wide range of texts. Their attainment in reading will be accelerated and show better than expected progress.

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: 25,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Resourced Provision to address SEMH and Behavioural needs	<p>Children will access the RP to develop their understanding of strategies for self-regulation, complete their learning in a calmer, more accessible environment and address specific learning needs.</p> <p>Both targeted interventions and universal approaches have positive overall effects.</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>EEF T&L Toolkit</p>	1, 2 and 4
Art of Brilliance Training for all staff	<p>Staff to attend training delivered by a specialist wellbeing coach who is familiar with the school environment and working within a school.</p> <p>Staff will become more motivated and inspired to further develop relationships. They will use their newly acquired knowledge and skills within the classroom and wider school community, to the benefit of all children, including Disadvantaged children, and their families.</p> <p>Further to this, the positive impact of the training will enhance the provision in place for children, which in turn, will increase engagement and enjoyment for all members of the Hoyle Court community.</p> <p>The content is taken from the latest research into positive psychology, wellbeing, flourishing and emotional contagion.</p> <p>“The course was so inspirational and motivational - one of the best I've ever been on. It really provoked thought about how every interaction can make a difference, and why choosing to be positive matters.”</p>	1, 2, 3 and 4

	Art of Brilliance website	
Reading provision is developed and enhanced	<p>VIPERS INSET delivered to all staff, the Reading leads continue to monitor and support staff in their delivery of daily VIPERS.</p> <p>Children accessing daily VIPERS reading within class or small group interventions, which develops their skill set and confidence in reading.</p> <p>The lowest attaining 20% of children are read with daily, which is recorded within Reading Records and shared with families, as well as kept within school.</p> <p>Reading areas in class are enhanced to encourage use and promote a love of reading.</p> <p>Staff model reading behaviours to further encourage children to read for pleasure.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>EEF T&L Toolkit</p>	1, 3, 4 and 5
Consistent and precise teaching of Phonics	<p>Little Wandle Phonics Scheme bought and introduced across EYFS and KS1. Further to this, it is also delivered to our Disadvantaged children across KS2, where identified as an area of need.</p> <p>INSET delivered to upskill staff and introduce the scheme. KS1 Phonics Lead monitors the implementation and development of this scheme.</p> <p>This will further close the gaps for our Disadvantaged children, beginning in EYFS and moving through school. As well as accessing this within school, Phonics cards and reading books are sent home with children, and families are invited into school to ensure a shared understanding of the programmes in place to support their children's Phonic and Reading development.</p> <p>A low-cost annual membership to our programme will reduce teacher workload, ensure high quality consistent teaching of phonics and early reading for every child in</p>	1, 3, 4 and 5

	<p>every classroom and help you continue to grow a love of reading in your school.</p> <p>Little Wandle website</p>	
Behaviour Specialist Training and Workshops for all staff	<p>Staff access training which supports and develops their skills in terms of behaviour management strategies.</p> <p>A whole school shared understanding of expectations and appropriate behaviour/behaviour management ensures that disruption is minimised and school is more accessible for all.</p> <p>Staff are increasingly confident and capable in managing and dealing with a range of behaviours, which enhances the pupils' ability to access learning.</p> <p>Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school. Successful approaches may also include social and emotional learning interventions and parental engagement approaches.</p> <p>EEF T&L Toolkit</p>	1, 2 and 4
Recruited additional staff to support learning in variety of areas	<p>We have recruited additional staff throughout school to target small groups of children via bespoke interventions. We have an increasingly favourable staff to pupil ratio in all classes, which supports by focussing on narrowing the gaps in learning.</p> <p>Additional Staffing Support:</p> <ul style="list-style-type: none"> • An LSA who is non-class based - this member of staff delivers focused interventions, addressing learning needs as they arise. This could include; academic needs, bespoke support for children with adverse life experiences and supporting individuals to comfortably access school life • Full time Pupil & Parent Support Manager – this member of staff supports children in removing barriers to learning, works closely with families and outside agencies • A fully qualified teacher, with a P.E specialism, to work as a P.E consultant, delivering CPD and teaching children directly. 	1, 2, 4 and 5

	<ul style="list-style-type: none"> • A qualified Forest School Practitioner to deliver a broad range of outdoor learning to enhance the curriculum experience and develop wellbeing and involvement. <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>EEF T&L Toolkit – Teaching Assistant Interventions</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF T&L Toolkit – Outdoor learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	<p>Targeted support for 60%+ of our pupil premium children by qualified teaching staff within school. Needs and focus are identified after diagnostic assessment of gaps in children's learning, to raise attainment, close gaps and accelerate progress.</p> <p>These sessions run after school on a weekly basis and currently we are providing over 12 hours a week tutoring.</p> <p>This is only possible due to engagement and collaboration with families, who are aware and in support of these</p>	1,3, 4 and 5

	<p>additional actions to support their children's learning.</p> <p>Furthermore, these bespoke interventions provide opportunities for our Disadvantaged children to access small group work in a supportive way, in order to accelerate progress.</p> <p>In addition, working in a small group with their own teacher for a dedicated, regular session, develops and strengthens relationships for our disadvantaged children, with our class teachers across school, as well as a small number of peers in a safe and collaborative environment.</p> <p>Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>EEF T&L Toolkit</p>	
Pupil & Parent Support Manager	<p>Targeted support for pupils demonstrating areas of need in terms of social and emotional learning from a qualified and highly skilled Pupil & Parent Support Manager. This reduces barriers to learning and allows the children to access school in a positive manner in which they feel safe. A significant part of this role is focused on positively impacting attendance.</p> <p>In addition, Disadvantaged children demonstrate improved wellbeing and involvement as a result of accessing this specialist support.</p> <p>Families are also in receipt of support from our Pupil & Parent Support Manager and collaborate with them to engage them and their children with school.</p> <p>Both targeted interventions and universal approaches have positive overall effects.</p> <p>EEF T&L Toolkit</p> <p>Ofsted 2013 Report on Pupil Premium</p>	1,2,3, 4 and 5

	<p>Page:3</p> <p>Ofsted's 2014 Report on Pupil Premium progress</p>	
School wide additional LSA	<p>This LSA, who is non-class based, delivers focused interventions, addressing learning needs as they arise. This could include; academic needs, bespoke support for children with adverse life experiences and supporting individuals to comfortably access school life.</p> <p>This will ensure that Disadvantaged children access a range of support when needed, helping them to make accelerated progress. It will, therefore, enhance their wellbeing, and confidence within a learning environment.</p> <p>They will also develop stronger relationships with another trusted adult in school, which will further cement their positive view of school life.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>EEF T&L Toolkit</p>	1, 2, 3, 4 and 5
Structured interventions	<p>Every class in school has access to at least one support assistant who is trained in delivery of targeted interventions which may include but are not exclusive to:</p> <ul style="list-style-type: none"> • IDL – Dyslexia Support Programme • 20:20 reading • Focused coaching • Precision Teaching • Phonics Groups • Booster Groups <p>These allow children to access learning in line with their peers, which boosts</p>	2, 4 and 5

	<p>engagement, progress and involvement.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>EEF T&L Toolkit – Teaching Assistant Interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brilliant Beginnings	<p>Whole school event to kickstart the year for our children.</p> <p>Involving children and families in a celebration of the new academic year together encouraged positive relationships, a broad range of life experiences for our children and encouraged our community to view school as an exciting and engaging place to be.</p> <p>Our families feel that Hoyle Court is a desirable place to send their children and are more comfortable within our school setting, as part of the Hoyle Court community.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand</p>	1,2,3 and 4

	<p>and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF T&L Toolkit – Social & Emotional Learning</p>	
Seesaw	<p>A whole school communication approach, which benefits our families by feeding back regularly to update them on the school day and upcoming events. The impact of Seesaw in terms of parental engagement and involvement has been immeasurable. Families are reporting that they feel more connected to school than ever before.</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>EEF T&L Toolkit – Parental Engagement</p> <p>Seesaw is at the heart of the learning process for millions of students. Our platform encourages creativity and feedback that makes students excited to learn.</p> <p>Seesaw website</p>	1,3
Curriculum Enrichment	<p>A fully qualified teacher, with a P.E specialism, to work as a P.E consultant, delivering CPD and teaching children directly.</p> <p>A qualified Forest School Practitioner to deliver a broad range of outdoor learning to enhance the curriculum experience and develop wellbeing and involvement.</p> <p>Improved awareness of the outdoors, experiences of natural environments, physical fitness and enjoyment of P.E all enhance physical and emotional wellbeing. They also provide opportunities for children to shine and succeed, outside of the typical classroom environment.</p>	1, 2, 4

	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF T&L Toolkit</p>	
Member of staff involved with PTA	<p>A member of staff is always present at PTA meetings, ensuring positive communication with parents. The impact is that families feel welcome and form good relationships as well as positive associations with our school.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF T&L Toolkit – Parental Engagement</p>	3
Teaching TLR for Personal Development, Disadvantaged and Pupil Premium	<p>A specific responsibility for the Personal Development, Disadvantaged and Pupil Premium at school has been awarded to a member of the teaching staff.</p> <p>This ensures that these areas have a high priority across school, with the staff member taking accountability for raising the profile of these among staff.</p> <p>The EEF Guide to the Pupil Premium—Autumn 2021</p>	2 and 3

Total budgeted cost: £ 86,100

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.

Summary of Progress

The progress made by individuals is important data. Where individuals have not made the expected/targeted progress, provision for these children has been modified in order to close the gap between children entitled to that funding and those who are not eligible.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged.

In the year 2020/2021 there was a large correlation between SEN and PP children with 28% of our PP children identified as SEN. This had some impact on overall ARE at the end of Key Stage 2. Further to this, we had a second academic year of significant disruption due to Covid-19.

For context, the children have endured 2 terms of school closure/home learning out of 6 in the last two academic years.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 94.1% for disadvantaged groups and 96% for non-disadvantaged groups.

Covid-19 Response

- DfE devices were ordered and assigned to pupils to enable pupils to access home learning.
- Food hampers and Free School Meals vouchers were provided to support families.
- Weekly registers were taken to track those pupils who were not accessing home learning. Home visits, phone calls and learning were then delivered where needed.
- Teachers created individual and bespoke resource packs to support home learning.

Staffing

- Parent & Pupil Support Worker Family Support worked with vulnerable pupil and families on a wide range of social and emotional support interventions.
- Increased capacity of adults in every Year Group from Reception to Year 6 to provide a more favourable staff to pupil ratio, resulting in positive progress gains.

Phonics & Booster Sessions:

- Additional Learning Support for small group Phonics interventions through intervention programme to raise the attainment and progress to close the gap of pupil premium children by the end of year 1 in early reading skills.
 - Pupil 1: (EHCP) did not pass
 - Pupil 2: did not pass, achieved 26/ 40
 - Pupil 3: passed
 - Pupil 4: (EHCP) did not pass
 - Pupil 5: (SEND support) did not pass
 - Pupil 6: passed
- Teacher led breakfast and lunchtime booster sessions for Year 6 pupils to raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally.

Pastoral Intervention Programmes:

- Lego Club Social Communication and Wellbeing group – X6 year 5/6 boys (5 PP) one afternoon each week. Evaluations from boys were all positive, they enjoyed being together, having fun and taking part in the challenges. They described it as a good time to talk about their worries.
- Ongoing support for pupil (LAC) around anger management and strategies, including talking and creative activities.
- Lunchtime support for one pupil – focus on emotional wellbeing using Big Box of Feelings resource, which he enjoyed and responded to.
- Ongoing time to talk with bereaved pupil, accessing Winston's Wish resources and ideas. This then followed up by agency work around bereavement and emotional issues.

Staff CPD:

- Provided staff with an expanded teaching toolkit to enhance teaching and learning for all pupils – Clicker 7, White Rose Maths, Literacy Shed +

Mental Health Award:

- 10 sessions of training with 10 pupils (X4 PP pupils) chosen for school's first Wellbeing Buddies from KS2. Ongoing weekly support sessions. Working on emotional wellbeing and Friendships skills. Introduction at school assembly. Showcased on school Twitter account.

- Next steps – Wellbeing buddies to help facilitate some lunchtime and afternoon interventions such as ‘Talk and Draw for Wellbeing’ sessions, ‘Fun with games for Wellbeing’ and some ‘Mindfulness sessions for anxiety’.

Subsidised Clubs & Trips:

- Subsidised Breakfast Club for targeted PP pupils to promote good attendance and punctuality. PP children attended on a regular basis throughout the year.
 - All pupils were supported on home learning, which was completed in the club – and on daily reading for 5-10 minutes.
 - 2 of these 5 pupils made 1 terms accelerate progress over the year in their reading
 - 1 of these 5 pupils made 2 terms accelerate progress over the year in their reading
- Subsidising the cost of schools trips to allow full participation in school life, to promote self-esteem, sense of responsibility and to uphold the school’s ethos of inclusion.
 - No trips took place during the Spring and Summer Terms – largely due to Covid – 19 / lockdown. 12 school trip places were fully paid for prior to this at £15 /pupil (£180).
 - All 11 pupils in year 6 had the Y6 residential trip fully subsidised. However, the trip did not take place due to the Covid-19 pandemic.
- Subsidise school uniform to ensure full participation in school life, to promote self-esteem, sense of responsibility and to uphold the school’s ethos of inclusion.
 - In all 27 vouchers were provided at £25 each (£675)

Targeted monitoring and swift intervention:

- SLT support staff in ensuring that disadvantaged pupils make expected progress in core subjects. Book scrutinies and pupil data provide an insight into the outcomes of disadvantaged pupils.
- Pupil progress meetings are used to target disadvantaged pupils and map out LSA and additional teacher time to close the gaps where they are identified.

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
Classroom Secrets Annual Subscription	Classroom Secrets
Seesaw	Seesaw

Twinkle Annual Subscription	Twinkle
IDL	IDL Group
Purplemash	2Simple
Connecting Steps	BSquared
Phonics Play	Phonics Play Ltd
Grammarsaurus	Grammarsaurus
White Rose Maths	Trinity MAT
Letterjoin	Green and Tempest Ltd.
Tapestry	Foundation Stage Forum Ltd
Language Angels - French	NuBridge Publishing Ltd
TTRS	Maths Circle
Bug Club Reading	Active Learn Primary
OTrack assessment tracking	OTrack
Literacy Shed + subscription	Education Shed Ltd

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?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above

Pupil Premium Update 2021/2022

1. Pupil and parent involvement

Every family of a child entitled to Pupil Premium will be included in the plans and proposals for the allocation of the additional funding. The allocation will be based on the needs of the child; their ability, interests, talents, areas for improvement and barriers to learning.

2. Curriculum, teaching and learning

At Hoyle Court Primary School we provide a high level of teaching and we ensure all our staff are suitably trained to deliver an engaging and enriching curriculum which enables all our children to make progress. We have a very highly qualified and well established Pupil & Parent Support Manager, who provides a high level of pastoral support as well as delivering extended learning opportunities. We also have a strong team of Mental Health First Aiders and a school wide lead for Personal Development.

With the introduction of the government subsidised National Tutoring Programme, we will be offering school led tutoring for a large number of our Pupil Premium children this academic year. This will provide an opportunity for us to close the gap in progress and attainment for our Pupil Premium children. Planned and led by our own teaching staff, the tutoring will provide bespoke and targeted support, giving the best prospect for supporting our children and ensuring their progress.

3. Care, Guidance and Support

- Training and support which results in consistent QFT across the school.
- LSA support throughout all year groups
- Specialist agencies - School nurse, educational psychology
- Support for school uniform
- Residential and educational visits
- Opportunities for cultural and social experiences missed due to Covid-19
- Personal resources
- Additional Teachers
- Specialist interventions

4. Monitor, evaluate and intervene

Pen Portrait's for each child on the Pupil Premium register allow us to provide staff with a detailed understanding of the children in their class. This allows staff to know the children and their journey in terms of attainment and progress, as well as the interventions that they have already benefitted from. We continue to use our monitoring system – CPOMS, for behaviour, attendance and pupil profiles. Pupil Premium attainment and progress is an integral measure of teaching and learning and is a priority.

Accountability

- Teaching and Learning Quality – Claire Thirkill, Kathrine Nutting, SMT
- Curriculum, Progress and Intervention – Claire Thirkill, Kathrine Nutting, SMT
- Pastoral support – Isobel Sheard
- Attendance – Claire Thirkill Kathrine Nutting, Isobel Sheard
- Enrichment – All staff
- Student tracking and monitoring - Claire Thirkill, Kathrine Nutting, SMT, all staff

At Hoyle Court, we believe that all children deserve to be championed and have the opportunity to learn, develop and achieve their potential. We want to create equity for our children, enabling them to be the very best that they can be.