

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Halley Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	28.04%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2023 2022 - 2026
Date this statement was published	December 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Shoshannah Thompson Headteacher
Pupil premium lead	Shan Hardy Inclusion and SEND Lead
Governor / Trustee lead	Keith Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,234.02
Recovery premium funding allocation this academic year	£7,431.25
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	£106,665.27

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 provide high-quality teaching through staff professional development, an aspirational and enriching curriculum and reflective coaching led approach to self-evaluation and improvement*
- *Will provide targeted academic support through high quality intervention programmes closely monitored for maximum impact*
- *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*
- *Will 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 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*
- *Speech and Language Therapy*

Challenges

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

Priority	Priority number	Detail of challenge
Oracy	1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
Phonics	2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
Reading, Writing and Maths	3	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In addition, reading and writing in year 3 and maths in year 5 is significantly below that of non-disadvantaged pupils. A gap of below 10% between disadvantaged and non-disadvantaged remains steady across KS1 and KS2. Where the data is significantly below, this is 20%+ between disadvantaged and non-disadvantaged pupils.
Pupil Wellbeing	4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
Wider Pupil Participation	5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of peer group interactions and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. In Jun 2022, the school conducted termly pupil progress meeting for all year groups. Individual and groups of pupils were identified for a range of interventions to support their emotional wellbeing and reintegration into school life.
Attendance and Persistent Lateness	6	Attendance rates and persistent absence levels have been identified as an issue for our pupils, particularly the disadvantaged. Since the pandemic rates of both have decreased.
EAL	7	97% of children have English as an additional language, 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.
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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.

Challenges	Challenge number	Intended outcome	Success criteria
Oracy	1	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics	2	Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Reading, Writing and Maths	3	Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved writing attainment among disadvantaged pupils.	KS1 & KS2 writing assessment show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 & KS2 maths outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Pupil Wellbeing	4	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations • Behaviour remains good • Children talk positively about our values what they mean to them

			<ul style="list-style-type: none"> Children talk positively about the academic progress they have made
Wider Pupil Participation	5	To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils.	<p>Sustained high levels of attendance and engagement demonstrated by:</p> <ul style="list-style-type: none"> a significant engagement in participation in enrichment activities, particularly among disadvantaged pupils
Attendance	6	To sustain and improve attendance for all pupils, particularly our disadvantaged pupils	<p>Attendance from 2024/25 remains at or above the National average</p> <p>the percentage of all pupils who are persistently absent at or above</p> <p>All pupils PA % and with their disadvantage peers is nationally inline</p>
EAL	7	Improved attainment outcomes for disadvantaged pupils at the end of KS2.	KS1 & KS2 maths outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.

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: £17,203.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enabling greater opportunities for specific feedback; both orally and through high quality diagnostic feedback.	<p>Providing feedback is a well-evidenced technique which has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <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: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Priority 1: Oracy</p> <p>Priority 3: Reading, Writing and Maths</p>
Further development of reading fluency and comprehension strategies to improve the learners' understanding of the text.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>Priority 1: Oracy</p> <p>Priority 2: Phonics</p> <p>Priority 3: Reading, Writing and Maths</p>

Additional professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading and phonic check outcomes in EYFS, Year 1 and Year 2 (£2,882.69 +£1,321))	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>Priority 1: Oracy Priority 2: Phonics</p>
High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment.	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</p>	<p>Priority 2: Phonics Priority 3: Reading, Writing and Maths</p>
Play Therapy Allowing children space and time to work through their emotions (£13,000)	<p>Play therapy is a form of non-directive counselling and our play therapist support. It is an effective way of working with children who may have emotional difficulties or need some time and space to process difficult feelings. School and teachers are able to refer pupils who need support. Children can also self-refer to a talk and think space and do so frequently when they need someone to speak to-which is reflective of 4,5 6 them taking ownership for their own feelings and behaviour</p>	<p>Priority 4: Pupil Wellbeing</p>
SEL approaches as part of whole school practices and developed by CPD and staff training including continued Zones of Regulation training for all staff and families	<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.)</p> <p>https://educationendowmentfoundation.org.uk/</p>	<p>Priority 4: Pupil Wellbeing</p>

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

Budgeted cost: £ 52,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher focussed: Targeted teaching to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>Priority 1: Oracy</p> <p>Priority 3: Reading, Writing and Maths</p>
The SENDCO supports SEND pupils and teachers in mainstream classes to ensure access to the full curriculum.	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>Priority 3: Reading, Writing and Maths</p>
Speech and Language Therapy / Teaching Assistant Focused: Targeted one to one and small group speech and language therapy including training and support for Teachers and Teaching Assistants (£11.940)	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <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: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>Priority 1: Oracy</p> <p>Priority 3: Reading, Writing and Maths</p>
Teaching Assistant Focused: <ul style="list-style-type: none"> Maths Grammar Phonics 	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when</p>	<p>Priority 1: Oracy</p> <p>Priority 2: Phonics</p>

1:1 reading tuition	<p>TAs work in structured settings with high quality support and training. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>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: (5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>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 and in small groups: (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	Priority 3: Reading, Writing and Maths
The school provides bespoke resources for all learners to complete at home.	<p>Homework has a positive impact. Homework that is linked to classroom work is more effective. (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	Priority 3: Reading, Writing and Maths
<p>Provision of extra-curricular and enrichment activities across the curriculum engages and enriches the learning opportunities for our pupils impacting on their attainment.</p> <ul style="list-style-type: none"> Strong curricular links to external events 	<p>Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Programmes that extend school time have a positive impact. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-</p>	Priority 4: Pupil Well-Being Priority 5: Wider Pupil Participation

<p>and experiences for all pupils.</p> <ul style="list-style-type: none"> • Extra-curricular links (theatre trips etc.) • Targeted enrichment opportunities (lunchtime and after school) 	<p>qualified and well-trained staff are more clearly linked to academic benefits. (+ 3 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>London is an exciting location with much to offer and our curriculum is designed to make the most of what is on our doorstep. By taking advantage of this, we can offer our learners a way of overcoming one of many barriers to their learning. The financial burden of visiting places or participating in projects is lifted from disadvantaged households and enables children to feel like an integral part of their wider community.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,158.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing: Interventions which target social and emotional learning:</p> <ul style="list-style-type: none"> • Range of enrichment clubs – e.g. lunchtime gardening, and art club and Art HLTA (25,279.47) • Music SLA (£2760.80) • Residential (£2,318) • <i>Greggs Breakfast</i> (£500-£3000) • AWA SLA Support (£3,300) 	<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): (4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Residential trips provide a new context for forming relationships. The residential setting and team-building activities break down barriers, allow students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication</p> <p>School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by fulfilling a childcare function if they must start work earlier than school begins</p>	<p>Priority 4: Pupil Well-Being</p> <p>Priority 5: Wider Pupil Participation</p> <p>Priority 6 Attendance</p>

Total budgeted cost: £ [107,711.96]

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 2021 to 2022 academic year.

Evaluation Criteria were:

- Pupils eligible for Pupil Premium Grant continue to achieve inline or below PPG children nationally, including at Greater Depth Standard.
- In year 1, PP pupils achieved above All Pupils in reading, writing and maths.
- In year 2, PP pupils achieved significantly below All Pupils in reading, writing and maths.
- In year 3, PP pupils achieved in line with that of All Pupils in writing and below in reading and maths.
- In year 4, PP pupils achieved significantly below with All Pupils in reading, writing and maths.
- In year 5, PP pupils achieved in line with All Pupils in reading, writing and below that in maths.
- In year 6 PP pupils achieved below with All Pupils in reading and writing and maths.

The use of Pupil Premium funding for 2022-23, along with the Covid Recovery Grant, will be carefully planned to ensure our Pupil Premium children receive high quality support during the year to mitigate the impact of the pandemic as quickly as possible. The historic success of our Pupil Premium strategies alongside the availability of additional funding gives us every confidence that we will be able to narrow the gap substantially and quickly.

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

Programme	Provider
Accelerated Reader	Accelerated Reader
Times Table Rock Stars	Times Table Rock Stars
Mathletics	A 3P Learning Product
Now Press Play	Now Press Play
Food parcels and FSM voucher distribution	LBTH Council
Parental Workshops to support with social emotional difficulties	LBTH Home School Service / Catholic Children's Society
Year 6 – Year 7 Secondary Transition	LBTH Secondary Schools
Behaviour Support	LBTH BASS Team