

Haytor View Community Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | Haytor View Community Primary School |
| Number of pupils in school | 200 R – 6 21 - N |
| Proportion (%) of pupil premium eligible pupils | EYPP 15 PP 76 41.2% (SOAP 39.8%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023 - 26 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Full Governing Board |
| Pupil premium lead | Scott Hampton |
| Governor / Trustee lead | Niema Bohrayba |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £ 116,855 |
| Recovery premium funding allocation this academic year | £ 11,600 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 128,455 |

Part A: Pupil premium strategy plan

Statement of intent

Principles

- To ensure that teaching and learning opportunities meet the needs of all of the pupils;
- For all children to make good progress, supporting children who are disadvantaged in this aim;
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are identified and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- In making provision for socially disadvantaged pupils, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- Decisions concerning what disadvantage ‘looks like’ will be made by phase and leaders of learning throughout the school based upon their knowledge, awareness, observations and engagement of individual children and their families;
- Pupil Premium funding may be used to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will impact directly upon provision and have strong links with needs analyses carried out at a whole school strategic level as well as on a class-by-class basis – these mechanisms will identify priority individuals, groups or cohorts and see developed provision as a result.

Context

- Haytor View Community Primary School is located in Newton Abbot in the South West of England. Provision from Nursery – Year 6 is one form entry, with the majority of pupils attending living in the Buckland community and local area, within walking distance of the school. The school’s locality is recognised as being one of the most deprived in Devon, falling within the IMD (Index of Multiple Deprivation 2019) decile 2, placing it within the 20% most deprived areas in the UK (ranked 6339 of 32844)

Provision

We are committed to securing the best possible progress of each child, teachers track the progress of each child and review this on a regular basis. Reviews incorporating recorded discussions focused upon the progress of disadvantaged pupils take place regularly, reviewing the progress and provision of individual children, informing future provision and resourcing.

The children are grouped in classes and organised in phases, in each phase there are teaching and non-teaching staff. Children have the opportunity to work in groups of different sizes throughout the day with a range of adults.

We recognise that high quality Wave 1 teaching best supports the learning and progress of each child. We consider the support disadvantaged children require in order to access Wave 1 teaching, as this has demonstrated as having the most significant impact on outcomes for disadvantaged children. We also recognise that focusing on developing Wave 1 provision has a beneficial impact for non-disadvantaged children.

We seek to develop our Wave 1 first wave teaching, through a cycle of continual improvement and collaborative learning, supporting staff in developing new skills, knowledge and strategies through coaching, modelling and feedback. Practitioners are empowered to implement new approaches and reflect on their impact in order to support the development of their practice and provision. Central to this process is ongoing discussion about the characteristics of effective practice. Our cycle of Information Sharing for Development underpins our approach.

In ensuring the needs of children are well considered we:

- Ensure all adults have appropriate expectations of what disadvantaged children can achieve and who these children are within classes and phases
- Expect all teachers take responsibility for the provision and outcomes of disadvantaged pupils
- Look at the individual needs of each child and identifying their barriers to learning
- Are responsive to current context and challenges
- Work with other agencies to bring in additional expertise
- Ensure learning partners and class teachers communicate regularly
- Ensure teachers in the phase communicate in a structured as well as ad-hoc way
- Consider the interventions we provide as part of whole class provision
- Support parents / carers
- Tailor provision to the needs of the child
- Identify the children’s strengths in order to build their sense of self-efficacy
- Review the impact of provision for individual children

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Increasing children’s vocabulary knowledge, verbal understanding and expressive language, impacting upon their processing, working memory, attention and motivation</p> <p><i>Pupil progress data, observations and discussion with children demonstrate a deficit in children’s oracy - breadth of vocabulary and verbal understanding alongside working memory and processing difficulties impacts on children’s ability to retain and recall prior learning, which has a detrimental impact on their ability to follow instructions, retain and recall prior learning. This affects their resilience, self efficacy, learning behaviours and readiness to learn. This is evident from Nursery to Year 6, with a significant proportion of disadvantaged children falling into this group. The impact of COVID/school closure further widened this gap for disadvantaged children, as a result of environmental circumstances which reduced children’s consistent engagement with language models. Societal crises relating to mental health, cost of living and provision of wider family support undermines parents’ ability to support children’s vocabulary development.</i></p> |
| 2 | <p>Improving the attendance of disadvantaged children, reducing the proportion of persistent absence</p> |

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| | <p>COVID /school closures and other current 'living' crises impact upon this gap for disadvantaged children, as a result of parent / carer approaches to illness an care-giving. While overall attendance for 2022-23 was close to national levels at 94.7%, a gap exists between FSM6 93% and not-FSM6 95.8%. Of the 13% (26) of children classified as persistently absent in 2022-23, 73% (19) of these qualified for Pupil Premium – this figure represents 24% of the school's Pupil Premium cohort. It is widely recognised , and seen through teacher assessments and observations on the ground, that poor levels of attendance are detrimentally impacting on the progress of disadvantaged children.</p> |
| 3 | <p>Improving Key Stage outcomes for Pupil Premium children in Maths, Writing and Reading</p> <p>Lower attainment and slower rates of progress are being made by disadvantaged children. Working memory and processing difficulties impact on children's ability to retain and recall prior learning. The impact of COVID/school closures in recent years widened this gap for disadvantaged children - environmental circumstances related to this period reduced children's consistent engagement with learning due to school closure and significantly impacted upon subsequent levels of well-being and engagement, along with levels of resilience in learning. Ongoing societal life crises eg. health continue to impact negatively as do reduced levels of wider support which have previously supported sustainability and resilience, During the period 2013-2019 there were no consistent trends relating to negative gaps year-on-year between outcomes for pupil premium/non-pupil premium children at Haytor View in Key Stages 1 and 2. Summer 2022 however saw gaps across both cohorts, reflecting the particular impact that the recent period of uncertainty and school closures had upon those more vulnerable children. Summer 2023 saw a return to a more mixed picture with no gaps or 'reverse' gaps seen a Key Stage 2.</p> |
| 4 | <p>Increasing the Year 1 phonic outcomes for children in receipt of Pupil Premium</p> <p>The period 2013-2018 demonstrated no consistent gap between outcomes for children qualifying for pupil premium and those who did not. A gap in 2019 outcomes of disadvantaged and non-disadvantaged children reflected the individual characteristics of the cohort. As stated above, initially the impact of COVID/school closures and other societal crises strengthened the gap between disadvantaged and non-disadvantaged children in a phonics screening landscape where outcomes for all were low at a school level. In Summer 2023, 55% of all Year 1 children achieved a phonics screening pass compared to 38% of those recognised as pupil premium. Furthermore 90% of all Year 2 children achieved a phonics screening pass compared to 71% of those recognised as pupil premium. Children's lack of resilience as learners, together with reduced access to consistent phonics, speech and language provision as well as narrowed social experiences during critical periods for development have had a greater impact on disadvantaged pupils, impacting on their reading development.</p> |
| 5 | <p>Increasing the GLD outcomes for children in receipt of Pupil Premium</p> <p>Typically 85% of children enter the foundation stage well below age related expectations, they lack the breadth of vocabulary, knowledge and skills required that children of their age typically have. The impact of COVID/school closures widened this gap for disadvantaged children, as a result of the related environmental circumstances which have had a detrimental impact on overall development. As a result children are more significantly delayed on entry to the foundation stage. As a result of provision and increased ratios the majority of children make accelerated progress and reach targets set. With no consistent 'gap' evident in favour of non-pupil premium children from 2013-2019, 2018 and 2019 saw a gap as a result of cohort characteristics. In Summer 2022 44% of</p> |

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| | <i>children qualifying for pupil premium achieved GLD, while the headline for all pupils was 41% - a 'reverse' gap. . While in Summer 2023 headline outcomes increased to 62%, children qualifying for pupil premium achieved 50% (53% nationally). While indicators do not point towards a consistent 'gap' with swings likely to be cohort dependent, headline figures are below national and improvements are targeted for all.</i> |
| 6 | <p>The well being and emotional needs of disadvantaged children impacting on emotional dysregulation and ability to access Wave 1 learning, from Foundation Stage to Year 6.</p> <p><i>There is some correlation between this challenge and challenge 1. Observations demonstrate children experiencing significant emotional dysregulation typically demonstrate reduced vocabulary knowledge, expressive language, verbal understanding and processing difficulties, this has a detrimental impact on their attention and motivation. Furthermore children identified as experiencing significant emotional dysregulation have often experienced adverse childhood experiences. Following the period of school closures and during the current period of societal crises such as those relating to cost of living or mental health, we have continued to experience an increased number of children demonstrating emotional dysregulation to a level which consistently impacts their learning - 10% of our school population, with 69% of these children in years 1-3.</i></p> |

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 |
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| <p>CHALLENGE 1:</p> <p>Increase the vocabulary knowledge, verbal understanding and expressive language of disadvantaged children, positively impacting upon their working memory and processing, securing their attention and motivation</p> | <p>90% of disadvantaged children identified as having SLCN needs will demonstrate progress in:</p> <ul style="list-style-type: none"> • Speaking audibly and fluently • Vocabulary development • Using language to develop understanding • Maintaining concentration • Listening and responding <p>This will be evident in assessments in relation to 'Language Link' Assessments, Blanks Language Level Assessments, and engagement with the Language Enhancement Group Pilot scheme.</p> <p>The Voice 21 Oracy Framework will support the application of language skills. Progress will be evident through observations in class, engagement in lessons, and book reviews as well as in reading and writing tasks.</p> |

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| <p>CHALLENGE 2: The attendance of disadvantaged children is consistently in line with non-disadvantaged children, reducing the proportion identified as persistently absent;</p> | <p>To close the gap between whole school attendance and pupils in receipt of Pupil Premium funding. Reduce the proportion of Pupil Premium children identified as persistently absent.</p> <p>Consistent attendance demonstrated by:</p> <ul style="list-style-type: none"> • Overall attendance for all pupils 97% • Closing the gap between whole school attendance and pupils in receipt of Pupil Premium funding • Persistent Absence improved at 10% (13% 2022-23) with a reduction in the proportion of those persistent absentees who are disadvantaged (76% 2022-23) |
| <p>CHALLENGE 3 - Maths: End of Key Stage outcomes in maths for children in receipt of Pupil Premium are increasingly in line with national outcomes</p> | <p>In 2024, at the end of Key Stages 1 and 2, children in receipt of Pupil Premium achieve outcomes within 5% of national outcomes as a result of strong levels of progress.</p> |
| <p>CHALLENGE 3 - Reading: End of Key Stage outcomes in reading for children in receipt of Pupil Premium are increasingly line with national outcomes</p> | <p>In 2024, at the end of Key Stages 1 and 2, children in receipt of Pupil Premium achieve outcomes within 5% of national outcomes as a result of strong levels of progress.</p> |
| <p>CHALLENGE 3 - Writing: End of Key Stage outcomes in writing for children in receipt of Pupil Premium are increasingly line with national outcomes</p> | <p>In 2024, at the end of Key Stages 1 and 2, children in receipt of Pupil Premium achieve outcomes within 5% of national outcomes as a result of strong levels of progress.</p> |
| <p>CHALLENGE 4: Year 1 phonics screening outcomes for children in receipt of Pupil Premium are increasingly line with national outcomes</p> | <p>80% of children in receipt of Pupil Premium pass the phonic screening.</p> |
| <p>CHALLENGE 5: To increase the GLD outcomes for children in receipt of Pupil Premium</p> | <p>60% of children in receipt of Pupil Premium achieve GLD</p> |
| <p>CHALLENGE 6: The well being and emotional needs of disadvantaged children are met, reducing incidents of emotional dysregulation and increasing access to Wave 1 provision for children with identified SMEH needs;</p> | <p>Children’s well being needs are met through Wave 1 relational approaches, Wave 2 targeted support and Wave 3 bespoke provision. As a result children increasing proportions of children with identified SMEH needs:</p> <ul style="list-style-type: none"> • See a significant reduction in incidents of emotional dysregulation; • Experience reduction in fixed term exclusions; • Increase access to whole class provision; |

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| | <ul style="list-style-type: none">• Make expected progress in relation to targets set; |
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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: £ £78,357

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><u>Monster Phonics (MP) Training & Development</u></p> <p>All staff are trained in the teaching of phonics, the delivery of the SPP validated scheme and the specific terminology used to effectively implement the SSP with fidelity.</p> <p>Ongoing online access to MP materials supports continuous professional development in the teaching of phonics and reading developing staff level of skill and expertise which supports pupil progress.</p> <p>Dedicated Phonics Lead (SB) monitors assessment and provision to inform CPD – subject leader time provided.</p> <p>Ongoing consideration through CPD of children not making expected progress.</p> | <p>EEF:</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?</p> <p>Improving Literacy in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving Literacy in Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>DfE:</p> <p>The Reading Framework</p> | <p>3, 4 and 6</p> |

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| <p><u>Development of a consistent approach to the teaching of reading from FS to Year 6</u></p> <p>Dedicated Reading Leads (MC and SB) monitors assessment and provision to inform CPD – subject leader time provided.</p> <p>All teachers engaged within cycles of monitoring/development focussed upon relevant next steps in provision.</p> <p>All staff engaged in whole staff, within-school CPD informed by monitoring/development engaging external support where appropriate eg. Local Authority Literacy consultant.</p> <p>All teachers engaged in within phase discussion supporting implementation</p> | <p>EEF:</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?</p> <p>‘Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.’</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>‘Ensure that professional development aligns with the needs of the school and is supported by school leadership.’</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Improving Literacy in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving Literacy in Key Stage 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>DfE: The Reading Framework</p> | <p>3, 4 & 6</p> |
| <p><u>Development of a consistent approach to the teaching of Writing from FS to Year 6</u></p> <p>Dedicated Writing Leads (MC and SB) monitors assessment and</p> | <p>There is extensive evidence for the impact of teaching writing composition strategies. Writing is a complex task because it requires pupils to coordinate a number of different processes at once. The Simple View of Writing (Beringer et al 2002) highlights three overarching processes that are essential to writing:</p> <ul style="list-style-type: none"> • text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; | <p>3 & 6</p> |

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| <p>provision to inform CPD – subject leader time provided.</p> <p>All teachers engaged within cycles of monitoring/ development focussed upon relevant next steps in provision.</p> <p>All staff engaged in whole staff, within-school CPD informed by monitoring/ development engaging external support where appropriate eg. Local Authority Literacy consultant.</p> <p>All teachers engaged in within phase discussion supporting implementation</p> <p>All leaders engaged in 6 weekly book audit, to plan next steps</p> | <ul style="list-style-type: none"> transcription—which enables the writer to move oral language into written language; executive functions—such as self-regulation (controlling one’s own behaviour, thoughts, and emotions), planning, problem-solving, and monitoring writing <p>When writing, pupils must coordinate these processes in their working memory. Working memory has a limited capacity so many children find this challenging. Extensive practice, explicit instruction, support and modelling gradually reduced over time develops writing fluency, automaticity and independence.</p> <p>EEF: ‘Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>‘Ensure that professional development aligns with the needs of the school and is supported by school leadership.’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>DfE: The Reading Framework</p> | |
| <p><u>Development of a consistent approach to the teaching of Maths from FS to Year 6</u></p> <p>Dedicated Maths Lead (GH) monitors assessment and</p> | <p>Evidence has revealed the complexity of mathematical development. Developing a secure grasp of mathematical ideas takes time. Children may seem to have secured an idea in one context but fail to demonstrate it in another.</p> <p>Effective mathematics teaching requires knowledge of mathematics pedagogy and learning as well as mathematics. This includes:</p> <ul style="list-style-type: none"> How children learn concepts; | <p>3 & 6</p> |

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| <p>provision to inform CPD – subject leader time provided.</p> <p>All teachers engaged within cycles of monitoring/ development focussed upon relevant next steps in provision.</p> <p>All staff engaged in whole staff, within-school CPD informed by monitoring/ development engaging external support where appropriate eg. Maths Hub.</p> <p>All teachers engaged in within phase discussion supporting implementation</p> <p>All leaders engaged in 6 weekly book audit, to plan next steps</p> | <ul style="list-style-type: none"> • Connections between concepts; • Likely difficulties; • Different approaches to solving problems <p>Professional development should focus on:</p> <ul style="list-style-type: none"> • Mathematics • Children’s mathematical development • Effective mathematical pedagogy <p>EEF: ‘Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>‘Ensure that professional development aligns with the needs of the school and is supported by school leadership.’ https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Improving Maths In Early Years and Key Stage One https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Improving Maths in Key Stage 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>DfE: Teaching Maths in Primary Schools https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> | |
| <p><u>Additional staffing investment - Provision of an additional Foundation Stage Practitioner</u></p> <p>Support prioritisation of the development of language and communication of children in</p> | <p>Approaches that emphasise spoken language and verbal interaction can support the development of communication and language, which provide the foundations for learning and thinking and underpin the development of later literacy skills. The evidence suggests that the quality of these approaches is more important than the quantity.</p> <p>Furthermore, all children are likely to benefit from a focus on communication and language, but some studies show even larger effects for children from disadvantaged backgrounds.</p> <p>EEF:</p> | <p>5 & 6</p> |

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| <p>Reception, in the key areas of:</p> <ul style="list-style-type: none"> • Spoken language • Verbal interaction • Vocabulary | <p>Working with Parents to Support Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Preparing for Literacy Improving Communication, Language and Literacy in the Early Years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>DfE: The Reading Framework Teaching the Foundations of Literacy July 2023</p> | |
| <p><u>Development of Oracy through the curriculum</u></p> <p>Engagement of two leaders in external CPD offered by Oracy 21 project</p> <p>CPD led by Oracy 21/English leaders within school to develop oracy provision from N-Y6</p> | <p>EEF: Improving Literacy in Key Stage 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Oracy 21: Oracy Across the Curriculum – The Evidence https://voice21.org/oracy-across-the-curriculum-the-evidence/</p> | <p>1, 3, 4, 5, 6</p> |
| <p><u>Each teacher to access consultation time with SMEH Advisory teacher</u></p> <p>Considering individual pupils, identifying:</p> <ul style="list-style-type: none"> • What is currently working • What are the key challenges • Goals • Actions | <p>In considering SMEH for children what is recognised is the link between SMEH and outcomes for children. Approaches need to be adapted in order to meet the needs of children with the most challenging behaviour. Understanding children and their influences underpins considerations of what affects pupil behaviour.</p> <p>Consultation enables practitioners to consider the individual and motivations, consider their own actions and approaches, identifying next steps in provision to support the child.</p> <p>EEF: Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> | <p>2, 3, 4, 5, 6</p> |

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| | <p>Special Educational Needs in Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Social and Emotional Learning in Primary School https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
| <p><u>Each teacher to access coaching time with Educational Psychologist</u></p> <p>Consider individuals and groups of pupils, identifying:</p> <ol style="list-style-type: none"> 1) What is currently working 2) Goals 3) Actions | <p>Considering how to adapt what happens in the environment and the child's experiences, what best supports the child's learning and development by taking into account the individual's needs, experiences and wider factors.</p> <p>Coaching enables practitioners to establish and act towards agreed goals, as it is on an individual basis it secures teacher engagement and supports their learning.</p> <p>EEF:</p> <p>Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 2, 3, 4, 5, 6 |
| <p><u>Self-Reflection Time – Teacher coaching</u></p> <p>All teaching staff to have an allocated 45 minute self reflection - coaching session each fortnight</p> | <p>High quality teaching improves pupil outcomes, effective use of professional development provides a tool with which to develop teaching provision and improve outcomes for children.</p> <p>Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>Providing regular coaching 1:1 to discuss key aspects of practice in a sustained cycle, empowers teachers to identify next steps to develop their practice. This approach manages teachers' cognitive load through focusing on what is most relevant for them, motivating the practitioner as it is based on their needs and identifying their success, developing their teaching, embedding their practice. As a result teachers work in an environment which has high trust, flexibility and accountability.</p> <p>EEF:</p> | CHALLENGE S 2, 3, 4, 5, 6 & 7 |

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| | <p>Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>Putting Evidence to Work: A School's Guide to Implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> | |
| <p><u>NSBP Breakfast Programme</u> All children attending school to be offered a breakfast each morning upon arrival.</p> | <p>Qualifying for, by virtue of levels of deprivation recognised in the community, and working with the DfE –funded National School Breakfast Programme (NSBP), from Jan 2023, all children will be offered breakfast.</p> <p>The importance of breakfast in securing children's readiness for learning is widely recognised and documented. Feedback from schools who are existing members of the NSBP shows the value that they see first-hand in having a supported breakfast provision. Reports relating to the work of Family Action and Magic Breakfast for 2018-21 are available online. https://www.family-action.org.uk/measuring-evaluation/impact/</p> | 1,2,3,4,5,6 |
| <p><u>Development of Relational Approaches</u></p> <p>Training, modelling and coaching to further develop a relational approach in all classes to support all children in experiencing consistency through adult interactions:</p> <ul style="list-style-type: none"> • Developing relationships • Repairing and restoring • Responding and calming | <p>Theory and research from neuroscience, attachment, trauma, ACE, restorative approaches are based around the principle that behaviour is a form of communication. It is widely recognised that in order for children to be successful at school, each child needs to experience relationships which are secure, enable them to feel safe, have self worth, trust and be trusted. These relationships needs to be explicit, genuine, clearly understood, to support the development of their ability to regulation their feelings and behaviour.</p> <p>This requires approaches led by skilled adults to be:</p> <ol style="list-style-type: none"> 1) Nurturing 2) Targeted 3) Restorative 4) Solution focused 5) Child centred <p>EEF:</p> <p>Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Special Educational Needs in Mainstream School https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 1,2,3,4,5,6 |

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| | <p>Social and Emotional Learning in Primary School https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Devon LA: Quick Guide to Developing Relational Practice and Policy https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,098

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><u>Attendance lead (JB) in school overseeing:</u> Teachers engaged in tracking attendance and engaging parents Clarity regarding absence / punctuality monitoring and targeting processes School/ Local Authority processes are implemented to support swift resolution where required Clear monitoring arrangements are in place to swiftly identify any attendance issues Regular bought-in reviews/meetings by Devon Attendance Support Team</p> | <p>DfE: Working Together to Improve School Attendance – Sept 2022 https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF: Working with Parents to Improve Children’s Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Attendance Intervention Rapid Impact Assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> | 2 |

| | | |
|--|--|----------|
| <p>Raise parent / carer awareness of the importance of school attendance & punctuality</p> <p>Early targeting of persistent absenteeism</p> <p>Engagement of other agencies where absence persists</p> <p>Holiday absence not authorised unless exceptional</p> <p>Attendance of vulnerable groups monitored and addressed</p> <p>Where appropriate children engaged in consideration of their attendance</p> | | |
| <p><u>Daily relational approach for children identified with significant dysregulation and known ACEs:</u></p> <p>Provision of bespoke plan based on child's needs and interests;</p> <p>Understanding motivations and influences and incorporating into the plan;</p> <p>Understanding context to provide effective support;</p> <p>Consistency of expectation and support;</p> <p>Provision of Thrive support for:</p> <ul style="list-style-type: none"> • Children • Parents | <p>Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional regulation.</p> <p>ACEs can be a helpful way of understanding how services can be tailored towards individuals. Some are beginning to use ACEs as a framework to understand their pupils. Knowing about any trauma a pupil has experienced or is experiencing can inform support a school provides.</p> <p>EEF: Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Working with Parents to Improve Children's Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Devon LA: Quick Guide to Developing Relational Practice and Policy https://www.devon.gov.uk/support-schools-settings/document/quick-guide-to-developing-relational-practice-and-policy/</p> | <p>6</p> |

| | | |
|--|---|--------------------|
| Provision of Early Help for children and families: <ul style="list-style-type: none"> • Targeted support • Specialist services | | |
| Contingency fund for specific actions unplanned | Each year there are emerging issues which are unanticipated which require funding, in order to respond to the needs of identified individuals or groups. We allocate a contingency fund in order to support disadvantaged and vulnerable children and families. | Challenge 1 - 6 |

Total budgeted cost: £ 128,455

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.

It should be recognised that pre-COVID/ school closures, both published and unpublished (internal) data supported a picture that consistently demonstrated that children entered Haytor View at typically very, very low levels of attainment and left at the end of Key Stage 2 with levels closely matched to national outcomes, or above. Published information at key areas in relation to Phonics and at Key Stage 1 typically showed outcomes close to national.

Furthermore ongoing internal analysis of the performance of children for whom the school receives Pupil Premium and those who do not meet this definition revealed no consistent gap between the two during the years from 2013. Instead 'gaps' in either the direction of disadvantaged children or those seen as disadvantaged swung dependent upon the individual characteristics of cohorts.

Key Outcomes for 2022-23

Throughout the period of uncertainty and school closures we recognised, on the ground, the potentially significant impact of events upon the social, emotional and academic development of the children within our school community – particularly those children most vulnerable, whether recognised by their pupil premium status or otherwise.

In seeking to manage and minimise this impact the school worked with the wider community to ensure that school life remained accessible, relevant and supportive of the landscape that families were a part of. All of this consideration was made in recognition that the road to full recovery may be a long one but that each step made needed to secure connection and relevance for all children and families involved. Such consideration, working hand-in-hand with the community saw for example, children returning to the classrooms/learning environments and teaching staff that they had so abruptly left for half a term following their return to school in Autumn 2020, before transitioning with more typical levels of support/experiencing in October 2020. Furthermore, during the second period of school closure, working with the community, we avoided declining provision of in-school support for any family that expressed a need for their child. The 'coming-together' of the wider school community to facilitate both of these initiatives we believe underpins the progress that we will make together over the coming period as we seek to return to the levels of academic, social and emotional outcomes that we have previously supported and recognise as being key to our community's success.

Outcomes detailed below for 2022-23 represent another step on this journey, showing improvements from 2021-23 outcomes, revealing strengths but also continuing to demonstrate significant work to be done. We believe the foundations for further improvement are in place, The economic environment faced by our families now presents similar challenges of uncertainty, concern and potential disconnection that COVID/school closure presents. We will

continue to provide support and strive for the best outcomes for children and families through our ongoing, and always developing, relational approach, providing connection, relevance and acceptance, as highlighted in the challenges and planned activity highlighted above.

Attendance inc. Exclusions

Overall attendance levels for 2022-23 stood at 94.7%- this is anticipated to be above national average based upon FFT Attendance figures.

Levels of attendance for FSM6 children stood at 93%, versus 95.8% non-FSM6 (gap 2.8%).

At time of writing this report the figures for the month to October 2023 saw whole school attendance at 96%, with FSM6 95.6% and non-FSM6 96.2% (gap 0.6%).

Foundation Stage Outcomes

GLD outcomes for 2022-23 stood at 62% for all pupils. Outcomes for children recognised as qualifying for pupil premium stood at 50%, gap of 12%. Whilst last years headline outcomes were considerably lower, these revealed a 'reverse gap' of 4%.

We anticipate achieving a minimum of 68% GLD in 2023-24, with no 'gap' between pupil premium qualifying and other children.

Year 1 Phonic Outcomes (inc Year 2 headlines)

Year 1 phonic outcomes for 2022-23 stood at 55% (81% national) for all pupils. Outcomes for children recognised as qualifying for pupil premium stood at 38% (70% national).

We anticipate achieving a minimum of 70% of Year 1 children achieving the phonics screening standard in 2023-24, and an ongoing return towards national levels beyond this, together with a return to no 'gaps' as has previously been the case.

In Year 2 in 2023, 85% of children achieved the expected standard. Outcomes for children recognised as qualifying for pupil premium stood at 71%.

We anticipate achieving a minimum of 90% of Year 2 children achieving the phonics screening standard in 2022-23, and an ongoing return towards national levels beyond this, together with a return to no consistent 'gaps' as has previously been the case.

Key Stage 1 Outcomes

Reading – School All Pupils 67%; School Pupil Premium 33%

Writing – School All Pupils 54% ; School Pupil Premium 33%

Maths – School All Pupils 61%; School Pupil Premium 50%

RWM – School All Pupils 52%; School Pupil Premium 33%

We recognise the low headline figures as well as 'gap', which starkly reflects the challenges that children and families have faced in recent times. We anticipate headline figures of within

5% of national or above in all subject areas in Summer 2024, together with indications of a return to the trend of previous years ie, 'no consistent gaps' between pupil premium and non-pupil premium outcomes.

Key Stage 2 Outcomes

Reading – School All Pupils 61%; School Pupil Premium 64%

Writing – School All Pupils 57% ; School Pupil Premium 57%

Maths – School All Pupils 61%; School Pupil Premium 64%

RWM – School All Pupils 46%; School Pupil Premium 57%

While headline figures are recognised as below national, reflecting starkly the challenges that children and families have faced in recent times, it can be seen that school outcomes for children who qualify for pupil premium at either in line or beyond those of their non-qualifying peers. We anticipate headline figures of 70% or above in single subjects next year, with 60%+ in RWM, together with further indications of a return to the trend of previous years ie, 'no consistent gaps' between outcomes for children who qualify for pupil premium and their peers who do not.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
| None | None |

Service pupil premium funding (optional)

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

| Measure | Details |
|---------|---------|
| | |

Further information (optional)

None