

Pupil premium strategy statement – Haydn Primary School and Nursery 2024-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	13% (60 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	11/11/2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lisa Paulson (Head Teacher)
Pupil premium lead	Annie Harley
Governor / Trustee lead	Andrea Snelling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,360 (estimate) EYPP £2623 (estimate)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,983

Part A: Pupil premium strategy plan

Statement of intent

At Haydn Primary and Nursery School, we firmly believe that all of our pupils, regardless of their background or life circumstances, can make good progress, achieve high attainment across all subject areas and receive the very best provision possible. We aim to meet the individual needs of our children to ensure that they leave Haydn equipped with the necessary skills and knowledge required for a successful transition to secondary school and who are well prepared to live in Modern Britain.

Our Pupil Premium Strategy will ensure a whole school approach where all of our staff are responsible for closing the disadvantaged attainment gap, set aspirational targets for them and identify personalised provision in areas where they need support.

One key aspect of this work is the commitment we have to positive parental liaison with the parents of our Pupil Premium pupils. This is achieved by termly checks via our Pupil Premium Champion together with a review of the pupil's short-term targets and achievements. Please see below.

Our Pupil Premium Plan for 2024-25 focuses upon -

- Supporting high-quality teaching and staff professional development
- Providing targeted academic support
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing

Our Pupil Premium children are -

- Currently eligible for free school meals (FSM) or have been eligible for FSM at any point in the last 6 years
- Children in care (local authority)
- Children previously in care (local authority or other state care)
- Pupils where they have identified needs, for example pupils who have or have had a social worker, are a young carer (not applicable 2024-25) or SLT consider to be vulnerable

Challenges

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

Challenge number	Detail of challenge
1	Mental health, well-being, social and emotional needs of the CIC (1) post CIC (15 pupils) and FSM pupils and their overall resilience
2	Behaviour and response of identified pupils in receipt of FSM/PP
3	Improve and maintain attendance of individual pupils in receipt of FSM/PP
4	Academic progress and attainment of PP pupils from Y1 to Y6 – focus reading and writing
5	Communication and Language development of pupils in receipt of FSM in Foundation 1 and 2
6	Families endure hardship due to limited funds which can impact upon children's additional provision, opportunities and experiences

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
Our CIC/post CIC and disadvantaged children will demonstrate increased resilience when dealing with situations at school and there is improvement in their well-being.	Identified children can demonstrate their positive engagement at school and high levels of wellbeing demonstrated by: Qualitative data from student and parents voice and teacher observations Fewer negative incidents recorded Sustained participation in enrichment activities, particularly among disadvantaged pupils.
The behaviour and response of a core group of identified PP children will improve; their behaviour and attitudes to learning and school are positive.	For the identified individuals – improved attendance and fewer incidents of poor behaviour. Each child is regulated and ready to learn.
The attendance of a core group of identified PP children will improve (target of 97%)	Attendance figures for individuals improves and matches the overall school target.
The progress and attainment of all PP children in reading and writing will match their individual aspirational targets.	The end of year outcomes in reading will reflect this success for individuals and for the PP pupils as a group.
The PP children in Foundation 2 achieve the expected level in communication and language, fine motor, reading and writing.	The end of year outcomes reflect this success.

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: £26,647.27 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To plan for and introduce the OPAL Play Programme to improve lunchtimes at school so that they are enjoyable for all children- ensuring that time is spent purposefully and that children's social and physical skills are developed.</p> <p>£13,824.77</p>	<p>Strong evidence base demonstrating:</p> <p>Children: Children are happier, more active, and more engaged in play. They also develop independence, resilience, and social skills.</p> <p>Schools: Playgrounds look and sound better, and schools can save time and money. Teachers also value the program's outcomes for learning and social development.</p> <p>Culture: The school's culture and attitudes towards play change, particularly around risk, adult control, and all-weather play.</p> <p>Learning: Children are ready to learn sooner, and lessons are more effective.</p> <p>Staff: Senior leadership teams have less pressure.</p>	<p>Challenges 1,2,3,4 & 6</p>
<p>To enhance our maths teaching and curriculum planning. Maths lead to attend Maths Mastery Hub Specialist Teacher 2 year programme.</p> <p>To run training in the five key pillars of the mastery approach ensuring all staff are equipped to competently deliver – 1:1 coaching where necessary.</p>	<p>There is a strong evidence base that suggest the following benefits:</p> <p>Improved classroom practice</p> <p>Better student attitudes</p> <p>Collaborative professional development</p> <p>Early intervention models</p>	<p>Challenge 4 specifically maths, 2</p>

£1,762.50 (7.5 days supply cover)		
To participate in the universal provision of Priority Literacy - a national DfE initiative led by Flying High MAT.	Priority Literacy will provide evidence-based activities to address the priorities identified as part of a DfE funded programme.	Challenge 2, 4
Training for specific issues related to a number of out PP children eg attachment, positive handling. £9,900	Strategies advised and supported by LA experts in their field.	Challenges 1 and 2
Training for EYFS staff on Quality Interactions to support language development. £1,160	This is an Early Excellence course designed to support staff to become the best possible partners in play and learning.	Challenge 5

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

Budgeted cost: £84,932.36 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom interventions-TAs in each classroom deployed by the class teacher to work with the PP children on reading tasks eg phonics, fluency, comprehension, reading a variety of genres, fine motor. £57,973.70	EEF notes the positive impact of specific, high quality intervention led by an experienced adult on a 1:1 or 1:2 basis.	Challenge 4 & 5
Little Wandle Keep Up and Catch up sessions. Phonics objectives recorded on pupil PP plan. £11,980.92	School outcomes are the evidence of the impact of these interventions.	Challenge 4 & 5
Early morning weekly targeted reading support 8.30 am in KS2 1:1. Reading support	1:1 targeted support as above.	Challenge 4

recorded on pupil PP plan. £5,990.46		
Greater depth targeted reading and writing support in Y5 and 6. Reading challenge recorded on pupil PP plan. £3,993.64	1:1 targeted support as above. Emphasis here on the GD attainment of PP pupils in Years 5 and 6.	Challenge 4
Year 6 'Booster' groups – all Year 6 PP invited. Booster support recorded on pupil PP plan. £4993.64	School outcomes are the evidence of the impact of these interventions eg 2023, 2024 results in Year 6.	Challenge 4

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

Budgeted cost: £ 23,403.37 (itemised below)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Forest Schools session for targeted PP children. Recorded on pupil PP plan. £6632.18	This is a revised approach at school in the knowledge that the Forest Schools experience will bring opportunities for all PP children to be learning outside, in a different setting.	Challenge 1
Dedicated ELSA time for identified PP individuals. Recorded on pupil PP plan. £2520.18	Children at school and within Nottingham City have benefitted from the ELSA programme, 1:1 time dedicated to an individual led by a trained practitioner.	Challenge 1
Bio Club – identified PP individuals invited to 2 sessions per week. Recorded on pupil PP plan. £2100.15	This has proved to be an effective approach at school providing structured lunchtimes for individual children where they learn to self manage elements of their behaviour eg taking turns, team participation.	Challenge 1 & 2
Theraplay – PP individual children invited across the academic year to join the programme, delivered by trained	This approach has proved to be effective for individuals previously. 1:1 support by trained individuals.	Challenge 1 & 2

staff. Recorded on pupil PP plan. £3360.24		
‘Aspiration interventions’ Every club or extra curricular activity must include PP children. PP children invited to join a club eg music, art, sport. This is matched to their interest, strength or aspiration. No cost to the family. £1,710	This approach reflects the school’s inclusive ethos and ensures that the majority of PP children are included in all extra-curricular activities.	Challenge 6
FSM pupils in Years 5 and 6 are offered the opportunity to play a musical instrument. No cost to the family. £1,485	This is an opportunity to promote and nurture a talent.	Challenge 6
Financial support for all FSM families and those with an acute vulnerability for all trips and residentials including resources where appropriate. £5595.62	This approach reflects the school’s inclusive ethos and ensures that all FSM children attend all trips and residentials.	Challenge 6

Total budgeted cost: £134,983.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All aspects of The Pupil Premium Plan for 2023-24 have been completed. Please see this plan on the website.

Actions summary:

Additional AHT recruited and in post responsible for attendance, behaviour and pupil premium (DHT since September 2024).

'Real Life' Maths project for the year completed and evaluated. There was a positive and enthusiastic response from parents. There was some attendance from our Pupil Premium families and will continue to develop strategies to further engage them in maths and other curriculum areas.

All teachers have attended the Universal Priority Literacy training this year and all staff attended an INSET provided by the lead. New planning format is in place school wide. Impact will be evaluated at the end of year (2024-25).

Specific training completed:

All staff have received Trauma and Emotional Coaching; 2 members of staff have received Introduction to Attachment and Development Trauma Informed Practice within Education training and 11 members of staff have had RPI (positive handling) training.

Classroom interventions listed on the 2023-24 plan were successful. In summary :-

Little Wandle

The Keep Up and Catch Up sessions for the Pupil Premium children including early morning sessions at 8.30am - see Phonics results below.

Targeted PP Reading Support

This included small group support plus monitoring of readers' reading at home.

GD targeted reading support in Y5 and 6.

Small group targeted support for GD readers including PP- see Reading results below for positive impact.

Y6 Booster groups

All PP children were invited and attended. School outcomes below evidence positive impact.

Quality First Teaching

This focused upon targeted TA support and adaptation with an emphasis on English and maths. See results below.

Wider Strategies listed on the 2023-24 plan were successful. In summary :-

Forest School Intervention

All Pupil Premium children benefited from this programme. Individuals' resilience and enjoyment of school life notably improved. Parents fed back positively about the impact on their children's wellbeing.

ELSA

3 trained ELSA staff provided identified PP children with emotional and social support strategies. Notable improvements were evident in the children's behaviour and wellbeing.

BIO (By invitation only) Club

Identified PP children invited to attend 2 sessions per week to build confidence, self esteem and have a positive impact on their wellbeing. This was successful and continues to be a strategy.

TheraPlay Sessions

All year groups offer TheraPlay sessions to targeted PP children to support them when regulating their behaviour.

Fun Fit Sessions

Identified children benefited from early morning physical sessions, a burst of activity to start the day, supporting development of gross motor skills.

Aspiration Interventions

These focused upon music, art, languages and sport provision. All opportunities included allocated places for PP children, matched to their interest, strength and aspiration. These were well attended.

FSM pupils in Years 5 and 6 are offered the opportunity to play a musical instrument.

Pupil Premium attainment end of Key Stage 2 for last academic year 2023/24

	Haydn ARE	National ARE	Haydn GD	National GD	Haydn PP ARE	National PP ARE	Haydn PP GD	National PP GD
Reading	90%	74%	32%	28%	75%	62%	33%	18%
Writing	90%	73%	19%	13%	75%	58%	13%	6%
Maths	92%	72%	35%	24%	81%	59%	33%	13%
RWM	87%	61%	13%	8%	68%	45%	13%	3%
GPS	92%	72%	57%	32%	88%	59%	47%	20%

17 Pupil Premium out of 60 in cohort overall. ARE = Age-related expectations; GD = Greater Depth; RWM = Reading, Writing and Maths combined; GPS = Grammar, Punctuation and Spelling

This offer was taken up by the majority of PP children and they were able to take part in a variety of musical events and clubs.

Financial Support for Trips and Residential

All FSM children attended trips and residentials at no cost to families.

Behaviour and Attendance

PP children were given roles of responsibility at lunchtime and an invitation to 'BIO Club'. The Attendance Team tracked and monitored the attendance of identified PP children. PP attendance 2023-24 was 94.9%. This is above the overall national attendance figure of 94.5%.and only 0.2% below our whole school attendance figure for the year.

Parental Engagement

Identified families were supported in different ways as needs arose. This is a whole school priority for 2024-25.

Summary of Pupil Premium Attainment 2023-2024

Haydn Primary School pupil premium students achieve significantly higher than national pupil premium figures in Reading, Writing, GPS and Maths. Pupil premium students' attainment is higher than overall National averages in Reading, Writing, Maths. Pupil premium greater depth attainment exceeds overall National greater depth figures in Reading, Writing and Maths.