

Haydon Abbey School and Pre-School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 academic years) 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 (2022-2023)	Data (2023-2024) (2024-2025)
Haydon Abbey School and Pre-School		
Number of pupils in school:	484	489 483
Reception to Year 6	56	60 41
Preschool (non-statutory)		
Proportion (%) of pupil premium eligible pupils	29%	31% 32%
Academic year	2022 – 2023	2023-2024 2024-2025
Date this statement was published	December 2022	
Date on which it will be reviewed	December 2023	December 2024
Statement authorised by	Judith Ejdowski, Headteacher	Ashleigh Ferdinand, Headteacher
Pupil premium lead	Sarah Whittaker, Assistant Headteacher	Sarah Whittaker, Assistant Headteacher
Governor / Trustee lead	Zhenya Price, lead for disadvantaged pupils	Zhenya Price, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,955 (2021–2022) £205,910 (2022-2023) £203,275 (2023-2024)

	£205,670 (2024-2025)
Recovery premium funding allocation this academic year	£11,926 (2021–2022) £15,660 (2022-2023) £20,012 (2023-2024) £5,002 (2023-2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£50,254 (2021–2022) £45,368 (2022–2023) £47,750 (2023-2024) £funding & expenditure until March 25(2024-2025)
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	£257,135 (2021–2022) £280,806 (2022-2023) £268,655 (2023-2024) £258,422 (2024-2025)

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning, that make the difference between success and failure. We are determined to ensure that our children are given every opportunity to realise their full potential.

We believe that without exception every child who attends Haydon Abbey School and Pre-School should receive an excellent education and be in receipt of teaching that is routinely engaging, purposeful and allows all learners to progress well. We recognise that to achieve this we must be committed to the development of our staff at all levels, ensuring the staff team as a whole are supported to develop as exceptional practitioners. Through our commitment to Continued Professional Development we will ensure that all teachers routinely deliver First Quality Teaching.

We aim to have a culture in our school where adults prioritise the forming of positive relationships with all students. We believe that by investing heavily in these relationships staff will know the children as individuals and will therefore be able to make well informed decisions on how best to offer support that will lead to improved outcomes. In some cases, children may benefit from receiving targeted interventions to address gaps in their learning and ensure they do not fall behind their peers.

Our approach

We have planned the way we use our funds carefully to ensure that it is used to maximum effect. This includes:

Ensuring that spending is directly linked to gaps in progress and attainment;

Making use of our own termly data to create appropriate interventions;

Making sure there is good and better teaching on a day to day basis;

Reviewing existing interventions and considering the implementation of new interventions.

Making sure that children are ready to learn through attending our Breakfast Club and receiving extensive pastoral support.

We recognise that not all pupils who receive pupil premium will be disadvantaged or underachieving. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being disadvantaged.

The documents below show how we have chosen to allocate the pupil premium funding, and the impact this has made.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and oracy Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Preschool through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Social and emotional needs Our behaviour records, observations and interactions with pupils indicate that disadvantaged pupils are more likely than their peers to experience difficulties with their social, emotional and mental health.
3	Learning behaviours Observations, assessments and interactions with pupils indicate that disadvantaged pupils are more impacted by underdeveloped learning behaviours than their peers. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.
4	Gaps in knowledge and understanding of curriculum content Limited life and enrichment experiences Through formal assessment, observations and discussion with the children, parents and carers, as well as the wider community , it is apparent that our disadvantaged pupils have limited access to enrichment experiences impacting on pupils' confidence inside and outside of the classroom.
5	Reading and phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with early phonics knowledge and reading than their peers. Some pupils do not have opportunities to read outside of school which negatively impacts the pupils development across all areas the curriculum.
6	Maths Assessments, observations, and discussions with pupils suggest disadvantaged pupils perform lower in mathematics than their peers. Some disadvantaged pupils have gaps in mathematical knowledge, particularly in the areas of the 4 operations and fluency of recall which can lead to them fall behind age related expectations.

7	Writing Assessments, observations, and discussions with pupils suggest disadvantaged pupils perform lower in writing than their peers. Research from The Literacy Trust has shown that disadvantaged children are less exposed to writing and early reading and therefore have notable gaps in their writing skills which lead to them falling behind age related expectations. <i>“New research from BookTrust has found that almost a quarter of parents and carers from low-income backgrounds (23%) are not sharing books with their children before their first birthday - despite the majority (95%) seeing reading as an important thing to do.</i> <i>20% of families said they don't read to their children because of a lack of time, while 28% said they don't find it easy.</i>
8	Significantly below average on-entry data for EYFS Pupils Internal assessments (pre-school) and Reception Baseline information indicates that pupils starting at Haydon Abbey who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly evident in Communication and Language and Physical development

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 oral language skills and vocabulary among disadvantaged pupils. Improvements in spoken language and vocabulary will feed into children's ability to write and express themselves coherently	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. KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with their peers
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with their peers Phonics check outcomes in Years 1 and 2 show a sustained improvement year-on-year
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is closer to that of their peers
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is closer to that of their peers
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • through observations, children will demonstrate greater resilience and take more risks in their learning. • an increase in participation in enrichment activities, particularly among disadvantaged pupils
To provide a curriculum that actively meets the needs of all of our children. For our disadvantaged children, our curriculum will address a lack of life experiences	• All children are in receipt of Quality First Teaching across the curriculum • All children are in receipt of Haydon Abbey School's spiral curriculum for teaching the wider curriculum • All children receive a curriculum which is exciting, challenging and provides a wealth of engaging learning experiences such as experience days and trips

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: £70,438.86 (22/23) Actual cost - 23/24 = £44,364.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the role of subject leaders to ensure that all learners receive high quality teaching across the school through an immersive curriculum Investment in staff developments through the Challenge Partners initiative to develop leadership across the school Training from external educational consultant	Prioritising staff development at all levels will ensure that school staff are supported to be highly skilled practitioners who have a secure understanding of teaching pedagogy and how to secure the best educational outcomes for all children, including those deemed to be disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=quality%20of%20ed	1, 2, 3, 4, 7, 8 £12,867.40
Heavily subsidised trips, residential and enrichment activities	We are aware that our disadvantaged students do not always experience the same amount of enrichment activities as their peers. By heavily subsidising our school trips and residential we are supporting all children to be part of and benefit from these experiences. All trips are planned to enhance the curriculum and offer experiential learning to support the work undertaken in school.	1,2,4 £30,054
Purchase of standardised diagnostic assessments. Training for 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	5,6,7 £2435.89
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Launching 'Voice 21' oracy project	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF https://voice21.org/schools/	1, 4, 5 £250 Covered in 'targeted academic support'

Implementation of 'Little Wandle' a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	1,5,7,8 £11.216.31
Improve the quality of social and emotional learning (SEL). 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3, 8 Included in 'Wider Strategies'
To improve the quality of writing and handwriting through embedding a 'Talk 4 Writing' approach across the school Professional consultancy Training and CPD – internal and external Resources – lined flip chart paper, lined books across the curriculum, lined individual whiteboards, Talk 4 Writing reference books for teachers Release time for subject lead	There is evidence to support the use of a vocabulary and oracy approach to teaching writing skills improves writing outcomes for disadvantaged children https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing	1,3,7,8 £12.635.26
To improve the planning of maths to ensure clear coverage and progression of skills throughout the school White Rose resources Subject leader release time Staff training and CPD	There is evidence to support the use of a mastery approach to teaching maths supports pupils to become fluent in the fundamentals of mathematics, to be able to reason and to solve problems https://whiterosemaths.com/latest-news/wrm-curriculum-and-the-new-ofsted-framework	1,3,6,8 £1.000
WALKTHRU	Improving teaching and learning for pupil premium pupils can be effectively achieved through the use of WALKTHRU, a structured approach to professional development that focuses on evidence-based teaching strategies. WALKTHRU help teachers to collaboratively refine and enhance their instructional practices by observing and discussing specific teaching techniques that are proven to support learning. For pupil premium pupils, who often face additional barriers to achievement, this approach allows educators to systematically identify and implement tailored	

	strategies that address their unique needs. The process involves short, focused observations, followed by reflective discussions, enabling teachers to adapt and apply strategies such as differentiated instruction, effective questioning, and feedback to boost pupil engagement and learning outcomes. By creating a culture of continuous improvement and collaboration among staff, WALKTHRU's contribute to closing the attainment gap and ensuring that pupil premium pupils receive the targeted support they need to succeed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,693.49 22/23, Actual cost 23/24 = £34,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of an intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Speech Link intervention	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) ***costs shown is for software licence all staffing costs to deliver the interventions are covered by school led tuition funding	1, 3, 5 £220.00
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Launch of Rapid Catch up for Year 2-6	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3, 5, 8 £13.500

To invest in the Clicker 8 intervention to support the teaching of reading and writing skills across the school	The Clicker programme will be used to support children to acquire key literacy skills and to improve their progress and attainment in reading and writing. https://educationendowmentfoundation.org.uk/news/eef-blog-improving-literacy-in-key-stage-2	1, 5, 7 £1.350
To invest in Reading Plus	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. https://www.readingplus.com/efficacies/	1, 3, 5 £1.803.49
To instruct a play therapist for 1 day a week to support identified children and run parent engagement sessions	There is evidence that play therapy improves outcomes for children by: Children receive emotional support and can learn to understand more about their own feelings and thoughts. Sometimes they may re-enact or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. https://www.bapt.info/wordpress/wpcontent/uploads/2021/07/Play-Therapy-in-Schools.pdf	2,3 £3.600
To introduce Nurture style intervention for children in early years. Educational psychologist will train Early Years practitioners to deliver intervention LSA hours Resources to support sessions	There is evidence to support that Nurture groups facilitate the development of social, emotional and behavioural skills. Nurture sessions provide children with attuned interactions and a developmentally appropriate curriculum, which facilitates the development of language and communication within a safe space. https://localoffer.haltonchildrenstrust.co.uk/wp-content/uploads/2021/03/Nurture-in-Early-Years.pdf	1,2,3,8 £2220
Introduction of Closing the Gap team across Year 3 and 4	Research by the Education Endowment Foundation (EEF) has shown that small group tuition can result in an average of 4 months' additional progress over the course of a year. This added progress is a testament to the efficacy of small group learning in elevating academic achievement. https://www.learningcubs.co.uk/resources/the-impact-of-small-group-learning-on-academic-success	4, 6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a free Breakfast Club for all children who attend Haydon Abbey School	Through investing in a universally free Breakfast Club all children will start their school day ready to learn. Children will have eaten a nutritious meal and will start their school day emotionally regulated and ready to access their lessons. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2,3 £25,664.32
To provide an on-site Inclusion Team to support learners to engage fully in their education	Through having a well-resourced and well-trained team of professionals making up the school's on-site Pastoral Team children will receive immediate support and intervention when needed. By effectively addressing children's emotional and behavioural needs, we will be able to minimise any disruption and lost learning time, ensuring children are emotionally regulated, resilient and ready to learn. Resources include the use of an on-site, full-time therapy rabbit that is able to support the children's emotions, has been proven to reduce stress and anxiety and teach them empathy and social skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://specialedresource.com/6-amazing-benefits-of-therapy-pets	2, 3 £34,445.14
To develop the roles of learning mentors	Through development of the role of the Learning Mentors children will receive in-class support from an adult they know and have built a relationship with. This will minimise behaviour incidents and disruption to learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3 £44,906
To train Forest School Leaders To resource and run an on-site Forest School	Disadvantaged children may not have access to gardens or public spaces in the same way that their peers may. Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development prompted by the children's sensory experiences Motivation: the setting fascinates the children and they develop a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	1,2,3,8 £1,302

Purchase of new outdoor play equipment for KS2	To develop children's gross and fine motor skills, resilience, confidence and provide life experience which they may not otherwise have access to https://www.studyinternational.com/news/play-based-learning-for-children-encouraged-by-educators/	2,3 £17,325 (balance of project)
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Budgeted cost: £135,054.84 - 22/23, Actual cost 23/24 = £141,748

To fund curriculum enrichment projects; including Science Week, Take One Picture, and Pantomimes To fund ICT equipment (Now Press Play) that supports and enriches the curriculum	Children from disadvantaged backgrounds benefit from experiences and activities that they may not get out of school. By enriching our curriculum with experiential learning opportunities, we will be supporting our disadvantaged children to develop their vocabulary skills, engage more fully with their learning and enhance their life experiences https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Now Press Play enhances the curriculum content by engaging children primary school children in the curriculum through sound, story and movement. https://edtechimpact.com/products/now-press-play	1,2,3 £6,088.26
Funding a Christmas lunch for all children	By funding the Christmas Lunch, we will allow all children to develop their life experiences and develop a sense of British Values By allowing all children to access this meal, we are providing a shared and inclusive experience for all of our children	1,2 £1.325
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

Total budgeted cost: £203,855

Total actual expenditure as 23/24 = £220,905

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.

Our internal and external assessments during 2022/23 indicate that our strategy has had some demonstrable impact during its first year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 60% of our children achieved a Good Level of Development. This was a 10% increase on 2021-2022 data and 7% lower than the National and Local Authority outcome (2021-2022 was 15% lower than National outcomes). For our disadvantaged pupils, the GLD outcome was 44%. Although outcomes do not compare favourably with national benchmarks this does represent good progress from the children's starting point. It is clear that our strategy to focus developing the children's PSED skills to ensure they are ready for learning has had a significant impact already. This aspect will be continued in 2022-23 along with further work to develop phonics and early reading and work to develop the children's number sense and gross and fine motor control as well as targeted work to develop children's social and emotional learning, through Calming Cats interventions and nurture interventions for identified children.

The impact of our strategy for end of Key Stage 1 outcomes are shown below:

(33 PP children in Y2)	<i>% of pupils achieving EXS or above</i>	<i>% of pupils making expected or more than expected progress</i>
Reading	39%	97%
Writing	21%	100%
Maths	52%	97%

The impact of our strategy for end of Key Stage 2 outcomes are shown below:

(92 PP children in Y6)	<i>% of pupils achieving EXS or above</i>	<i>% of pupils making expected or more than expected progress</i>
Reading	69%	87%
Writing	37%	87%
Maths	55%	91%

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during COVID-19 and these issues are still continuing. In order to further address and support this, we have further developed our inclusion team to include a mental health lead role as well as an enhanced provision lead by 3 learning mentors who support not only identified children on a daily basis but also those children who need daily check-ins as well as ad-hoc support for emotional and other factors that are causing a barrier to their learning. We continue to develop our curriculum to meet the needs of all pupils, including the use of Kapow! Primary schemes for Science, Geography and History and ensuring we provide educational trips and visits to provide children with life experiences they may not otherwise experience. We continue to monitor persistent lateness and absences and targeted support for identified children has made a positive impact.

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
Systematic synthetic phonics teaching programme	Little Wandle
3-stage framework for teaching literacy across the curriculum	Talk 4 Writing
Speech and language intervention	Speech Link Language Link
Curriculum schemes	Kapow! Primary

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