

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Pool Hayes Primary School
Number of pupils in school	211 (Dec '23)
Proportion (%) of pupil premium eligible pupils	28% (Dec '23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Mrs Louise Snape
Governor / Trustee lead	Mrs Tahra Hussain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,723 (estimated)
Recovery premium funding allocation this academic year	
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	£95,723

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium (PP) funding is allocated to schools on the basis of pupils on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled within the last 6 years (FSM6). It is also allocated to children who are/have been Looked After and children whose parents are members of the Armed Forces. The funding is intended to narrow the achievement gap between disadvantaged children and their peers.

At Pool Hayes Primary we strive to achieve the very best outcomes for all of our pupils and to remove barriers that can prevent them from achieving their full potential. We ensure that Quality First teaching and learning opportunities meet the needs of all pupils and ensure that pupils belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed, and that targeted provision, including academic support, is made to meet these needs.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged, whilst not all pupils who are socially disadvantaged will receive FSM. According to our school IDACI profile for 2022, 50% of our pupils live within the two most deprived percentiles (40% within the most deprived), yet only 28% are currently eligible for FSM. Consequently, we reserve the right to allocate Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

We have invested in a range of actions and interventions to ensure our PP grant provision is carefully planned in order to elicit improved outcomes for disadvantaged children and to narrow any attainment gaps between contrasting groups. With this in mind, activities and support are designed after reflection on our own practice and in response to various research projects, an example being the Education Endowment Foundation (EEF). This has determined which types of intervention have been proven to have the most impact on children's progress and attainment. The range of provisions we will therefore make will include, but not be limited to:

- Targeted support for identified pupils, with the aim of them making accelerated progress in order to catch up.
- Providing small group work, or 1:1 support, with an experienced Teacher/Teaching Assistant, focusing on overcoming gaps in learning.
- Support for able children on Free School Meals, to ensure that they achieve Age Related Expectations.
- Support the funding of specialist learning software.
- Mental health, emotional and wellbeing support, to ensure the development of academic resilience and progress.
- Support for activities, educational visits and residential trips, to ensure that no pupil is excluded from having first-hand experiences that they can use in their learning in the classroom.

This list is not exhaustive and will be adapted as necessary, ensuring that our socially disadvantaged pupils are always offered the support that is most appropriate to meet their needs. This Pupil Premium Strategy Statement should therefore be viewed as a working document, to be reviewed regularly and amended if needed.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication - On entry to school, oral language skills of PP children are often below expected. Consequently, many are not achieving 'Good Level of Development' (GLD) in the area of speech, language and communication by the end of the Foundation Stage.
2	Reading - Some PP children are not achieving ARE in Reading by the end of KS2.
3	Writing - Some PP children are not achieving ARE in Writing by the end of KS2.
4	Maths - Some PP children are not achieving ARE in Maths by the end of KS2.
5	SEMH – Pupils' social and emotional needs are hindering the development of academic resilience and progress. Many PP pupils suffer from poor self-esteem, self-regulation, rules and routines.
6	Attendance - Parents not valuing education leading to low attendance and punctuality.
7	Access to wider opportunities – Some children continue to have less access to the cultural and social experiences that would enhance their skills, knowledge and understanding.

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
Enhance EYFS PP pupils' ability to communicate effectively and improve progress across the curriculum. To diminish the differences between Foundation Stage PP pupils and their peers in the area of 'communication and language', with more PP pupils achieving GLD in this area by the end of Foundation Stage.	<p>Increased score in WellComm/Early Talkboost assessments.</p> <p>Above expected progress in 'communication and language' area of the EYFS with an increased number of PP pupils achieving GLD in this area by the end of the Foundation Stage.</p> <p>Improved progress across the curriculum as a result of pupil's enhanced ability to communicate with both their peers and adults.</p>
<p>To diminish the differences between PP pupils and their peers in Reading, with pupils making at least expected progress from their individual starting points.</p> <p>Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will</p>	<p>The differences between PP pupils and their peers for attainment and progress in Reading are diminished.</p> <p>Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations.</p> <p>Increase in 'higher' level attainment for PP pupils in Reading by the end of KS2.</p>

<p>meet their next steps targets and this will be evident in assessments and books.</p> <p>Diagnostic assessment methods will be used wherever possible, as they provide an opportunity for both staff and pupils to reflect on pupils' thinking, strengths and weaknesses. Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.</p>	
<p>To diminish the differences between PP pupils and their peers in Writing, with pupils making at least expected progress from their individual starting points.</p> <p>Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will meet their next steps targets and this will be evident in assessments and books.</p> <p>Diagnostic assessment methods will be used wherever possible, as they provide an opportunity for both staff and pupils to reflect on pupils' thinking, strengths and weaknesses Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.</p>	<p>The differences between PP pupils and their peers for attainment and progress in Writing are diminished.</p> <p>Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations.</p> <p>Increase in 'higher' level attainment for PP pupils in Writing by the end of KS2.</p>
<p>To diminish the differences between PP pupils and their peers in Maths, with pupils making at least expected progress from their individual starting points.</p> <p>Offering the most effective provision to accelerate learning – PP pupils will benefit from high-quality first wave teaching, with additional support provided when this is not enough. Children will meet their next steps targets and this will be evident in assessments and books.</p> <p>Diagnostic assessment methods will be used wherever possible, as they provide an opportunity for both staff and pupils to reflect on pupils' thinking, strengths and weaknesses Progress and attainment of all pupils will be tracked on a half-termly basis with PP eligible pupils highlighted on all tracking.</p>	<p>The differences between PP pupils and their peers for attainment and progress in Maths are diminished.</p> <p>Accelerated progress of this group of pupils to increase the % of children achieving end of year expectations.</p> <p>Increase in 'higher' level attainment for PP pupils in Maths by the end of the KS2.</p>
<p>Pupils with SEMH needs are identified quickly. Pupils are more self-aware about their emotional health and well-being and are able to express their emotions.</p> <p>Support is put in place to remove or alleviate barriers to learning. Pupils become successful, self-regulated learners who are aware of their own strengths and weaknesses, and can motivate themselves to engage in, and improve their learning.</p> <p>Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, including the involvement of outside agencies when necessary.</p>	<p>All staff know and understand the signs to look out for with a child potentially struggling with SEMH difficulties.</p> <p>All staff trained in, and use, Emotion Coaching approaches to supporting pupils.</p> <p>Identified pupils attend social communication groups (e.g. Lego Therapy, Gardening Club, WBA Ambassadors Programme), 1:1 counselling sessions or are referred to the appropriate outside agencies if necessary.</p> <p>School achieves Silver/Gold award in the Walsall Attachment Aware and Trauma Informed Schools Project (WAATISP).</p> <p>Improvement in attendance, behaviour, resilience and self-esteem of identified pupils.</p>

<p>Improve attendance and reduce the number of persistent absentees. Disadvantaged children meet at least national expectations for attendance. (92%)</p>	<p>Attendance and punctuality of FSM6 pupils will be at least in line with national average. Monitoring of attendance by Safeguarding & Family Support Officer brings about an increase in disadvantaged children's attendance.</p>
<p>Children can access a wide range of enrichment experiences in school, delivered as part of an engaging, broad and varied curriculum. Pupils are also provided with the opportunity to take part in extra-curricular activities and cultural and enrichment opportunities.</p>	<p>No pupil is unable to participate in extra-curricular visits, cultural or enrichment activities because of cost or other barrier. All pupils are socially equal within school and enjoy a variety of additional, inspirational first-hand experiences. Social skills, independence, perseverance and teamwork are developed.</p>

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: £57,433.80 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of additional language and communication needs, to action best provision.</p> <p>WellComm Screening to assess pupils' early language skills and implement oral language interventions.</p> <p>Use of Speech and Language Therapist to support early identification of language needs and to provide support to school staff to close the word gap.</p> <p>Improvement in pupil's ability to listen and understand instructions.</p>	<p>EEF Early Years Toolkit suggests that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1</p>
<p>Quality First Teaching to close gaps in attainment in Phonics, Reading, Writing and Maths.</p> <p>Tailored and specific CPD delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. E.g. – RWI Phonics, Power Maths.</p> <p>Support from St. John Bosco National English Hub and North Midlands Maths Hub.</p>	<p>EEF - Guide to The Pupil Premium:- 'Ensuring an effective teacher is in front of the class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p>	<p>2, 3, 4</p>

CPD delivered by specialist outside agencies as needed.		
<p>Allocation of funds for Phonics, Reading, Writing and Maths initiatives/programmes e.g. RWI Phonics, Pearson Active Learn, Comprehension Ninjas, Power Maths.</p> <p>Mastery approach to teaching and learning Maths further embedded through implementation of Power Maths programme.</p> <p>Metacognition and self-regulation approaches to be used across the curriculum.</p> <p>Use of online learning tools/resources for additional support in school and at home e.g. TT Rockstars, Nessy Reading & Spelling.</p>	<p>EEF - Guide to The Pupil Premium:- 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</p> <p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> • Phonics: Impact = +4 months e.g. RWI Phonics. • Mastery learning: Impact = +5 months. Maths Hub and Reading Hub support. Power Maths programme. * Metacognition and self-regulation: Impact = +7 months. • Digital Technology: Impact = +4 months e.g. TT Rockstars, Nessy Reading and Spelling, Nessy Writing Beach. 	2, 3, 4

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

Budgeted cost: £28,716.90 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Early Talk Boost programme to develop pupils' language in EYFS. Online assessment tools and resources for Early Talk Boost purchased.	<p>Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> • Oral Language Interventions: Impact = +5 months. <p>EEF – Early Years Toolkit:-</p> <ul style="list-style-type: none"> * Communication & Language: Impact = +6 months. 	1
Same day, in-class intervention, to ensure all children have achieved learning objectives.	<p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> • Small Group Tuition: Impact = +4 months. * One to one tuition: Impact = +5 months. 	2, 3, 4

Delivered by either Class Teacher or Teaching Assistant.		
<p>Specific intervention programmes led by both Teachers and Teaching Assistants.</p> <p>E.g.:-</p> <p>RWI Phonics boosters;</p> <p>Power Maths catch-up;</p> <p>Colourful Semantics/Rainbow Writing;</p> <p>TT Rockstars;</p> <p>Bug Club;</p> <p>Nessy Reading & Spelling;</p> <p>Mastering Number (North Midlands Maths Hub)</p>	<p>One-to-one, or small group approaches to delivering support can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> • Small Group Tuition: Impact = +4 months. * One to one tuition: Impact = +5 months. * Teaching Assistant Interventions: Impact = +4 months. • Digital Technology: Impact = +4 months 	2, 3, 4

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

Budgeted cost: £9,572.30 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School to complete Gold Award of Walsall Attachment Aware and Trauma Informed Schools Project (WAATISP).</p> <p>All staff trained in Emotion Coaching techniques, delivered by Walsall Virtual School.</p> <p>Emotion Coaching approach to be used throughout school.</p> <p>'Feelings (emotions) Self-registration' to be used throughout the school.</p>	<p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> * Social & emotional learning: Impact = +4 months. 	5
<p>Senior Mental Health Lead role to be developed, to provide support for those children with social, emotional and mental health needs.</p>	<p>EEF – Teaching & Learning Toolkit:-</p> <ul style="list-style-type: none"> * Social & emotional learning: Impact = +4 months. * Behaviour interventions: Impact = +4 months. 	5

<p>Inclusion Leader completes Senior Mental Health Lead training (Anna Freud Centre).</p> <p>School accepted onto Wave 8 of Mental Health Support Team in Schools project, led by Black Country NHS Foundation.</p> <p>Access to further professional support for pupils from The School Psychology Service .</p> <p>External Behaviour Consultant (Owl Behaviour Consultancy) to work with pupils experiencing social, emotional and behavioural problems.</p> <p>Identified pupils to participate in 'West Bromwich Albion Ambassadors Programme', delivered by WBA Sports Coach. Focusing on self-esteem, communication and teamwork.</p>		
<p>School's Inclusion Leader and Safeguarding & Family Support Officer to work with families to ensure attendance across school exceeds national expectations.</p> <p>School's allocated School Attendance Support Officer from Walsall Council will advise and support school in relation to persistent absence.</p>	<p>'Absence had a statistically significant negative link to attainment – i.e every day missed was associated with lower attainment score.' (DfE, The Link Between Absence and Attainment at KS2 and KS4, 2016, p.4)</p> <p>Personalised support for families, including Early Help where appropriate, impacts positively on attendance.</p>	6
<p>Access to wider range of enrichment opportunities – including cultural and social experiences, sports and outdoor learning, which would enhance their skills, knowledge and understanding.</p> <p>Support for Gardening Club. Led by Teaching Assistant.</p>	<p>EEF – Teaching & Learning Toolkit:-</p> <p>Outdoor adventure learning: Impact = +4 months.</p> <p>Sports participation: Impact = + 2 months.</p> <p>Arts participation: Impact = +2 months.</p>	5, 7

<p>Subsidised places for Breakfast Club.</p> <p>Subsidised costs of cultural/educational visits – both off-site and in-school. E.g. King Edward School Outreach Project (Birmingham), Year 5 visit to author/poetry workshop.</p> <p>Subsidised costs of Year 6 Residential visit.</p>		

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This section details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.				
Pool Hayes Primary — Pupil Premium Attainment 2022-23				
Measure/Assessment	Pool Hayes PP	Pool Hayes Non PP	Walsall PP	National PP
EYFS Profile - achieved expected standard.	No. = 3	No.= 23		
GLD	0%	56%		
KSI Phonics Benchmark — working at or above standard.	No. = 8	No.= 30		
	75%	77%		
KSI Assessment — working at or above expected standard.	No. = 8	No. = 21		
Reading	75%	86%	56%	54%
Writing	63%	67%	48%	44%
Maths	50%	62%	60%	56%
KS2 Test Summary — working at, or above expected standard.	No = 16	No. = 14		
Reading	56%	64%	61%	60%
Writing	56%	64%	61%	58%
Maths	38%	64%	61%	59%
RWM Combined	38%	50%	47%	44%
KS2 Average Progress Score		(Whole cohort)		
Reading		-1.1		
Writing	-2.18	+2.6		
Maths	-2.15	-1.5		
	-5.35			
Attendance (whole school incl. EYFS))	88.6%	91.7%		

In our Year 6 cohort for 2022-23, 53% of pupils were either currently eligible for, or had been previously eligible for, free school meals (FSM6) and were eligible for PP funding. Four of these FSM6 pupils were also SEN, with two having an EHCP in place.

As the data for KS2 shows, the attainment for Pool Hayes Primary's disadvantaged pupils was lower than the national average for disadvantaged pupils in Reading, Writing and Maths, with the greatest difference being in the latter subject. It should be noted, however, that this cohort had been severely impacted by the school closures imposed during the Covid pandemic and the uptake of places offered to our FSM6 pupils during closures had been limited, due to parental choice.

Data for our KS1 disadvantaged pupils is more positive, with them far exceeding both LA and National figures for disadvantaged pupils in Reading and Writing.

In addition to the statutory assessments detailed above, we use a number of other tools to monitor and assess outcomes for our disadvantaged pupils. These include both summative and formative assessments such as PUMA, PIRA, Testbase and ongoing Teacher assessment based on our own targets for all subjects. The outcomes of these assessments are entered onto DCPPro on a regular basis, enabling Class Teachers, subject leaders and senior leadership to closely monitor the progress and attainment of all pupils.

We also monitor outcomes for our disadvantaged pupils in areas such as mental health and wellbeing, engagement in after school activities and so on. This monitoring is carried out by means of surveys, questionnaires and face-to-face discussions to gather pupil voice.

In view of the issues highlighted by our summative and formative data and other forms of monitoring and assessment, the challenges identified for our disadvantaged pupils and the intended outcomes of our strategy plan remain relevant and a key focus for the whole school. We will continue to identify and implement strategies that will enable us to achieve our intended outcomes and provide our socially disadvantaged with the most appropriate support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

Programme	Provider