

## 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.

### Pupil Premium Numbers

Year Group	Current FSM/PP Numbers / %
Nursery	3
Reception	2
Year 1	11
Year 2	8
Year 3	8
Year 4	9
Year 5	10
Year 6	14
Total	65

### School overview

Detail	Data
School name	Halley Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022 to 2022-2023, 2023-2024
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Shoshannah Thompson (Headteacher)
Pupil premium lead	Shan Hardy (Inclusion and SEND Lead)
Governor	Keith Clarke (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,330

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives is for all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve. When make decisions about using Pupil Premium funding to support disadvantage pupils' achievement and attainment it is important to consider the context of the school and the subsequent challenges faced. Alongside research conducted by the EEF. Common barriers to learning for disadvantage children, can be less support at home, poor language and communication skills, lack of confidence, frequent social, emotional behaviour difficulties. There may also be complex family situations that prevent children form flourishing. The challenges are varied and there is no 'one size fits all' approach that can be applied.*

*High-quality teaching is at the heart of the School's approach, with a focus on disadvantage pupils who require support. The School ensures that all teaching staff are fully involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the School ensuring an impact on closing the disadvantage attainment gap.*

### ***Our ultimate objectives are:***

- To narrow the attainment gap between disadvantage and non-disadvantage pupils*
- For all disadvantage pupils to make or exceed national expected progress measures*

***Our approach will be responsive to challenges school community faces and individual needs, rooted in robust diagnostic assessment, not assumptions, to ensure we are effective we:***

### ***Key Principles***

- Will ensure that teaching and learning meets the needs of all pupils*
- Will act early to intervene at the point need is identified ensuring appropriate provision and interventions are provided for pupils who belong to socially disadvantage and vulnerable groups*
- recognise that not all pupils who are socially disadvantage are in receipt of free school meals, therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the School has legitimately identified as being socially disadvantage*
- Pupil Premium funding will be allocated following a need analysis which will identify priority classes, groups, or individuals. Limited funding and resources*

*mean that not all children in receipt of FSM will be allocated Pupil Premium interventions at one time.*

*This list is not exhausted and will change according to the needs and support our socially disadvantage pupils may require:*

- *Allocation of additional teachers/ smaller class sizes*
- *Allocation of support/intervention teacher – providing small group work with an experienced teacher/HLTA focussed on closing gaps in learning*
- *1:1 support*
- *Additional teaching and learning opportunities provide through trained support staff or external agencies*
- *Music and Enrichment provision: activities, educational visits and residentials – ensuring children have first-hand experiences to draw upon in their classroom learning*
- *Behaviour support*
- *Transition programmes from primary to secondary*

## Challenges

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

Challenge number	Detail of challenge
1	A significant majority of children enter EYFS have <b>starting points/attainment</b> well below expected levels in all areas
2	At other points of entry to the School, children often enter the school with <b>weak language and communication skills well below those expected for their age</b>
3	<b>97% of children have English as an additional language</b> , this is further complicated as many speak a second language that is only spoken on written. This is also a barrier between home and school support. E.g. high levels of EAL in the family, lack of knowledge, lack of strategies, time and resources to support at home.
4	<b>Poverty, high levels of deprivation</b> – Most children live close to the school or in adjacent wards with over 60% of households being overcrowded, poor living conditions and high levels of family mental health.
5	<b>School closure</b> indicate that many of our disadvantage pupils have been impacted this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Writing
6	<b>Social, emotional and behaviour difficulties</b> identified Assessments and observations and discussion with pupils and families have social and emotional issues for many pupils. Lack of enrichment opportunities and opportunities to mix and play with peers has impacted on disadvantage pupils including attainment

## 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
<i>Improved oral, language skills and vocabulary growth</i>	<b>Assessments and observations indicate improved spoken English among targeted pupils</b>
Disadvantage pupils fully access the curriculum and achieve age-related expectations	Intervene with high-quality targeted support close the achievement gap for disadvantage compared with non-disadvantage
High quality teaching that ensures all who have gaps in learning receive the appropriate intervention	In line and above nation for progress measures for disadvantage pupils
Progress in Reading & Mathematics / improved attainment	Progress in Reading & Mathematics / improved reading attainment, particularly disadvantage pupils / targeted pupils. Achieve national average progress scores in KS2 Reading 2024-25
Phonics	In line with national average expected standard in PSC
Sustain and improve wellbeing of all pupils in school – pupils and families identified with social, emotional or health needs are well supported by the school so that the needs are alleviated and do not form a barrier to children’s learning	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations – show that children enjoy school and are enthused to learn</li> <li>• Parent surveys show that parents of disadvantage families feel supported / improved attendance to parent workshops</li> <li>• Children identified through PPM or parental concern have been allocated the appropriate support.</li> </ul>

## 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: £4,116.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistently high-quality teaching enriched by high quality talk - Nuffield Early Language Intervention EYFS–	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and S&amp;L</p> <p>NEL intervention designed to improve language skills of reception pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a></p>	<p>S&amp;L data</p> <p>Writing data</p> <p>EYFS data for language and communication</p>
Half term MTP meetings to adapt plans in light of assessment and gaps analysis data – Teacher provided with additional termly extra day PPA	<p>Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. Children build upon previous learning and make connections both within and across the curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>Progress and data</p>
High Quality professional development on high quality teaching and learning and development	<p>Evidence suggest the use of ‘metacognitive strategies – pupils to think about their own learning can be work the equivalent to additional +7 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>Progress and data</p>

t rubric/ feedback/ Writing Behaviour for learning		
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	Phonics Screen Data
<i>Staff CPD</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET.	
<i>Introduction of SEL approaches will be embedded into routine educational practices and supported by professional development and staff training as well as Zones of Regulation Training for all staff</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	Caseloads

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

Budgeted cost: £ 79,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Therapist (£10,017)</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
<i>Intervention/Support Teacher (£25,467.50) (x1)</i>	Additional Phonics sessions targeted at identified children who require further phonics support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Additional Reading sessions for identified children  Years 1, 2 and 5 maths teaching for identified children who need an adapted curriculum	
<i>Additional Year Teacher (£40,748.00) (x1)</i>	Small group focus <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<i>MyOn &amp; Accelerated Reader (£13,000) – 3 year period)</i>	Star assessments provide teachers with diagnostic reports and information about individual performance and progress. Teachers able to support with book choice and monitoring reading. – MyOn access to reading materials during school closures	
<i>Third Space Learning – Math support Spring 2022 (3 weeks): 7 places x £16.50 per pupil per term = £115.50 Summer 2022 (12 weeks): 7 places x £66 per pupil per term = £462 Total: £577.50 (exc. VAT)</i>	Engaging with the National tutoring programme to provide school-led tutoring for children whose education been most impacted by the pandemic. A proportion of these will be disadvantaged, including those who are high attainers Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  And in small groups <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	



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

Budgeted cost: £ 18,364.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Curriculum Enrichment</i>  <i>Grow Your Own</i>                      (£2,513.80)  <i>Art HLTA</i>                      (£13,732.51)  <i>Now Press Play</i>                      (£1,618.54)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):(Music/Art HLTA/Gardening/Now Press Play)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p><i>Catholic Children's Society</i>                      (£15,000)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):(Music/Art HLTA/Gardening/Now Press Play)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p><i>Magic Breakfast</i>                      (£500-£3000)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):(Music/Art HLTA/Gardening/Now Press Play)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	

**Total budgeted cost: £ 4,116.38 + £ 79,410 + £ 18,364.85 = £101,891,21**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments, moderated teacher assessments for the academic year 2020-21.*

*Due to robust observations and assessment early identification of children with speech and language difficulties has led to timely intervention and targets to work towards as identified by our SALT.*

*Outcomes from remote learning and planning shows that teachers have effectively used CPD to implement a revised curriculum taking into account government guidance and the identified gaps in knowledge/ current needs of each cohort. Data shows that attainment was lower in comparison to the academic year prior to the pandemic.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader & My On	Renaissance Learning
Maths SATs Intervention	Third Space Learning & National Tutoring Programme

## Further information (optional)

*Bereavement Training*

*First Aid Mental Health – Trained Staff*

*Increased focus on Circle Time and Wellbeing*

*Food parcels and FSM voucher distribution*

*Parental Workshops to support with Social Emotional Difficulties*