

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Haywood Village Academy |
| Number of PP pupils in school | 84 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-25 Current academic year:24-25 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Craig Jones |
| Pupil Premium lead | Craig Jones |
| Academy Council lead | Paul Lovely |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil Premium funding allocation 2024-25 academic year | £127,260 |
| Recovery premium funding allocation this academic year | N/A |
| 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 | £127,260 |
| Pupil Premium Budget breakdown | |
| Staffing – FSW, Thrive practitioner, Learning Partners | £107,500 |
| Forest School (Note: contribution linked to Sports Premium Grant) | £7000 |
| Uniform | £2,400 |
| Speech & Language Therapy | £3,200 |
| High quality reading books, including library | £1,500 |
| School trip variation (including £300 per class) | £5,600 |

Part A: Pupil Premium Strategy Plan

Statement of intent

At Haywood Village Academy, our vision is for all children to have a limitless education that enables choice through an enriching, active and meaningful education that develops lovely people.

Through our signature pedagogy for first quality teaching, we aim to meet the needs of all children by:

- Caring personally
- Ensuring children are Ready to Learn
- Quality Instruction & Retrieval
- Learning to talk; talking to learn
- Self-Agency

We recognise that a range of strategies, alongside the signature pedagogy within first quality teaching, will also serve to support children as we aim to meet their needs. These strategies include the use of trained staff to support adults and their parenting, trained adults to provide specialist 1:1 or group learning opportunities, developing the cultural capital through enrichment, as well as providing basic school equipment.

Our objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We aim to do this through an established culture and practice that seeks to understand the challenges that learners who experience disadvantage face, enabling us to provide the right support. In order for us to achieve our objective, we have set up and invested in culture and practice that supports learners experiencing disadvantage - even over others.

In making provision for qualifying disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM pupils) are disadvantaged learners. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We monitor provision funded through Pupil Premium and take steps to ensure that all pupils on our FSM (Ever 6) List benefit from this funding.

The school leadership Team, colleagues in the Cabot Learning Federation and the Academy Council monitor the impact of all spending and interventions, including the Pupil Premium.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Financial: We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children. |
| 2. | Attendance of learners experiencing disadvantage is, on average, 3% below non disadvantaged learners. Learners experiencing disadvantage are also more likely to be persistently absent. |
| 3 | Support services for parents: The relatively new housing estate of Haywood Village has limited support services available, including local Children's Centre Services to support early parenting. In addition, there are few support networks working in the village through charity engagement. |
| 4 | Adverse Childhood Experiences: Learners experiencing disadvantage are more likely to have experienced a higher number of adverse childhood experiences and this can result in low self-esteem, low emotional resilience, disengagement with learning and poor behaviour choices. Internal records show a greater number of incidents (both for safeguarding and behaviour) for pupils who are experiencing disadvantage. |
| 5 | Impact of Adult mental health: We know that there is a high proportion of parents managing significant mental health concerns. Mental ill health can adversely affect children and their readiness to learn. |
| 6 | Enrichment: We know that many of our children have a narrow range of educational and enrichment experiences beyond school. Cultural and educational enrichment experiences strengthen curriculum understanding of key concepts. |
| 7 | Language & Oracy development: We know that many of our children have underdeveloped oral language and language skills. This is evident from Pre-school through to KS2. Language and oracy development supports access to and enhancement of the curriculum through understanding, communication and social interaction with peers and adults. We recognise that pupils with language development deficit require additional support and have considered how this can be balanced to ensure qualified teachers are able to support all children. |
| 8 | Reading: We know that reading at home is practised less and our children have lower levels of reading progress/attainment. Not being a fluent reader can impact adversely on pupils' access and understanding of the curriculum. |
| 9 | Attainment of key subject areas: End of key stage external data and internal data shows that our learners experiencing disadvantage attain below the non-disadvantaged peers. We know that our PP attainment is lower than non-PP attainment in the areas of Reading, Writing and Maths across the school in most cohorts, most notably in writing and maths. There are some cohorts where the percentage of financially disadvantaged children is significantly higher (current Year 4). |

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 |
|--|--|
| Learners who experience disadvantage will have accelerated progress to raise attainment, most notably in reading, writing and maths. | Children will achieve as well their peers nationally in comparison to their non-PP peers at KS2, Year 1 phonics, Year 4 MTC |
| The 9 challenges identified above are supported. | Children are ready to learn and able to access benevolent school experiences. |
| Pupils use their oracy skills, including spoken vocabulary, to share their learning and understanding in line with age-related expectations. | Teaching & Learning Reviews, including pupil conferencing, reflect positive improvements in the development of pupils' oracy and language development. |
| Children attend and enjoy school and their learning. | Attendance for PP pupils is in line with peers and above national averages for all (95%). The pupil voice survey reflects high proportion of positive attitudes to school and learning. Pupil conferencing will reflect secure outcomes in a wide range of subject disciplines, most notably science, geography as they describe and understand the world around them. |

Activity in this academic year: 2024-25

This details how we intend to spend our Pupil Premium (and recovery premium funding) this academic year to address the challenges listed above.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>1st quality teaching: Pupils receive a high standard of 1st quality teaching education to ensure their basic skills in reading, writing and maths to meet expected standards for their age range. Gaps are identified and targeted in 1st quality teaching and interventions to raise attainment.</p> | <ul style="list-style-type: none"> • Previous HVA success with focus on inclusion and supporting teaching team to provide high standards of 1st quality teaching. • Impact of effective teaching on students in years of progress – Sutton Trust (2011) EEF PP report June 2010 recommends schools take a tiered approach with teaching being the top priority, including professional development, training and support for early career teachers. • <i>Great Teacher Toolkit</i> (Coe et al 2022) | 5-8 |
| <p>Class teacher staff development through coaching and instructional coaching, utilising principles from a range of sources, including:</p> <ul style="list-style-type: none"> ◦ Teach like Champion 3.0 ◦ Rosenshine's Principles of instruction <p>Focus on 1st quality teaching for learners who experience disadvantage. The <i>HVA Placemat</i> to prioritise key teaching strategies that have proven impact on learning.</p> | <ul style="list-style-type: none"> • In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice. • https://www.ambition.org.uk/blog/what-instructional-coaching/ • https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 5-8 |
| <p>Wider teaching staff CPD</p> <ul style="list-style-type: none"> • Professional Development sessions • INSET days • HVA Induction (for all teachers prior to September) • Leadership training • Key research is used to guide regular staff CPD. • Oracy Voice 21 training | <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching • Impact of effective teaching on students in years of progress – Sutton Trust (2011) • https://www.suttontrust.com/our-research/great-teaching/ • <i>Great Teacher Toolkit</i> 2022 | 5-8 |
| <p>Learning to talk; talk to learn: A Whole school approach to using strategies to provide deliberate Oracy opportunities throughout the curriculum to support language acquisition:</p> <ul style="list-style-type: none"> • Improve oracy levels through embedding 1st quality strategies (Placemat for Learners who experience disadvantage) • Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring process | <ul style="list-style-type: none"> • <i>Closing the Vocabulary Gap</i> – Alex Quigley • <i>The Writing Gap</i> – Alex Quigley <ul style="list-style-type: none"> ◦ Low vocabulary levels are a consistent factor for disadvantaged children across the country ◦ Parents in professional families speak 32 million more words to their children than parents in welfare families ◦ Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues. ◦ 95% of words in a text = comprehension ◦ We need to understand the challenge of conversational, academic and public sphere vocabulary and know how to make this accessible for all • <i>The working class: Poverty, Education and Alternative Voices</i> – Ian Gilbert <ul style="list-style-type: none"> ◦ Language deprivation means that disadvantaged children have a limited acquisition and repertoire of vocabulary. Their lack of wider experiences leads to reduced general knowledge and language schemata to adapt to new learning • Voice-21 research | 6 |

| | | |
|--|---|-----|
| | <ul style="list-style-type: none"> ○ "Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." Amy Gaunt, Voice-21 https://voice21.org/ | |
| <p>Establish a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics • Access to phonetically decodable texts • Phonics into reading • Reading fluency • Reading to understand • Haywood Village Reading Spine – core books that all children will read during their time with us <p>Not being a fluent reader can impact on the learning of our curriculum.</p> <p>Teaching of reading is a daily focus in classroom: phonics, guided reading, as part of Talk4writing sequence and end of day stories. Opportunities to reduce class sizes for phonics Within Learning Partner costs (See below)</p> | <ul style="list-style-type: none"> • Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE. • Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Matthew Effect – impact on fluency and progress https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/ • Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132-138, p.157-158 • Research from Education Endowment Fund: <ul style="list-style-type: none"> ○ Phonics + 4 months (Phonics) ○ Oral Language interventions +5 months • Previous success with whole school consistent approach to impact on reading and writing. • Specific cohort reading & writing attainment low as a result of partial school closures within recent years (COVID pandemic) • Low vocabulary levels are a consistent factor for disadvantaged pupils across the country. Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults. • Unlocking Letters and Sounds validated DfE scheme. | 5-8 |
| <p>Curriculum enactment: Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p> | <ul style="list-style-type: none"> • <i>Why knowledge Matters</i> – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) • <i>The Curriculum – Gallimaufry to coherence</i> (Mary Myatt – 2018) • <i>Why children don't like school</i> (Daniel T. Willingham) • <i>Making Kids Cleverer: A manifesto for closing the advantage gap</i> (Didau 2019) | 5-8 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Speech & Language Therapy to support pupils' speech and language skills are corrected or well developed. Implement an EYFS focus on Speech, Language and Communication</p> <ul style="list-style-type: none"> Specialist Speech & Language Therapist Talk Boost therapy sessions | <ul style="list-style-type: none"> Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning. Oral language intervention <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention | 6 |
| <p>PiXL Therapy approach to implement the identifying and closing the gap approach that focuses on key children and monitor progress. This is implemented in all year groups throughout the school.</p> <p>Therapies are delivered for key children Class Teachers/Learning Partners utilised within teaching and learning to provide precision teaching and interventions: <i>PIXL, 1st Class Number, Talk Boost, SNIP, Lego Therapy</i></p> | <ul style="list-style-type: none"> PiXL aims to support the promotion of excellence for pupils. One of the strategic approaches PiXL promote, within every day teaching, is through effective use of data to sharpen the focus on the key gaps in students learning, and then the implementation of specific personalised intervention for each student to enhance standards. This is achieved through, what PiXL term DTT (diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach. Education Endowment Fund Research: <ul style="list-style-type: none"> 1stClassNumber EEf +2 months Oral Language interventions EEf+5 months Previous success of impactful data from PiXL and precision strategies | 8 |
| <p>Group Tutoring Provide 1:1/small group tutoring for maths prior and or after school day, with qualified teacher, Higher level teacher assessment or teaching assistant. All provision overseen by Year 6 teaching team and Vice Principal.</p> | <ul style="list-style-type: none"> Making a difference with Effective tutoring: https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&utm_medium=search&utm_campaign=site_search&search_term=tutoring | |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Forest School Leaders Wildwood Adventurers Pupils are exposed to a wide range of social/cultural experiences that support their understanding of the world. Forest School provision by Wildwood x2 weekly for different cohorts.</p> | <ul style="list-style-type: none"> • Educational Endowment Fund Research: + 4 months (Outdoor adventurous learning) • Enriching education has instant benefits. All children, including those from disadvantaged backgrounds, deserve a broad culturally rich education. • Anecdotal evidence indicates less participation and opportunity for enrichment opportunities beyond school that support cultural capital. | 5 |
| <p>Pupil coaches Transforming Lives for Good volunteers support specific children affected by poor parental mental health. No cost to school.</p> | <ul style="list-style-type: none"> • High proportion of families managing significant mental health concerns • Education Endowment Fund Research: Social & Emotional Learning +4 months • Evidence from assessments indicates pupils reflect • <i>Wellbeing in the Classroom</i> (Bethune) | 3 |
| <p>Whole School Thrive Approach Pupils' social and emotional well-being development supports readiness to learn. 1:1 and small group work led by Thrive practitioner/ Learning Partner</p> | <ul style="list-style-type: none"> • "The Thrive Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning." The Thrive Approach <p>Thrive assessments reflect improved outcomes.</p> <ul style="list-style-type: none"> · Observations within teaching & learning reviews, including play-times, reflect readiness to learn. · Case study reflects impact of Thrive on specific children (2020-23). · Individual children with SEMH difficulties have improved scores and exclusions remain low. | 3 |
| <p>Family Support Worker to provides support through signposting and connecting services for parents with mental health concerns.</p> | <ul style="list-style-type: none"> • Family Support Worker provides guidance and support to all families and shares updates with teaching team to support pupils with in-class approach. See costs for FSW below. Transforming Lives for Good volunteers support specific children affected by poor parental mental health. No cost to school. <ul style="list-style-type: none"> · High proportion of families managing significant mental health concerns · Educational Education Fund Research Social & Emotional Learning +4 months | 2 |
| <p>Financial support for school enrichment opportunities is accessible to all children through: Subsidised class visits and visitors to enrich curriculum, including Y6 residential discount.</p> | <ul style="list-style-type: none"> • Educational Education Fund Research: + 4 months (Outdoor adventurous learning). • There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months. • According to research by The Children's Society on the impact of money worries on children's mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health. | 1 |

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| | <ul style="list-style-type: none"> • Money pressure also left children and parents feeling isolated and excluded, 'Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays'. • <i>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</i> The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing. | |
| <p>Whole School Oracy Approach To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition:</p> <ul style="list-style-type: none"> o Improve oracy levels through embedding Voice-21 and HVA strategies to develop grammar and articulation o Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring process | <ul style="list-style-type: none"> • Voice-21 "Speaking is a huge priority. It's one of the biggest indicators of success later in life. It's important in terms of their employability as they get older. It's important in terms of wellbeing. If children aren't able to express themselves and communicate how they're feeling, they're not going to be able to be successful members of society." Amy Gaunt, Voice-21 https://voice21.org/ • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 6 |
| <p>Sporting opportunities for PP children are given priority for selection at extra-curricular clubs</p> | <ul style="list-style-type: none"> • The 2014 Youth Sport Trust National PE, School Sport and Physical Activity Survey found that 70% of schools feel sport makes a positive contribution to behaviour and truancy. • https://www.wgu.edu/heyteach/article/exercise-and-brain-how-fitness-impacts-learning1801.html | 5 |
| <p>Family Support Worker: Family Support worker employed to support with the following:</p> <ul style="list-style-type: none"> - Providing support for families who may not be able to engage with education independently - Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support - Championing families and their children within the inclusion team | <ul style="list-style-type: none"> • "Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood." (p.81) <i>Narrowing the attainment gap: Daniel Sobel (2018)</i> • Evidence indicates that pupils at HVA have parents who present higher proportion of the following compared to their peers: <ul style="list-style-type: none"> • Not free of parental mental health issues • Not free of a culture of worklessness • Not experiencing a healthy diet • Not experiencing regular sleep | 2, 4 |

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| <p>Staff supervision sessions will continue to be given to staff members who support learners experiencing disadvantage. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.</p> | <ul style="list-style-type: none">• https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf | |
|--|---|--|

Part B: Pupil Premium Outcomes

Outcomes data for pupils the school in receipt of pupil premium in 2024-25 to be updated in July 2025

Attendance:

- 2022-2023 92.6%
- 2023-2024 93.5%
- 2024-2025 93.6%

EYFS Good Level of Development/GLD:

- 2022-2023 57% (4/7)
- 2023-2024 44% (4/9)
- 2024-2025 100% (9/9)

Year 1 phonics screening check:

- 2022-2023 100% (7/7)
- 2023-2024 80% (8/10)
- 2024-2025 75% (6/8)

Year 4 Multiplication Tables Check:

- 2022-2023 Av Mark 19.7 (10)
- 2023-2024 Av Mark 23.5 (26)
- 2024-2025 Av Mark 23.5 (11)

Year 6 / Key Stage 2:

| | | 2022-23 | 2023-24 | 2024-25 |
|-----------------|----------------|----------------|----------------|----------------|
| | No. of pupils: | 16 | 11 | 11 |
| Reading | Expected | 63% | 45% | 73% |
| | Greater Depth | 18% | 9% | 18% |
| Writing | Expected | 50% | 64% | 64% |
| | Greater Depth | 12% | 0% | 0% |
| Maths | Expected | 63% | 45% | 64% |
| | Greater Depth | 0% | 9% | 9% |
| Combined | Expected | 44% | 27% | 55% |
| | Greater Depth | 0% | 0% | 0% |