


**Pupil Premium Statement: Lead Teacher Kate Nester, Lead Governor: Martin Lukins**

Total no. of Pupils in school	175	Funding per pupil	£1,385 per pupil
Total no or% of PP pupils	30 or 17%	PP Budget for 2023-23	Final budget received £42,190: No carry forward
% of pupils who are pp YrR	8/56 or 14%	PP Catch Up	No catch up allocated this academic year
% of pupils who are pp in Yr1	10/51 or 20%	The grant may be spent by maintained schools for: 1) The educational benefit of pupils registered at the school, or for the benefit of pupils registered at other maintained schools; and 2) On community facilities, for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality 3) The DfE website explains that it is up to schools to decide how to use the funding, as they are best placed to assess what additional provision their pupils need. 4) The DfE recommends that a three year strategy should be planned	
% of pupils who are pp Yr 2	12/68 or 18%		
% of pp pupils with -95%	17/30 or 57%		
% of pp pupils with SEND	5/30 or 17%		
% of pupils with EAL	1/30 or 3%		
% of pp pupils who are also v	9/30 or 30%		
% of pp pupils with + 1 need	13/30 or 43%		
% of pp pupils with + 2 needs	6/30 or 20%		
% of pp pupils with + 3 needs	6/30 or 20%		
Total no. of service children	2		
Total no. of previously CLA	1		

**Key Principles Behind PP Funding**

EEF Publication Summer 2019	<p>The attainment gap is the most stubborn test facing schools at this time. The pupil premium grant is given to schools with the purpose of trying to close this gap. The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of school and educators. It is more than just the opportunity to be in receipt of extra funding. It should be the opportunity to ensure extra focus to the prioritising of the achievement of children from disadvantaged backgrounds. Schools should use the premium to plan and put in place additional strategies that will enable children to succeed through informed and evidence based decision making. 'For the toughest problems there are no quick fixes. But used with care and commitment the Pupil Premium is one of the best bets we have'.</p> <p>The challenge of implementation is that less is more. The longer the list of interventions the smaller the success as there will be too many to manage. We must also ensure that we are providing challenge for our higher attaining pupils and not just supporting the progress of those pupils working below the expected level. 'Good teaching is the most important lever that schools have to improve the outcomes of disadvantaged pupils'. The pupil premium grant can &amp; should benefit those pupils for whom it has been identified however, it is also acceptable for it to have wider impact on all pupils across the setting. 2022-23 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.</p>
EEF: Moving forward, making a difference 2022-23	
Sutton Trust Toolkit	<p>The Sutton Trust's Pupil Premium Toolkit, compiled in conjunction with the Education Endowment Foundation (EEF), details the most effective ways of spending the funding, both in terms of cost and results. Based on work carried out by the University of Durham, the toolkit is an analysis of 5,500 educational studies into strategies for improving the attainment of disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/">https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/</a></p>
Hindhayes OFSTED Nov 2017	<p>'Your school is a happy, caring and positive environment. Pupils enjoy the many opportunities that are available to them, including the Forest School and a well-stocked library. The care and attention to detail you provide is evident in the high quality case studies that demonstrate clearly the impact of school initiatives on individual such as developing their mental health and well-being or the promotion of good reading habits. Work in books indicates that pupil's progress is at least good; it is sometimes better than this for disadvantaged pupils. As a result of collective efforts disadvantaged pupils are now reaching standards at the end of Year 2 in line with other pupils nationally. Monitoring is of a very high quality and used well to inform practice, for example in the teaching of phonics.'</p>
Hindhayes Pupil Premium Audit February 2019	<p>Bill Jerman, pupil premium educational consultant completed an audit of the Hindhayes pupil premium provision. A very thorough visit, it involved meeting with the Head &amp; DHT, a % of the teachers and TAs, some parents &amp; pupils as well as the pupil premium governor and the Business Manager. The report provided ideas &amp; suggestions to enhance current provision. It detailed the 'range of good practice that is happening at Hindhayes' &amp; identified these strengths</p> <ol style="list-style-type: none"> <li>1) The vision, drive, passion of the senior leaders</li> <li>2) The wider range of strategies being use with pupils and families</li> <li>3) The key role of the PFSA</li> <li>4) The impact of Forest School</li> <li>5) The passion and enthusiasm of staff</li> <li>6) The effective assessment procedures and analysis enabling good tracking of pupils</li> <li>7) Strong staff knowledge of pp pupils alongside all pupils</li> <li>8) Positive engagement in the SIF project</li> <li>9) Positive parental views of the school</li> <li>10) Financial monitoring and tracking</li> <li>11) Attendance strategies</li> </ol> <p>Following training undertaken with Bill Jerman, the Head Teacher qualified as a pupil premium reviewer in 2020.</p>

### Barriers/Challenges to Future Attainment 2022-23

In – school barriers (issues to be addressed in school)

1.	83% or more than three quarters of the pupils have an additional need as well as being pupil premium. This increased from 75% last year.
2.	37% of the pupil group continue to be supported for special educational needs.
3.	50% or a half of the pupil group are also experiencing emotional or social needs due to vulnerability. This increased from 41% last year.
4.	57% have attendance under 95% this year. This increased from 52% last year.
5.	On entry screening for receptive language at the beginning of Reception highlighted 66% of pupils had below average skills in this area and 44% were significantly below. These percentages have doubled from last year when they were 38% and 24%. From the 8 that are pupil premium 88% pupils had below average skills in this area and 38% were significantly below. We know that language is the important key that opens early years education and so learning will be harder for these children.
6.	The impact of COVID 19 on this group of pupils is just now beginning to be seen. Organisations and researchers have noted that COVID 19 has had it's biggest impact on children who are vulnerable and those who are in Key Stage 1. We have noted a drop in our results and we hope that thorough the continued commitment of the whole school we can work tirelessly to support this group of pupils and the needs that arise within their families

2022-23: We must remember the EEF documentation: 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.

2022-23: We must also note the information from the recommended pupil premium strategy statement framework: 'We strongly discourage comparing your schools 2022 performance data with data from previous years. The impact of COVID 19 makes it difficult to interpret why the results are as they are. You should compare your school's disadvantaged pupil's performance data to local and national averages with caution.'

### Intended Outcomes 2022-23

In – school barriers (issues to be addressed in school)

	Outcome	Success Criteria
1.	All Hindhayes pupils including those in receipt of pupil premium funding acquire a sound phonic knowledge by the end of Key Stage 1 through the <b>coherence/credibility</b> strand of our whole school curriculum offer	<ul style="list-style-type: none"> <li>• HH pupils achieve the phonics screening in line with their national peers</li> <li>• Those HH pupils who do not pass the phonics screening in Year 1 pass it in a rescreen by the end of Year 2</li> <li>• HH pupils are confident readers</li> <li>• HH pupils are confident writers</li> <li>• HH pupils are well supported through an ambitious and rigorous, systematic and synthetic phonics program which has been validated by the DFE e.g. Soundwrite</li> <li>• HH pupils are supported by robust tracking and monitoring to ensure that children make progress from their starting points</li> </ul>
2.	All Hindhayes pupils including those in receipt of pupil premium funding have access to books that aid them to want to be life long readers through the <b>community</b> strand of our whole school curriculum offer	<ul style="list-style-type: none"> <li>• HH pupils have high quality books within their classrooms</li> <li>• HH pupils are motivated readers who enjoy reading</li> <li>• HH pupils have high quality books within their homes</li> <li>• HH pupils have access to a high quality, well stocked &amp; purpose built library</li> </ul>
3.	All Hindhayes pupils have the opportunity to read with a carer or parent when they are at home through the <b>community</b> strand of our whole school curriculum offer	<ul style="list-style-type: none"> <li>• HH pupils are supported with their reading development by a consistent adult who prioritises time for them to read</li> <li>• HH pupils have well matched books</li> </ul>
4.	The Hindhayes curriculum considers the needs of our vulnerable learners through the <b>compassion</b> strand of our whole school curriculum offer	<ul style="list-style-type: none"> <li>• All pupils are supported by a curriculum that is compassionate to the needs of our varied and diverse community</li> <li>• All pupils are supported by trauma informed approaches that nurture</li> <li>• All pupils have access to a well embedded forest school</li> <li>• All pupils have a class teacher who ensures connection and a relational approach as part of their quality first teaching</li> </ul>
5.	All Hindhayes pupils have access to high quality interventions through the <b>coherence/credibility</b> strand of our whole school curriculum offer	<ul style="list-style-type: none"> <li>• At Hindhayes we see progress from pupils starting point within the interventions that they complete</li> <li>• At Hindhayes interventions are not just aimed at pupils who require support for cognition and learning e.g. pupils are supported through ELSA and Time to Talk for SEMH and social skills support</li> </ul>

2022-23 Allocation & Impact of PP Funding

Improving the Quality of Teaching & Learning

Intervention	Cost	Completed Actions & Impact																																																																																														
Phonics Training Phonics +4 months	£500	Follow up training and additional resources for SOUNDS WRITE. A simple linguistic phonics program that supports the professional development of teaching and learning staff through four days of extensive training. Scripted lesson plans ensure continuity across classes and pace of learning ensuring progress.																																																																																														
	Impact	<p>Introduced in 2017-18, robust procedures ensure that the teaching of phonics across the whole school is exemplary. Thorough assessment completed by the Deputy Head drives targeted interventions to provide highlighted pupils with pre and overlay teaching through e.g. fluency files.</p> <p><b>Pre COVID 19:</b> staff were very pleased with the results that are now above the national average for last year. In 2019 there was now no gap between the pupils who are and who are not pupil premium as this year 89% of pp pupils passed which is in line with the 89% of all pupils passing. The introduction of the Sounds Write program has resulted in a 51% increase in the number of PP pupils passing the phonics screening and HH now sits significantly above the national average of PP pupils attaining the screening at the end of Year 1.</p> <p><b>During COVID 19:</b> sounds write teaching was prioritised as part of our recovery curriculum, parents were signposted to online phonics resources, teachers spoke individually to families to help with their home learning, key worker children covered Sounds Write within their timetables. The two years when pupils were able to take the assessment in Year 2 e.g. Autumn 2020 and 2021, the percentage of pupils was broadly in line with national e.g. 80% and 83% and the number of % of pupil premium who passed remained in line of above the national percentage. This demonstrates the success and hard work of the staff.</p> <p><b>2021-22 school year:</b> This school year the DHT and Year 1 teachers completed 30 hours of refresher training and our attached SW trainer completed a learning walk with individual teacher feedback. These outcomes then drove the whole school phonics training during the year. The school has also attended webinars aimed at e.g. moving on from the 2022 phonics test.</p> <p><b>Post COVID 19 summer 2022:</b> pupil attendance and lateness has continued to impact pupil attainment. Sounds write takes place at 9.00 a.m. and this means that those vulnerable pupils who are not in school on time miss vital learning. The arrival of late comers to the classroom is also disruptive for the learning of those who have already started their input. The percentage of pupils achieving the phonics screening has dropped across the whole school. Staff felt had the test been taken in the Autumn term as it had been in 2020, 2021 due to the interruptions caused by COVID 19, significantly more children would have passed in line with the results from 2020 and 2021.</p> <p><b>2022-23 school year:</b> To date the £500 has provided CPD and cover for two teachers to attend their 4 days training. For one teacher this was a revisit and for the other as an ECT this was new training.</p> <table border="1"> <thead> <tr> <th colspan="7">% of Pupils Achieving the Phonics Screening at the end of Year 1</th> </tr> <tr> <th rowspan="2">No of pp pupils in the year group</th> <th colspan="2">Pupil Premium</th> <th colspan="2">All Pupils (including pp)</th> <th colspan="2">All other pupils</th> </tr> <tr> <th>HH</th> <th>National</th> <th>HH</th> <th>National</th> <th>HH</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2017 (17 pupils)</td> <td>38%</td> <td>68%</td> <td>57%</td> <td>81%</td> <td></td> <td></td> </tr> <tr> <td>2018 (17 pupils)</td> <td>73%</td> <td>70%</td> <td>78%</td> <td>82%</td> <td></td> <td></td> </tr> <tr> <td>2019 (19 pupils)</td> <td>89%</td> <td>70%</td> <td>89%</td> <td>82%</td> <td>78%</td> <td>84%</td> </tr> <tr> <td>2020 (25 pupils)</td> <td>80%</td> <td>No Data</td> <td>80%</td> <td>No data</td> <td></td> <td></td> </tr> <tr> <td colspan="7"><b>Test cancelled June 2020. 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	Evidence	In house tracking of the current Year 1 pupils is highlighting that currently there are 70% of children on track to achieve the phonics screening in May 2023. This will be an increase of 14% from the previous year and shows the impact of the training and Lucy Shakesby returning to teach in class 3 days a week.																																																	
	Next Step	Feb 2023: Reorganise intervention timetable to enable additional TA time in Chestnut class. This will allow a target group of children to work with class teacher 3x a week on e.g. key word recognition to support with progress towards passing phonics screening in May 2023.																																																	
Bookshelf reading Project Reading Comprehension +5 Sutton Trust Toolkit  Parental Involvement +3 months	£600	All pupil premium pupils have been provided with six home reading books e.g. one each half term from T1-T6. This is aimed at raising motivation for reading at home, increase the variety of books that children have & share with parents the benefits of reading at home. Recent information provided about pp pupils highlighted that 1 in 8 of disadvantaged children will not have a book in their homes. We also purchase the same copy of the book for classroom book corners so that all children can enjoy the story chosen.																																																	
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Evidence	<p>Pupil attainment. Pupils and parents continue to express how much they are enjoying the books.</p> <p>In summer 2022 Hinhdyaes pupil premium children did better in writing than they did reading e.g. 36% reached ARE. This cohort really missed the consistent journey through their Reception year and the exposure to robust phonics teaching.</p>																																																		
Next Step	Feb 2023: Continue to provide books to families as if 1 in 8 of the pp cohort for this year may not have books that will equate to 5 of our current families.																																																		
Tea, Toast & Reading Reading Comprehension +5 Sutton	£100	In 2021-22 the DHT revived the highly successful Tea, Toast and Reading program. Parents came into school from 8.30 a.m. to share breakfast and a story with their child at the beginning of the day instead of trying to read at the end of the day when children are tired. Prior to COVID 19 this was a highly successful intervention.																																																	
	Impact	<p>Tea, toast and reading could not run during this academic year due to the restrictions of COVID 19. If bubbles are permitted to mix, we hope to be able to start this program again in September 2021. Prior to the pandemic staff did make a bid for some funding to help support this, however due to the overwhelming number of settings who did we were not successful.</p> <p>At the end of T4 2020, 84 families have attended Tea and Toast with 26 or 31% of these are PP. We are delighted that the attendance at TT&amp;R has been maintained from the last school year and that whole families are continuing to come to read with us at this time of the day. Parents continue to be very grateful for the opportunity that staff are providing them with. In 2018-19 83 families had attended tea and toast with 24 or almost a third are these being PP families. 27% of these families have made accelerated progress within their reading. Parents who were interviewed as part of the audit shared that they thought TTR was a brilliant idea.</p>																																																	
	Evidence	Parental attendance, daily registers, pupil progress and reading results, end of year whole class attainment.																																																	
	Next Steps	Feb 2023. This intervention has been paused until there is a member of staff able to run it again in the future.																																																	

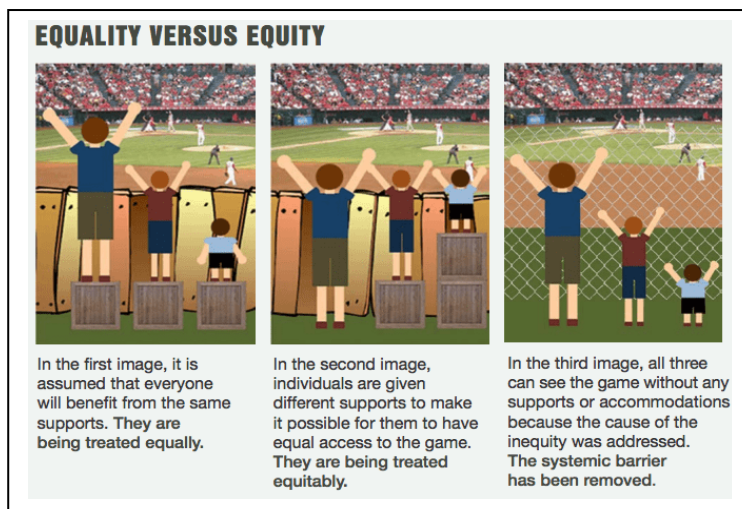
	Intervention support & Curriculum Development	£29,305	The percentage available to support the funding of the DHT has reduced from 50% to 40%. This is due to falling pupil numbers and so less pupil premium pupils. The Deputy Head now has less dedicated time outside of her class role. However she continues to work closely with pupils and staff to help diminish the gap for all pupils through her close monitoring and assessment of pupil's needs and required next steps. Previously she also led intervention groups for pupils within phonics, number and targeted individual readers through her role when tracking the bottom 20% of readers. She is now back in class 3 days a week to help raise the phonics teaching results.																																																																																																											
		Impact	The DHT focused commitment to drive the development of curriculum subject leaders during the pandemic has meant that staff are prioritising the localised needs of our school culture when reviewing their programs of study e.g. the development of vocabulary through the use of high quality texts. When she is able to her support for pupils within small groups both in and out of the classroom enables them to then return to the classroom to learn alongside their peers. This year she is impacting a whole class of children in her role as Year 1 class teacher.																																																																																																											
		Evidence	The pupils working with the intervention groups have made good progress. Curriculum documentation is now in place. Governors have met with subject leaders to complete audits of subject development. Teachers have increased confidence and have considered the vulnerable community when planning their individual curriculum areas. Feb 2023: Evidence of the impact of the DHT being back in class is clear within the Year 1 offer e.g. teacher planning, classroom environments and pupil books. Also the percentage of pupils who are pupil premium and are supported for SNS has reduced this year from 47% to 37%.																																																																																																											
		Next Steps	Feb 2023: Consider future schol structure in light of pupil numbers for 2023-24																																																																																																											
Enriching Experiences	Forest School Staffing Physical Development +2 months  Outdoor Adventure + 4 months  Social & Emotional +4 months  Behaviour Interventions +4 months Sutton Trust Toolkit  Early Years Interventions +5 months Sutton Trust Toolkit  EY STT self-regulation +7mths & Play based experiences +3mths	£6,734	An experienced Forest School teacher has now been leading Forest School since 2015. Across Reception and Year One this is fully embedded within the school timetable to provide SEMH support for pupils as well as cover the breadth of the Early Years curriculum.																																																																																																											
		Impact	Three Forest School leaders completed their forest school Outdoor First Aid Training this year. An SEMH group for our Year 2 pupils was also planned through targeted SEND intervention. Within this group (to date as of March 2020) has benefitted 18 pupils with 10 of these in receipt of pp. Unfortunately, the Foundation Stage GLD dipped this year, however it is still sitting above % prior to Forest School being introduced. <table border="1" data-bbox="507 1238 1533 1892"> <thead> <tr> <th colspan="9">% of Pupils Achieving GLD at the end of Year R</th> </tr> <tr> <th rowspan="2">Year</th> <th colspan="2">All Pupils GLD</th> <th colspan="2">All Pupils CL</th> <th colspan="2">All Pupils PSED</th> <th colspan="2">All Pupils Physical D</th> </tr> <tr> <th>HH</th> <th>Nat</th> <th>HH</th> <th>Nat</th> <th>HH</th> <th>Nat</th> <th>HH</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>56.5%</td> <td>72%</td> <td>79%</td> <td>82.1%</td> <td>92%</td> <td>85.2%</td> <td>88%</td> <td>87.5%</td> </tr> <tr> <td>2018</td> <td>72%</td> <td>71.5%</td> <td>84%</td> <td>82%</td> <td>90%</td> <td>85%</td> <td>87%</td> <td>87%</td> </tr> <tr> <td rowspan="2">2019</td> <td>ALL</td> <td>Other</td> <td>Nat</td> <td colspan="5"></td> </tr> <tr> <td>68%</td> <td>83%</td> <td>72 %</td> <td>91%</td> <td>86%</td> <td>88%</td> <td>88%</td> <td>84%</td> <td>90%</td> </tr> <tr> <td>PP</td> <td>43%</td> <td>-</td> <td>57%</td> <td colspan="5"></td> </tr> <tr> <td>2020</td> <td>ALL</td> <td>Other</td> <td>Nat</td> <td colspan="5"></td> </tr> <tr> <td colspan="9">No data reported due to school closures as a result of COVID</td> </tr> <tr> <td>2021</td> <td colspan="8">No data reported due to school closures as a result of COVID</td> </tr> <tr> <td>2022</td> <td colspan="8">There is now a new curriculum with different end points as the good level of development has now changed. It is not possible to judge the data for summer 2022 against the previous years outcomes. Early years teachers are now encouraged to not use this data and instead work from baseline's taken. SLT are currently in discussion about how best to track the impact of this intervention as a use of the pupil premium funding.</td> </tr> </tbody> </table>	% of Pupils Achieving GLD at the end of Year R									Year	All Pupils GLD		All Pupils CL		All Pupils PSED		All Pupils Physical D		HH	Nat	HH	Nat	HH	Nat	HH	Nat	2017	56.5%	72%	79%	82.1%	92%	85.2%	88%	87.5%	2018	72%	71.5%	84%	82%	90%	85%	87%	87%	2019	ALL	Other	Nat						68%	83%	72 %	91%	86%	88%	88%	84%	90%	PP	43%	-	57%						2020	ALL	Other	Nat						No data reported due to school closures as a result of COVID									2021	No data reported due to school closures as a result of COVID								2022	There is now a new curriculum with different end points as the good level of development has now changed. It is not possible to judge the data for summer 2022 against the previous years outcomes. Early years teachers are now encouraged to not use this data and instead work from baseline's taken. SLT are currently in discussion about how best to track the impact of this intervention as a use of the pupil premium funding.							
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	Evidence	Observations of Kath Honeywill Forest School Leader and class teachers																																																																																																												
	Next Step	Feb 2023{ Continue to provide Forest School to provide support for pupils in Year 2 while pupil numbers are lower.																																																																																																												

## Supporting Mental Health &amp; Vulnerable Pupils

Supporting Mental Health & Vulnerable Pupils	Full Time Learning Mentor/ELSA  Sutton Trust Toolkit: Behaviour Interventions +4 months  Social, Emotional +4 months  EY STT self-regulation +7mths	£200	The learning mentor has focused on raising achievement through well-being. Supporting and nurturing pupils to come to school & be successful in school. She has also promoted positive home school links. Pupils social and emotional skills have been supported by behavioural strategies aimed at building self-confidence and self-belief. The Learning Mentor is also now trained to DSL level and is able to deputise in the event of a safeguarding issue occurring when the HT and DHT are both not in school.
		Impact	This role continues to provide additional support for those pupils who are experiencing difficulties associated with social, emotional and mental health needs. This allows them time and space away from the classroom and a different person from their class teacher to share concerns with.
		Evidence	Nurture team tracking, pupil voice questionnaires.
		Next Steps	Feb 2023: Funding to be allocated to enable the purchasing of resources to ensure that the school remains up to date with e.g.books required to support pupil mental health and wellbeing, self harm and bereavement.
	Tree House lunch club Social & Emotional +4 months  Behaviour Interventions +4 months Sutton Trust Toolkit	Learning Mentor Time	Pupils are provided pupils with a welcoming environment over the lunchtime period. Pupils can choose or be chosen to spend time within a structured small group activity. The learning mentor ensures a fun playtime for all pupils so that they can succeed and then return to the classroom having experienced a positive playtime.
		Impact	Lunch club remains a pivotal part of our lunchtime provision for all our pupils. Some very vulnerable pupils who are also pupil premium need to find a calmer lunchtime to help them remain regulated. The playground can still present a time of sensory overload for some children.
		Evidence	High level of pupil attendance, teacher demand to ensure that the club is covered when Kay Davey is out of school.
		Next Steps	Feb 2023: Some of our most vulnerable pupils have been continuing to benefit from the social support of this offer at lunchtime. A small focused group provides a much more successful space for them to play.
	Additional PFSA time Sutton Trust Toolkit: Social & Emotional +4 mths  Behaviour Interventions +4 mths  EY STT self-regulation +7mths	£4,551	With a significant drop in pupil's reciving funding this year the school is now no longer able to fund the additional hours required to employ our PFSA. However there continues to be a shortfall in the funding for PFSAs across the Street and Glastonbury partnership. Hindhayes continues to prioritise this in response the complex needs of some of our families within the Street Community.
		Impact	The pupil premium audit noted that it was of great benefit for the PFSA to be share across HH and Elmhurst to provide continuity for families. Parents interviewed during the PPA audit commented that 'Andy was a life saver'. At Hindhayes we believe that the PFSA is a poverty warrier in the local community helping families who are struggling to meet the neds of their families. 2021-22: the school spent a great deal of time working with the local Parich Council to obtain money which was allocated to vulnerable families in 2019. This work has resulted in local schools reciveing £27,000 which has been divided and shared with Hindhayes. 2022-23: Currently the PFSA is supporting 8 families at Hindhayes.
		Evidence	Nurture team tracking. PFSA records. Parent Feedback and Pupil premium audit
		Next Steps	Feb 2023: Work with the CLP and Somerset advisory team to try to avoid the removal of the PFSA support team in 2025.
Emergency Response	£200	SLT will provide funding to support families in the event of an emergency e.g. the need for support with childcare payments, food parcels, before and after school care.	
	Impact	Families are able to work through the holidays with the confidence that they can pay for the additional childcare that they require. Throughout the year families are identified at e.g. Christmas for care packages and hampers to help through these periods of additional expense.  2022-23: So far this academic year, families have been supported when they have felt unable to collect their children due to their own wellbeing. This has enabled the school to build connections with these parents and carers which have then led to trusting relationships and at times referrals through to the school PFSA.	
	Evidence	The school has now run two years of successful wrap around care. This has been evidenced through the feedback from the Somerset SASP group who have provided feedback that our holiday planning provides excellent support and care for vulnerable families.	
	Next Steps	Feb 2023: Allocate funding to families as and whn required throughout the academic year.	

## Pupil Premium Governor Monitoring visit: 24.02.23

All children observed were engaged and working purposefully in their classrooms. Some were working independently and others with support if it was required. Teachers were aware of who these children were and what support they might need in the classroom to ensure equity for these pupils.

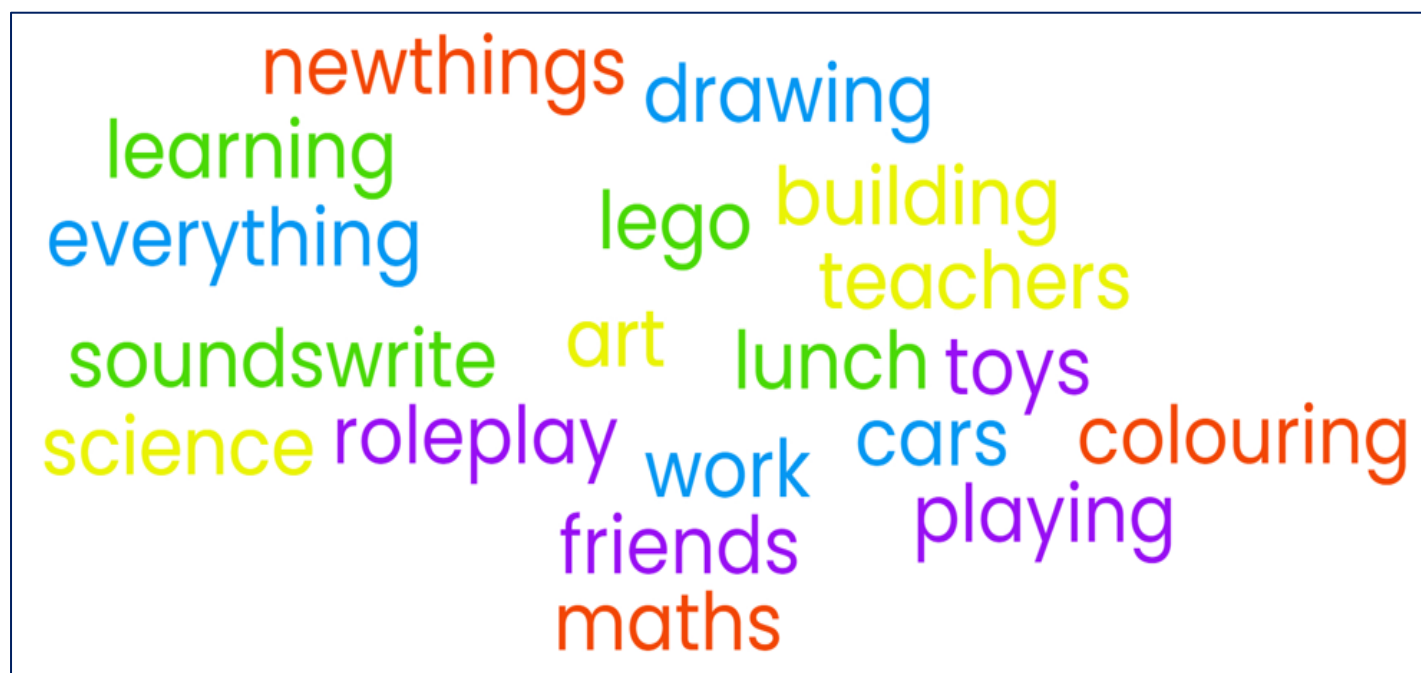


The children were asked the following questions to gather pupil voice:

Do you like school? 27/30 or 90% answered yes.

Do you like our school? 100% answered yes

What do you like about school?



The three children who said they would rather be at home than come to school said we could make school better by

- Having a swimming pool
- Having more time for sleeping
- Having more time for art

<b>Overview of Whole of Pupil Premium Group Attainment 2018-2022 (including pupils from YR, Y1 &amp; Y2)</b>				
% of pp pupils achieving ARE in <b>Reading</b>	% of non pp pupils (chn 1 ch = )		% of pp pupils ( chn 1 ch = )	
2018-2019 % of pp pupils (61 chn 1 ch = 1.6%) % of non pp pupils (186 chn 1 ch = 0.5%)	-		66%	
No data was collected in Summer 2020 due to COVID 19				
No data was collected in Summer 2021 due to COVID 19				
2021-22 % of pp pupils (34 chn 1 ch = 2.9%) % of non pp pupils (162 chn 1 ch = 0.6%)	59%		35%	
2022-23	TBC		TBC	
<b>Overview of Whole of Pupil Premium Group Attainment 2018-2022 (including pupils from YR, Y1 &amp; Y2)</b>				
% of pp pupils achieving ARE in <b>Writing</b>	% of non pp pupils (chn 1 ch = )		% of pp pupils ( chn 1 ch = )	
2018-2019 % of pp pupils (61 chn 1 ch = 1.6%) % of non pp pupils (186 chn 1 ch = 0.5%)	-		56%	
No data was collected in Summer 2020 due to COVID 19				
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2021-22 % of pp pupils (34 chn 1 ch = 2.9%) % of non pp pupils (162 chn 1 ch = 0.6%)	56%		35%	
2022-23	TBC		TBC	
<b>Overview of Whole of Pupil Premium Group Attainment 2018-2022 (including pupils from YR, Y1 &amp; Y2)</b>				
% of pp pupils achieving ARE in <b>Maths</b>	% of non pp pupils (chn 1 ch = )		% of pp pupils ( chn 1 ch = )	
2018-2019 % of pp pupils (61 chn 1 ch = 1.6%) % of non pp pupils (186 chn 1 ch = 0.5%)	-		57%	
No data was collected in Summer 2020 due to COVID 19				
No data was collected in Summer 2021 due to COVID 19				
2021-22 % of pp pupils (34 chn 1 ch = 2.9%) % of non pp pupils (162 chn 1 ch = 0.6%)	62%		50%	
2022-23	TBC		TBC	
<b>Overview of Pupil Premium Group Attainment at the end of Year 2 2017-18 – Three Year Trend</b>				
	% of non pp pupils (68 chn 1 ch = 1.47%)	% of pp pupils (11 chn 1 ch = 9%)	+ from 2016-17	% of pp +add need in Year 2 (13 chn 1 ch = 8%)
% of pp pupils achieving ARE in Reading	75%	50%	-23%	8%
% of pp pupils achieving ARE in Writing	77%	50%	+3%	8%
% of pp pupils achieving ARE in Maths	84%	63%	+21%	15%
<b>Overview of Pupil Premium Group Attainment at the end of Year 2 2018-19 – Three Year Trend</b>				
	% of non pp pupils (73 ch 1ch = 1.4%)	% of pp pupils (17 ch 1 ch = 6%)	+ from 2017-18	% of pp +add need in Y2 (14 chn 1 ch = 7%)
% of pp pupils achieving ARE in Reading	76%	65%	+15%	57%
% of pp pupils achieving ARE in Writing	75%	53%	+3%	50%
% of pp pupils achieving ARE in Maths	77%	59%	-1%	50%
No data was collected in Summer 2020 due to COVID 19				
No data was collected in Summer 2021 due to COVID 19				
<b>Overview of Pupil Premium Group Attainment at the end of Year 2 2021-22 – Three Year Trend</b>				
	% of non pp pupils (41ch 1ch =2.2%)	% of pp pupils (14ch 1ch = 7.6%)	+ from 2018-19	% of pp +add need in Year2 (14ch 1ch = 7.6%)
% of pp pupils achieving ARE in Reading	83%	31%	-34%	92%
% of pp pupils achieving ARE in Writing	83%	35%	-18%	
% of pp pupils achieving ARE in Maths	93%	57%	-2%	



Evidence of Diminishing the Difference & Closing the Gap Over Time for the PP children between 2019-2022	
Year R 2019-2020	<p>The children in this cohort had their learning in Reception interrupted by the pandemic. Senior staff ensured that vulnerable children could attend school between the hours of 7.30a.m. and 6.00p.m. This was free of charge and older siblings could attend so that less confident pupils felt supported. Between March and July learning was interrupted.</p> <p><b>No Data was collected at the end of the summer term.</b></p>
Year 1 2020-2021	<p>The children in this cohort had their learning in Year One interrupted by the pandemic. Senior staff ensured that vulnerable children were prioritised and monitored. Between January and April school was closed and children learnt in class bubbles for the whole of the school year. Staggered starts and finishes meant that pupils were kept at a distance and relationships were hard to build with those beyond the classroom.</p> <p><b>No Data was collected at the end of the summer term.</b></p> <p><u>Attainment:</u> The children in this cohort completed the phonics screening in the Autumn term of Year 2. At this time 83% of pp pupils passed the phonics screening. This was a higher % of pupils across the whole school which was 80%. This was a very positive outcome for this children and showed the commitment and hard work of the staff to ensure the children passed this assessment.</p>
Year 2 2021-2022	<p><u>Attainment:</u> Almost all of the Year 2 pp group were Pupil Premium plus (e.g. they all had an additional need such as SEND). A significant percentage were also low attenders e.g. attendance under 95%. Unfortunately the success of the phonics screening did not embed in time for these pupils to achieve the expected standard in Reading and Writing. Since the last time robust data was gathered e.g. 2019 the % of pp children achieving ARE has dropped by 34% and 18%. In Maths the % of pp pupils attaining ARE has remained broadly in line e.g. 59% in 2019 and 57% in 2022.</p> <p><u>Progress:</u> <b>The school looks for the expected progress across the three years to be at least 9 progress steps</b></p> <p>In reading the gap was closed for 28% of pp pupils with 36% also making rapid progress in this area. In writing the gap was closed for 36% of the pp pupils with 43% also making rapid progress in this area. In maths the gap was closed for 50% of pp pupils with 50% also making rapid progress in this area.</p> <p><u>Attendance:</u> This academic year 50% of the Year 2 pp children had attendance under 96% This has not enabled them to have a consistent journey through the school year and has only compounded the previous years interruptions.</p>

**2022-23: We must remember the EEF documentation:** 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.'

**2022-23: We must also note the information from the recommended pupil premium strategy statement framework:** 'We strongly discourage comparing your schools 2022 performance data with data from previous years. The impact of COVID 19 makes it difficult to interpret why the results are as they are. You should compare your school's disadvantaged pupil's performance data to local and national averages with caution.'

Education Endowment Fund produce a toolkit for Head Teachers and senior leaders to use. This toolkit has evidence of the amount of progress a pupil can make within months as a result of an intervention. The cost is reflected by the number of £s and the strength of the research that supports this information is reflected through the number of locks that are allocated to each area. Governors can use this toolkit to challenge the allocation of school finances.

### Key Stage One Toolkit

TEACHING & LEARNING TOOLKIT TOPIC	COST	EVIDENCE	IMPACT
Feedback	£ £ £ £ £	🔒🔒🔒🔒🔒	+8 months
Meta-cognition and self-regulation	£ £ £ £ £	🔒🔒🔒🔒🔒	+8 months
Early years intervention	£ £ £ £ £ £	🔒🔒🔒🔒🔒	+5
Peer tutoring	£ £ £ £ £	🔒🔒🔒🔒🔒	+5
Collaborative learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Homework (Secondary)	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Mastery learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
One to one tuition	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Oral language interventions	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Reading comprehension strategies	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Behaviour interventions	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Digital technology	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Phonics	£ £ £ £ £	🔒🔒🔒🔒🔒	+4
Small group tuition	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Social and emotional learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Outdoor adventure learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Parental involvement	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Reducing class size	£ £ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Arts participation	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Extending school time	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Individualised instruction	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Learning styles	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Sports participation	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Summer schools	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Homework (Primary)	£ £ £ £ £	🔒🔒🔒🔒🔒	+1 month
Mentoring	£ £ £ £ £	🔒🔒🔒🔒🔒	+1 month
Teaching assistants	£ £ £ £ £	🔒🔒🔒🔒🔒	+1 month
Aspiration interventions	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
Block scheduling	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
Performance pay	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
Physical environment	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
School uniform	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
Setting or streaming	£ £ £ £ £	🔒🔒🔒🔒🔒	-1 month
Repeating a year	£ £ £ £ £ £	🔒🔒🔒🔒🔒	-4 months

### Early Years Toolkit

EARLY YEARS TOPIC	COST	EVIDENCE	IMPACT
Communication and language approaches	£ £ £ £ £	🔒🔒🔒🔒🔒	+6 months
Digital technology	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Earlier starting age	£ £ £ £ £	🔒🔒🔒🔒🔒	+6 months
Early literacy approaches	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Early numeracy approaches	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Extra hours	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Parental engagement	£ £ £ £ £	🔒🔒🔒🔒🔒	+5 months
Physical development approaches	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months
Physical environment	£ £ £ £ £	🔒🔒🔒🔒🔒	0 months
Play-based learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Self-regulation strategies	£ £ £ £ £	🔒🔒🔒🔒🔒	+7 months
Social and emotional learning strategies	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months