

# Pupil Premium Strategy Statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Hatfield Academy
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	20.09.2021
Date on which it will be reviewed	01.07.2022
Statement authorised by	Katy Richards
Pupil premium lead	Becki Swift
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,760
Recovery premium funding allocation this academic year	£15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£294,760

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

We hope that each pupil will develop a love for learning and acquire skills and abilities to fulfil their potential.

## Challenges

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

Challenge number	Detail of challenge
1	% of Pupil Premium Pupils achieving expected standards is below Non Pupil Premium Pupils
2	Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils
3	Pupil's Social and Emotional Mental Health Needs - Low self-esteem and self-confidence is an issue for many pupils and impacts on academic progress
4	Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium
5	Parental Engagement with school and their children's readiness for learning

## 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 in reading in across KS1 and KS2	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>- make progress in line with, or greater than, non-Pupil Premium pupils across KS1</li> <li>• make accelerated progress across all subjects.</li> </ul> <p><b>Improved Year 1 phonics outcomes from 58% in 2019</b>  <b>Improved KS1 Reading outcomes from 58% ARE in 2019</b>  <b>Improved KS2 Reading outcomes from 55% ARE in 2019</b></p>
Improved attainment in writing in across KS1 and KS2	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>- make progress in line with, or greater than, non-Pupil Premium pupils across KS1 and KS2.</li> <li>• make accelerated progress across all subjects</li> </ul> <p><b>Improved KS1 Writing outcomes from 50% ARE in 2019</b>  <b>Improved KS2 Writing outcomes from 60% ARE in 2019</b></p>
Improved attainment in maths in across KS1 and KS2	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>- make progress in line with, or greater than, non-Pupil Premium pupils across KS1 and KS2.</li> <li>• make accelerated progress across all subjects</li> </ul> <p><b>Improved KS1 Maths outcomes from 63% ARE in 2019</b>  <b>Improved KS2 Maths outcomes from 72% ARE in 2019</b></p>
Improved attainment in number of pupils achieving GLD in EYFS	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>- make progress in line with, or greater than, non-Pupil Premium pupils across EYFS.</li> <li>• make accelerated progress across all subjects</li> </ul> <p><b>Improved GLD outcomes from 48% in 2019</b></p>
Improved reading, writing and maths at KS2 for higher attainers/more able pupils	<p>For pupils in receipt of the pupil premium:</p> <p><b>Improved KS2 combined outcomes from 3% at greater depth in 2019</b></p>
Improved range of experiences and curriculum enrichment to support in developing vocabulary	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>- Increased access to a range of experiences and opportunities including trips, afterschool clubs</li> <li>- More developed vocabulary across the curriculum</li> <li>- Higher engagement and participation in learning</li> </ul> <p><b>Improved participation in after school clubs.</b></p>
Improved behaviour and social communication skills (particularly following COVID and school closures in 2020)	<ul style="list-style-type: none"> <li>• Behaviour policy revised and shared with the school community using restorative practice.</li> <li>• Bespoke behaviour plans created by SENDCo (in partnership with teachers, parents, carers and external professionals if required).</li> <li>• Where appropriate, Pupil Premium Pupils have one page profiles which will detail individualised strategies for supporting the social, emotional and mental health needs where relevant.</li> <li>• Pupil Premium will have access to the lunar room, Lego Therapy, Friends Intervention and other appropriate interventions that meet their additional needs.</li> <li>• SENCO to receive training to support mental health and well being through trauma informed schools</li> <li>• School to undertake healthy minds programme (January 2021)</li> </ul> <p><b>Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met</b></p>
Improved attendance	<p>For pupils in receipt of the pupil premium:</p> <ul style="list-style-type: none"> <li>• Attendance to be in line with national.</li> <li>• Daily monitoring of Pupil Premium attendance to be completed by EWO.</li> <li>• Support for parents who are concerned about COVID 19.</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: £85,565.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved attainment for pupils eligible for PP funding in reading across KS1 and KS2.</b></p> <p><i>CPD given to teachers on teaching of reading so that they understand and implementing the principals of RWI, and reading recovery schemes of work.</i></p> <p><i>Following COVID 19 following reading recovery programme.</i></p> <p><i>Whole class high quality texts to be read and discussed by all Pupil Premium children - cost £523</i></p> <p><i>Understanding and implement the Astrea Reading Strategy</i></p> <p><i>Training space book and license £349.93</i></p> <p><i>In KS1 children to have access to RWI texts to take home £6,700</i></p> <p><i>Additional Adult support in KS1 to support with teaching of early reading, phonics - £18,541</i></p> <p>Support Staff fluency training.</p> <p>Support Staff training in RWI interventions.</p>	<p>Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Parental Engagement - The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p> <p>Shared reading- This approach has been found to make a positive impact on reading <a href="http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&amp;context=reading_horizon_s">http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&amp;context=reading_horizon_s</a></p> <p>Widgit Communicate in Print - Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. Symbol Sets often follow a schematic structure, or set of design 'rules', that help the reader independently grow their own vocabulary. <a href="https://www.widgit.com/symbols/index.htm">https://www.widgit.com/symbols/index.htm</a></p> <p>CPD for Teaching Assistants In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	1
<p><b>Improved attainment for pupils eligible for PP funding in writing across KS1 and KS2.</b></p> <p><i>CPD given to teachers on teaching sequence of writing. £2,000</i></p> <p><i>CPD on how to plan and use literacy tree to support the teaching of writing, including spelling and grammar. £2,000</i></p>	<p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p>	1

<p><i>English lead to support teachers planning. £4,789</i></p> <p><i>High quality and age appropriate texts used. £5,574</i></p>	<p>EEF toolkit shows that digital technology has good impact. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a></p> <p>Widgit Communicate in Print - Symbols are images which are used to support text, making the meaning clearer and easier to understand. They provide a visual representation of a concept. Symbol Sets often follow a schematic structure, or set of design 'rules', that help the reader independently grow their own vocabulary. <a href="https://www.widgit.com/symbols/index.htm">https://www.widgit.com/symbols/index.htm</a></p> <p>High quality resources available to support learning</p>	
<p><b>Improved attainment for pupils eligible for PP funding in maths across KS1 and KS2.</b></p> <p><i>Clear Calculation policy to be written and shared with all staff.</i></p> <p><i>Teachers to use concrete resources in the teaching of maths.</i></p> <p><i>Subscription to TTRS £500</i></p> <p><i>Maths lead to support teachers planning. £4,789</i></p> <p><i>Resources to support teaching of problem solving and reasoning £2,500</i></p> <p><i>Use of power maths books to support teaching of maths £2,500</i></p>	<p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</a></p> <p>Use of Mastery Maths curriculum to help improve maths attainment and progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>EEF toolkit shows that digital technology has good impact. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a></p> <p>Subscriptions to educational websites and apps to support learning at school and home. <a href="https://trockstars.com/page/features">https://trockstars.com/page/features</a></p> <p>High quality resources available to support learning</p>	1
<p><b>Improved oral skills for pupils in EYFS.</b></p> <p><i>CPD opportunities specifically for EYFS £2,500</i></p> <p><i>On-going staff training on feedback</i></p> <p><i>Support from AdAstrea</i></p> <p><i>Pupil progress meetings</i></p> <p><i>Support from LINGO on supporting language development in the classroom £2,000</i></p> <p><i>Undertake Nuffield Early Language Intervention (NELI) -EYFS staff to undertake training £3,000</i></p>	<p>EEF toolkit suggests high quality feedback is an effective way to improve attainment and it is a suitable approach we use across the school.</p> <p>To raise the standard of teaching in EYFS and provide new strategies to help achievement for all.</p> <p>The NFER report on Supporting Attainment of disadvantages pupils' states that schools who identify pupils underachieving and plan to target these pupils do well. <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-evaluation-report-on-the-early-years-foundation-stage-profile/">https://educationendowmentfoundation.org.uk/news/eef-publishes-evaluation-report-on-the-early-years-foundation-stage-profile/</a></p> <p>EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Early_Years Interventions - <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p>	2

	In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	
<i>CPD for teachers in making use of assessments to inform their planning, ensuring every child is given work of the correct challenge.</i>  <i>Pupil progress meetings</i>  <i>Support from PP lead and core subject leads in planning and assessment</i>	Robust assessment and challenge will ensure teachers are held to account for progress of PP children.  EEF is clear (15 Lessons Learned) that what happens in the classroom makes the biggest difference. Improved, more rigorous teaching of writing will lead to improved outcomes  Mastery Learning - There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a>	1
<i>CPD to ensure quality first teaching £30,000</i>  <i>Support from Senior leadership team in planning sequence of learning, mentoring/coaching</i>  <i>Support from AdAstrea/clusters/subject leaders.</i>  <i>NQTS to get additional support and training through early development training programme.</i>  <i>Teachers released to observe other staff to improve their performance</i>  <i>Teachers given time to meet regarding Pupil Progress on a regular basis</i>	The Department for Education's newly launched ECF lengthens the induction period for newly qualified teachers (NQTs) to two years, increases the entitlement of early career teachers to support and training, and specifies content that should be covered during the induction. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support-online-teacher-development/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support-online-teacher-development/</a>  Use of Mastery Maths curriculum to help improve maths attainment and progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a>  In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>  Within-class attainment grouping involves organising pupils within their usual class for specific activities or topics, such as literacy. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a>	1

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

Budgeted cost: £ 88,756.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>To offer frequent, high level targeted reading support to Pupil Premium children not meeting expected levels.</b>  <i>School library subscription</i> <i>Library service £4104.12</i> <i>High quality home readings books</i> <i>Home reading books £1090.26</i> <i>Targeted, daily small group and 1:1 reading £3,000</i> <i>Lexia £4178.78</i>	A number of PP children need a high level of support to access reading in school.  Consistency of approach (RWI) and support to accelerate phonics and reading skills. Children to be listened to read and books changed on a daily basis	1

<p>Reading fluency intervention  Pandora Reading Cloud <b>£3774</b>  Capita Reading Cloud <b>£2110</b>  First News Subscription <b>£688</b></p>		
<p><b>Pupil's communication skills to be at ARE</b></p> <p>Accurate assessment of children's communication skills  Effective targeted interventions  Raised profile of communication as part of whole class teaching  Staff CPD to deliver interventions  Designated Speech and language fellow to deliver interventions - <b>£18,541</b>  Support from LINGO - <b>£2,000</b></p>	<p>69% of children across the school have C&amp;L needs. A high % of children need group communication intervention or 1:1 interventions to meet their needs and close the gaps-</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>EEF Early Years Toolkit shows that communication and language approaches have high impact for a fair cost- <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group-  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment -<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>1 2</p>
<p><b>Additional Support for PP children with social, emotional, behavioural and learning difficulties</b></p> <p>Lego Therapy <b>£1,000</b>  Friends Therapy <b>£1,000</b>  Theraplay <b>£1,000</b>  Healthy Minds Training programme - <b>£2,000</b>  Assistant Learning mentors to monitor behaviour and work with target children. <b>£20,000</b>  Access to Sensory Room resources - <b>£500</b>  Access to Lunar room for additional learning support. Resources <b>£600</b>  Appointment of Mental Health and Behaviour Champion  Play leaders to support playing and behaviour at lunchtimes. <b>£3,700</b>  All staff trained in restorative practice <b>£5,500</b>  Qualified Thrive Practitioner in school - <b>£4,750</b>  Trauma Informed Schools training  Mindful Mornings <b>£150</b>  Access to counsellors and educational psychologist through Astrea Academy <b>£4,000</b></p>	<p>Metacognition - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>Behaviour interventions  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>Restorative practice <a href="http://www.hullcentreforrestorativepractice.co.uk/">http://www.hullcentreforrestorativepractice.co.uk/</a></p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The Thrive approach has been researched and evidenced to make a positive impact. For more information see; <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	<p>3</p>
<p><b>Improve self-esteem, resilience and confidence levels to achieve higher rates of progress</b></p> <p>To help create a positive mind set in children that will foster habits and attitudes in them that will enable children to become better learners.  Assemblies linked to Hatfield Heroes  Teachers to teach specific sessions through PSHE to support positive mindset <b>£3,570</b>  CPD on positive mindset to be delivered to staff <b>£1,500</b>  All staff trained in restorative practice  Thrive Practitioner in school</p>	<p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>Restorative practice  <a href="http://www.hullcentreforrestorativepractice.co.uk/">http://www.hullcentreforrestorativepractice.co.uk/</a></p> <p>The Thrive approach has been researched and evidenced to make a positive impact. For more information see; <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></p>	<p>3</p>

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

Budgeted cost: £96,657.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved range of experiences and curriculum enrichment to support in developing vocabulary</b></p> <p>Vocabulary sent home on curriculum newsletters</p> <p>Literacy tree teaching specific use of vocabulary.</p> <p>Ensure teachers are planning to undertake the Astrea Promise</p> <p>Subsidise school trips, visitors and residential. <b>School trips £12,000.00</b></p> <p>Astrea Promise across the school. Astrea Promise <b>£4,500</b> Astrea links/moderation cluster meetings /support <b>£15,000.00</b></p> <p>Learning mentors for each Key Stage to monitor behaviour and work with target children.</p> <p>Learning Mentor £25,000.00</p> <p>Lunchtime Supervisor x7 £11,000.00</p>	<p>A high number of the PP children have limited opportunities and experiences outside of school. This means they don't have the chance to access and explore a range of diverse interests. Many of the children may struggle to exceed in core subjects but thrive in extra-curricular activities. The option to access these means they can build their self-esteem and make a positive contribution to school life. <a href="http://www.bbc.co.uk/news/health-28703013">http://www.bbc.co.uk/news/health-28703013</a></p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/arts-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/arts-participation/</a></p> <p>Developing a whole school approach to teaching vocabulary</p> <p><a href="https://literacytrust.org.uk/resources/developing-whole-school-approach-teaching-vocabulary-primary-schools/">https://literacytrust.org.uk/resources/developing-whole-school-approach-teaching-vocabulary-primary-schools/</a></p> <p>"Vocabulary has to be the single most important aspect of a modern curriculum. Explicit and engaging vocabulary teaching has the power to promote independence in learners, ignite imaginations, deliver understanding and raise education standards in schools_</p> <p><a href="https://www.vocabularyninja.co.uk/premium-resources.html">https://www.vocabularyninja.co.uk/premium-resources.html</a></p>	<p>1 3 4 5</p>
<p><b>Improved attendance of PP children</b></p> <p>Attendance officer to monitor and improve attendance rates £26,900</p> <p>Attendance incentives and rewards</p> <p>Awards given for 100% attendance &amp; punctuality</p> <p>Attendance and punctuality to be shared with parents/ carers regularly</p> <p>Breakfast club available for all children from 8am.</p>	<p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p>	<p>4 5</p>

**Total budgeted cost: £ 96,657.37**



# 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

### **Quality of Teaching**

CPD will continue to be ongoing. Teachers have received weekly Professional Development Meetings linked to the school priorities, NQT's have received additional weekly training sessions with the CPD school leader. Additional meetings were put in place when needed which followed up and support this CPD and a personalised, tailored CPD plan that incorporates CPD specific to each teacher's personal areas of development and aspirations for the future. We will continue to develop staff at Hatfield using the most up to date research. CPD to develop strong subject knowledge has been completed for mathematics, reading (Read, Write INC) and writing (Literacy Tree). We will be using literacy tree as it a complete approach the teaching of primary English. It will immerse pupils in a literary world, therefore creating strong levels of engagement to provide meaningful and authentic contexts for primary English. The continuation of a mastery approach to the Teaching of Mathematics has continued to show an improvement in the attainment of Pupil Premium pupils achieving Age Related Expectations in Maths. The continued use of the White Rose Scheme of work alongside the progression of skills documents allows for teachers to effectively plan and ensure gaps in pupil's knowledge is addressed following the disruption of the last academic year due to COVID 19.

Books across school evidence secure subject knowledge in the core subjects. The curriculum for Foundation subjects has been continually developed from January 2019 and all subject leaders are supporting teachers have a good understanding of the rationales that underpin each subject. Accurate, robust assessment systems have been embedded for the core subjects. Staff have received CPD on effective marking across all areas of the curriculum. The marking policy has been adapted throughout the year, and will continue to be adapted so that it will be more effective in improving pupil's outcomes.

Revision books were issued to all pupils as homework books to support the pupils learning in school. A homework club will be set up with vulnerable pupil premium pupils being given priority and support from teachers.

Books arrive termly to support learning in classes based on the pupils learning in the wider curriculum. The school library service will continue to send books provide opportunities for pupils to read across the wider curriculum.

Pupil Premium pupils have been identified across all year groups. Pupil Premium pupils are highlighted on planning, seating plans and key data sheets. Pupil Premium reviews state that all staff are aware of who the Pupil Premium Pupils are and how they are identified. Data and progress for Pupil Premium Pupils has been tracked throughout the year. This has enabled teachers to monitor which pupils are not on track to meet their end of year targets. Using this data, gap plans have been created and pupils have received targeted support from class teachers. This has been with the use of pen portraits and gap plans. Pupil Progress meetings have occurred throughout the academic year, this has resulted in the identification of what specific Pupil Premium pupil's additional needs are and what are their particular barriers include. This has ensured that specific interventions and resources are in place for those pupils. Gap plans have been created for reading, writing and maths, these identify what pupils need in order to meet their individual targets.

Pupil Progress meetings have occurred throughout the academic year, this has resulted in the identification of what specific Pupil Premium pupil's additional needs are and what are their particular barriers include. This has ensured that specific interventions and resources are in place for those pupils.

New data systems and tracking systems have been introduced, this has enabled the Senior Leadership Team and class teachers to clearly which group/groups of pupils are not on track.

### **Targeted support**

Data and progress for Pupil Premium Pupils has been tracked throughout the year. This has enabled teachers to monitor which pupils are not on track to meet their end of year targets. Using this data, gap plans have been created and pupils have received targeted support from class teachers. This has been with the use of pen portraits and gap plans.

Pupil Progress meetings have occurred throughout the academic year, this has resulted in the identification of what specific Pupil Premium pupils additional needs are and what are their particular barriers include. This has ensured that specific interventions and resources are in place for those pupils.

New data systems and tracking systems have been introduced, this has enabled the Senior Leadership Team and class teachers to clearly which group/groups of pupils are not on track.

A Joint provision map has been set up with SENCo, tracking all interventions for the academic year. Trust reviews have stated that staff are aware of what inventions are currently taking place.

A range of communication interventions have been undertaken from March 2021-July 2021. Alongside the Listening Pack and WELLCOMM, NELI has been introduced in the Early Years. These interventions target language development to ensure pupils are working at age related

expectations within speaking and listening. Other interventions in place include: LEAP, Talk boost and Language legends. During the school closures all year groups had communication workouts sent home via seesaw or paper (if requested).

#### **Language Legends-**

The learning support assistant for communication and language has received training from Lingo on how to assess and deliver the intervention. Observations and feedback from Lingo is that learning support assistant for communication and language is delivering the intervention accurately and consistently.

Pupils have made good progress with this intervention. All pupils have made progress in all areas from their baseline

The average improvement in each areas are as follows:

- understanding language +15.6%
- understanding and using vocabulary +19.23%
- using sentences and telling stories +12.73%
- using social interactions +15.84%

#### **LEAP**

The learning support assistant for communication and language has received support from a SALT from Lingo on how to assess and deliver the intervention as it is an NHS SALT intervention. Pupils have made progress with this intervention and from pupil feedback and drop ins/learning walks they enjoy the sessions. Within the areas of vocabulary and talking all pupils have made progress. Next year it would be beneficial to have mixed groups so learning support assistant for communication and language is able to focus on 2 key word group or 3 key word groups.

Pupils have made good progress with this intervention. All pupils have made progress in all areas from their baseline.

PP averages:

- vocabulary +8 increase in the average score.
- understanding +2 in the average score.
- talking +4 in the average score.

#### **Talk Boost**

The learning support assistant for communication and language has received training from Lingo on how to assess and deliver the intervention. Observations and feedback from Lingo is that learning support assistant for communication and language is delivering the intervention accurately and consistently. Pupils have made varied progress within this intervention, this is due to student absence and missing sessions. Children have made good progress within the narrative section of the programme with understanding of language no average progress being made.

For one child where there have been limited progress, they have been highlighted that further assessment is needed of the child's specific needs and difficulties. All pupils have made some progress in some areas from their baseline

PP averages:

- understanding +0 no difference
- vocabulary +0 no difference
- sentences +4
- narrative +5

#### **NELI**

The learning support assistant for communication and language has received support from the Early Years Leader in delivering the session accurately. They have also received online training on how to deliver the sessions.

Most pupils have made progress with this intervention. Where children have been limited progress, they have been added to additional language interventions for the Autumn Term.

PP average score at the beginning of the intervention was 75 this increased to 81 by the end of the intervention.

EYFS staff and the Learning Support Assistant for Communication have received CPD from LINGO to support in the development of language across the early years. EYFS staff and the Learning Support Assistant have also received training on the NELI programme.

The EYFS Leader has a clear picture of the strengths and areas for development required to further improve the outcomes for pupils in the Early Years. CPD for all staff is well planned and organised, with follow up sessions planned to disseminate the main outcomes from the CPD.

Leadership is strongly focused on the most effective actions linked to regular evaluation and this evaluation is continual. The impact of changes to improve provision is evident from the ECERS scores and improvements have been observed already from baseline. The plan is to continue to develop the skills of the EYFS team through regular phase meeting and CPD sessions.

Children make good progress from their very low starting points. GLD for 2020 was not assessed due to school closure caused by lockdown, but internal data suggested that 62% of children were on track to meet the ELGs in all the GLD areas. The 2020 cohort included 3 children with a diagnosis of autism, all of which now have EHCP's. In 2020, 29% of children have started Reception at ARE in all GLD areas.

**LEXIA** - Inconsistent patterns of progress due to technical problems making it difficult for children to access consistently. New ipads were purchased for each class so that children were able to access more regularly.

A range of interventions were put in place to support the Social and Emotional wellbeing of pupils. Access to the sensory room and the lunar room was successful in continuing to support our most vulnerable pupils. They have able to continue their learning in an appropriate and meaningful manner and building relationships with adults and peers.

Recorded behaviour incidents have reduced.

#### **Friends**

Observations show that this intervention is being delivered accurately and consistently. Spence Anxiety Scales give a clear measure for impact and they show improvements for both children who have accessed the intervention for more than one half term.

Children's responses are positive and children are using the time as a safe space to discuss concerns. The ALM reports that children are opening up more as the intervention goes on.

Groups will be adapted in the Autumn Term as ALM assessment has identified differences in maturity between some children and so identified children can make more progress if working in a younger group. Average 27 point reduction in Anxiety scale scores over the term's intervention.

### **Lego Therapy**

Children enjoy this intervention – they speak eloquently about the activities they have done as part of the intervention.

Within the intervention children are developing communication skills and for most children this is having a positive impact on behaviour within school evidenced by reduced incidents being logged by staff. It is now appropriate to adjust the groups to develop the children's communication skills further as they adapt to new dynamics with new children. Leuven Scales show positive outcomes for targeted pupils. Reduction in behaviour incidents for most pupils accessing Lego Therapy whose behaviour is a concern. Average reduction of 24 incidents per term. Observation of pupils in class show that the children are more focused on their learning and are more consistently following instructions. Observations show that when working in the provision children who have accessed Lego Therapy are able to talk turns and share without adult support.

### **Theraplay**

All children have made progress shown in Leuven scale scores. The children are positive about the sessions and look forward to them. The intervention was successful in terms of giving pupils a positive experiences and interactions as well as developing relationships with their peers. Children are also showing more respect towards to each other which is shown in the reduction of behaviour incidents. Children's responses are positive and children are using the time to develop friendships and positive interactions. The ALM reports that through observing children's behaviours both within the group and outside the group, the majority of children are showing more care towards each other, they are more willing to accept help from an adult, they are able to take turns when playing and they have been less verbally or physically violent with each other.

Groups will be adapted in the Autumn Term as ALM assessment has identified differences in maturity between some children and so identified children can make more progress if working in a younger group. All pupils had improved Leuven scales (13 children accessed across Y2 and 3) For pupils targeted due to behaviour incidents - incidents have reduced by 28 incidents.

Through the appointment of play leaders we have seen a significant reduction in the number of major incidents recorded at lunchtimes. Pupils have commented that there are more games to play at lunchtimes and they can play with their friends or an adult. Effective support has been put in place to support most vulnerable pupils at lunchtimes, through additional adult support and nurture groups.

New PSHE scheme of work was introduced in Summer 2 2019, pupil questionnaire conducted during the summer term has shown that pupils enjoy the new teaching format and the 'calm me' part of each session. CPD has been delivered to staff for the teaching of the new scheme of work for PSHE and positive mind set.

Assemblies have taken place each week and are linked to the Hatfield Heroes and HATTERS. Pupils are able to identify the Heroes and how they can be shown in everyday life.

Mindfulness mornings is continuing to have a positive impact on the pupils at the start of the day. Mindful mornings are embedded across school to ensure that the school day starts calm and orderly. As a result, there have been no recorded behaviour incidents at the start of school.

### **Other approaches**

Throughout the year the collated data has shown that more Pupil Premium pupils attended after school clubs compared to Non Pupil Premium Pupils. By the end of the academic year 30% of PP children are currently accessing extra-curricular activities compared to 25% of NPP children and therefore PP children are accessing activities in-line with their peers.

Due to COVID 19 we had limited spaces available in Breakfast club. 16% of PP children accessed Breakfast Club compared to 9% of Non PP.

Daily focus on attendance and punctuality – the Education Welfare Officer (EWO) has developed strong working links with parents to develop good attendance. As a result, swift and effective action is taken to improve individual pupils' attendance. In the next academic year there will be focus on reducing the number of PA pupils as well as improve attendance so it is in line or above national following the changes to COVID 19 isolation rules.

At Hatfield the period from September 2021 until March 2021 has been dominated by the outbreak of COVID-19. Bubble and school has had a significant impact on the ability to implement many of the actions and strategies outlined in the Pupil Premium Strategy covering the period 2020-2021. Consequently, it has not been possible to thoroughly evaluate all planned strategies. However, where possible, a review has taken place and provision adapted to support our most disadvantaged pupils and their families.

## 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
RWI	Ruth Miskin
Discovery RE	Jigsaw
Jigsaw PSHE	Jigsaw
PKC – History, Science, Geography, Art	<a href="https://www.primaryknowledgecurriculum.org/">https://www.primaryknowledgecurriculum.org/</a>
Kapow ICT, DT	Kapow

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