

Hallsville Pupil premium strategy statement

1. Summary information					
School	Hallsville primary				
Academic Year	2017-18	Total PP budget	£251,960	Date of most recent PP Review	Sept
Total number of pupils	408	Number of pupils eligible for PP	189	Date for next internal review of this strategy	Sept 2018

2. Current attainment			
		<i>Pupils eligible for PP (your school) Year 6 results</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above in reading, writing & maths (or equivalent)		School 87% National 60%	
progress in reading (or equivalent)		5.34	0.33
progress in writing (or equivalent)		3.20	0.12
progress in maths (or equivalent)		5.53	0.24
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Low levels on entry of PP pupils. Particularly with communication as well as personal, social and emotional health.		
B.	Low aspirations and expectations.		
C.	61% of children are EAL		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			

D.	<p>Many of our parents do not speak English Poor housing (over-crowding, no-safe outside spaces) Poverty- access to amenities</p>	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	At least expected progress of all PP pupils	All PP pupils will make at least expected progress
B.	Improved communication skills for PP pupils	Progress between EYFS and KS 1 will be in-line with national. Progress between KS 1 and KS 2 will exceed national.
C.	Improved personal, social and emotional health for PP pupils	Emotional health, behaviour and well-being will improve. This will be evident in the behaviour for learning in all PP children.
D.	Access to an enriching curriculum which enhances life experiences and raises aspirations and expectations.	PP children will engage and participate fully in all curriculum activities and experiences inside and outside of the classroom.

4. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Additional teacher in Year 2 and Year 6. Additional teacher in Year 3	Three morning classes in Year 2.3 and Year 6 every morning.	This enables lower ratios and more experienced staff to focus learning in these end of key stage year groups.	Head of school and deputy head teacher teach in the Year 6 team. An assistant-head teacher teaches in the year 2and 3 teams both are supported by the Head of school.	Head of School	Termly until July 2018

<p>Implementation on Maths Mastery and Maths No Problem Programmes across the school.</p>	<p>EYFS and Key stage 1 has implemented Maths Mastery. Key stage 2 has implemented Maths No Problem.</p>	<p>The Singaporean mastery method is used across the school. This research-based approach emphasises problem solving and utilises pupils' core competencies to develop a relational understanding of mathematical concepts.</p>	<p>EYFS and KS1 participate fully in all aspects of the Maths mastery programme. This involves support and guidance from advisors from the programme as well as planning network meetings that staff attend. We also have a fully trained Maths Mastery co-ordinator who ensures that the programme is resourced, staff are trained and auditing of the quality of lessons is thorough. In key stage two we have a Mathematics TLR and phase leaders who are responsible for ensuring the teaching and learning in Maths No Problem lessons is good or better every day.</p>	<p>Head of School</p>	<p>Termly until July 2018</p>
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Enrichment	<p>Ensuring that children have access to a wide range of educational visits and visitors to enrich learning.</p> <p>Outdoor adventure at Fairplay House.</p>	<p>Clear planning on the whole school curriculum map.</p> <p>Expectations about visits to: museums, galleries, places of worship, the seaside, monuments, buildings of interest and sporting/music events.</p> <p>Participation in music and sporting competitions and events is extensive.</p> <p>Visitor come into the school to engage children in various religious, historical, scientific, cultural, artistic, design and sporting workshops, projects and events.</p>	<p>All staff follow the curriculum map and this is booked well in advance and written in the school diary.</p> <p>Visits and visitors are used as hooks into units of work. They impart or illicit prior knowledge so that children have experiences to build.</p> <p>Photos are shared on the school website.</p>	Head of School	Termly until July 2018
Total budgeted cost					£ 92,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

Every Child Counts teacher	Daily supported mathematics programme for Years 1 and 2.	<p>The programme has shown positive outcomes over several years with Key stage 1 children.</p> <p>Tracking data shows that pupils make good progress.</p>	<p>A fully trained ECC teacher is employed every afternoon to work with targeted children.</p> <p>This teacher is supported by an AHT and receives continuous training of the programme.</p>	Assistant Head-teacher KS 1	Termly until July 2018
<p>Seven teaching assistants in English and Mathematics lessons to support teaching & learning.</p> <p>1:1 catch-up every afternoon.</p>	<p>Teaching assistants work alongside teachers for the morning sessions in Key stage 2.</p> <p>Targeted 1:1 or group teaching of aspects of the children's learning that needs revisiting after the morning sessions.</p>	<p>Targeted support within class through immediate feedback greatly improves progress of PP children. Teachers and teaching assistants work alongside each other to ensure targeted support is given.</p> <p>Data for PP pupils shows that they must make accelerated progress to reduce the gap with all pupils nationally. The individual/group support is specifically matched to the feedback given in morning sessions of English and mathematics.</p>	<p>Staff are allocated based on needs of the PP children and the impact on their progress. This is closely organised and monitored by all members of SLT.</p> <p>Teaching assistants participate fully in the morning sessions and are re-teaching the learning from those lessons on a 1:1 basis. This is monitored by teachers and SLT. Delivered reading intervention programmes have specifically trained adults.</p>	<p>SENCo</p> <p>Phase leaders</p> <p>SENCo</p> <p>Phase leaders</p>	Termly until July 2018

Sports Coach supports PP children during lunchtimes-resilience.	During lunchtime a sports coach develops relationships and encourages resilience through participation in sporting games.	In order to raise self-esteem and confidence children must be able to play well with their peers. Some children need to learn how to do this. It is proven that using sport to encourage participation and team building enhances children's resilience and the ability to behave well.	During weekly Safeguarding and termly Pupil Progress meetings SLT will ensure that all children who need to improve their resilience and raise their self-esteem will be targeted.	Head of School	Termly until July 2018
Speech & language therapist in EYFS one morning a week. Group work in KS2 for one afternoon a week.	Targeted 1:1 and group work in EYFS. Targeted 1:1 and group work in lower Key stage 2.	A high percentage of our children need speech and language support by the TA and speech therapist. The speech therapist is professionally developing staff as well as inputting into the needs of the children.	SENCo and AHT for EYFS ensures the provision for speech and language is appropriate and measured.	SENCo Assistant Head-teacher EYFS	Termly until July 2018
EYFS staffing	Additional support in EYFS	Targeted support within class ensuring child initiated play. This greatly improves progress of EYFS PP children.	AHT in EYFS to ensure allocation of adults enhances EYFS provision.	Head of School	Termly until July 2018

Dyslexia support	Targeted 1:1 support.	Ensures that children with dyslexia have the correct provision to make accelerated progress.	During Pupil Progress meetings needs of pupils are discussed and targeted support is given	SENCo	Termly until July 2018
School counsellor	Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to build communicate.	Nationally proven to impact of the well-being of children.	Counsellor meets weekly with SENCo. During Safeguarding and Pupil Progress meetings needs of pupils are discussed and targeted support is given.	SENCo	Termly until July 2018

<p>Booster lessons after school with teachers. English and Mathematics focus.</p>	<p>Children targeted for support across the school.</p>	<p>Targeted support within class through immediate feedback greatly improves progress of PP children. Additional provision accelerates progress.</p>	<p>Boosters taught by teachers to targeted children. This ensures they make accelerated progress to reduce the differences with pupils nationally.</p>	<p>Head of School</p>	<p>Termly until July 2018</p>
<p>Extended school enrichment clubs.</p>	<p>A wide variety of pre and after school clubs free of charge.</p>	<p>Proven to impact on the social and emotional well-being of children as well as impacting on the levels of attendance of PP children.</p> <p>Access to experiences broadens and enriches which impacts on prior experiences needed in the classroom.</p>	<p>Extended school co-ordinator organises, monitors the quality of provision and participation levels of all clubs.</p>	<p>Head of School</p>	<p>Termly until July 2018</p>
<p>Summer school</p>		<p>Ensures that PP children have extended days at school and throughout the holidays.</p>			

Vulnerable pupil provision until 5pm.	Children targeted for support across the school.	In order to raise self-esteem and confidence children must be able to play well with their peers. Some children need to learn how to do this. The extended school provision through the walking bus, Breakfast club and the vulnerable extended provision encourages participation and team building. This enhances children's resilience and the ability to behave well.	During weekly Safeguarding and termly Pupil Progress meetings SLT will ensure that all children who need to improve their resilience and raise their self-esteem will be targeted.	Assistant Head-teacher KS 1	Termly until July 2018
Learning Mentor-across key stage 2.	Children targeted for support inside and outside of the classroom across the school. To raise achievement for those pupils who have low self-esteem and find it difficult to communicate.	In order to raise self-esteem and confidence children must be able to work and play well with their peers. Some children need to learn how to do this. The learning mentor, in her role, has proven for many years that her input enhances children's resilience and the ability to behave well.	During weekly Safeguarding and termly Pupil Progress meetings SLT will ensure that all children who need to improve their resilience and raise their self-esteem will be targeted.	Head of School	Termly until July 2018
Total budgeted cost					£155,960
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Providing milk for PP children.	Children are given milk at playtime.	To ensure PP children have the nutrition needed to enable them to reach their full potential.	Milk is delivered daily. Staff are allocated to hand out the milk to children at lunchtime	Head of School	Termly until July 2018
Total budgeted cost					£4,000

5. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Additional teacher in Year 2 and Year 6.	To target pupils in Year 2 and Year 6, who without additional support would not achieve expected assessments.	<p style="text-align: center;"><u>Pupils Year 2</u></p> <table border="0"> <thead> <tr> <th>Disadvantaged</th> <th colspan="2">Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Halls</td> <td>Halls</td> <td>Nat 2016</td> </tr> <tr> <td>Reading- 67%</td> <td>83%</td> <td>78%</td> </tr> <tr> <td>Writing - 63%</td> <td>77%</td> <td>70%</td> </tr> <tr> <td>Maths - 75%</td> <td>83%</td> <td>77%</td> </tr> </tbody> </table> <p style="text-align: center;"><u>Pupils Year 6</u></p> <table border="0"> <thead> <tr> <th>Disadvantaged</th> <th colspan="2">Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Halls</td> <td>Halls</td> <td>Nat 2017</td> </tr> <tr> <td>Reading- 95%</td> <td>79%</td> <td>77%</td> </tr> <tr> <td>Writing - 91%</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>Maths - 93%</td> <td>79%</td> <td>80%</td> </tr> </tbody> </table>	Disadvantaged	Non-disadvantaged		Halls	Halls	Nat 2016	Reading- 67%	83%	78%	Writing - 63%	77%	70%	Maths - 75%	83%	77%	Disadvantaged	Non-disadvantaged		Halls	Halls	Nat 2017	Reading- 95%	79%	77%	Writing - 91%	79%	81%	Maths - 93%	79%	80%	Continue to have additional teachers in Year 2 and Year 6.	£40,000
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Additional Teachers in Year 1	To support pupils in Year 1 who without additional support would not achieve their expected assessments.	<p style="text-align: center;"><u>Pupils Year 1</u></p> <table border="0"> <thead> <tr> <th>Disadvantaged</th> <th colspan="2">Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Halls</td> <td>Halls</td> <td>Nat 2016</td> </tr> <tr> <td>Phonics - 93%</td> <td>80%</td> <td>84%</td> </tr> </tbody> </table>	Disadvantaged	Non-disadvantaged		Halls	Halls	Nat 2016	Phonics - 93%	80%	84%	Additional teacher benefited children additional teacher in year 2 will support the transition next year.	£60,280																					
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Maths Mastery/Maths No Problem- Implementation	To support pupils in EYFS, Year 1 and Year 2 with Maths Mastery & pupils in Y3 – Y6 with Maths No Problem	Progress score for disadvantages pupils in maths 2.64. National average for non-disadvantaged pupils 0.28.	Do further develop this approach by using the work books across KS2 for maths no problem! To continue to professionally develop all staff on the schemes appropriate to their key stage.	£6,000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Every Child Counts teacher	To target children who without an ECC teacher would not achieve at expected levels at the end of Year 2. To use the afternoons to pick up children who in the lesson have a misconception in maths.	Of the 10 children who worked with the ECC teacher 9 achieved the expected standard.	To continue with and Every Child Counts teacher.	£24,000

<p>1:1 catch up every afternoon. Literacy and Numeracy support in class = 7 Teaching Assistants across K S 2</p>	<p>To identify children who:</p> <ul style="list-style-type: none"> • Did not reach the expected good level of development at the end of Reception or 1a at the end of year 1. • All KS2 pupils reading at below expectations. • To identify any gaps in learning and apply next steps to close the gaps. <p>To use better reading partners</p>	<table border="1"> <thead> <tr> <th colspan="2"><u>Pupils Year 6</u></th> </tr> <tr> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Halls</td> <td>Halls</td> </tr> <tr> <td>Nat 2017</td> <td></td> </tr> <tr> <td>Reading- 95%</td> <td>79%</td> </tr> <tr> <td>77%</td> <td></td> </tr> <tr> <td>Writing - 91%</td> <td>79%</td> </tr> <tr> <td>81%</td> <td></td> </tr> <tr> <td>Maths - 93%</td> <td>79%</td> </tr> <tr> <td>80%</td> <td></td> </tr> </tbody> </table>	<u>Pupils Year 6</u>		Disadvantaged	Non-disadvantaged	Halls	Halls	Nat 2017		Reading- 95%	79%	77%		Writing - 91%	79%	81%		Maths - 93%	79%	80%		<p>To continue to have both the 1:1 catch up and the support in morning lessons in key stage.</p> <p>To include teaching assistants in our Monday INSET sessions to ensure they are professionally developed.</p> <p>To continually audit if the correct adults are working with the correct children/groups.</p>	<p>£36,000</p>
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<p>Support for vulnerable/ FSM pupils with emotional needs</p>	<p>To identify vulnerable children who:</p> <ul style="list-style-type: none"> • Are experiencing barriers to progress re: home/family circumstances • Are experiencing issues re: building positive relationships with their peers • Are frequently absent resulting in barriers to progress/building positive relationships 	<p>Home school liaison officer and the learning mentor meet with parents who are experiencing difficulties with attendance.</p> <p>Walking bus</p> <p>Extended school day 8-5pm</p> <p>Early Help records are written to support vulnerable children</p> <p>Triple P Parenting</p> <p>Headstart Programme implemented autumn 2017 (Year 5/6).</p> <p>Vulnerable children are discussed during the weekly Safeguarding meeting.</p> <p>Behaviour profiles are discussed with KS2 children and are reviewed during the 1:1 mentoring sessions.</p>	<p>The need to provide support for vulnerable/ FSM pupils with emotional needs is still needed.</p> <p>To pre-empt rather than react to the needs of our vulnerable children. Use of Behaviour Profiles and care Plans need to be implemented quickly and appropriately.</p> <p>Nurture/resilience groups at lunchtimes need to be set up as quickly as possible- with the correct adults.</p>	<p>£40,000</p>
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<p>Speech & language therapist in EYFS one morning a week. Group work in KS2 for one afternoon a week.</p>	<p>To identify children for whom communication difficulties are a barrier to:</p> <ul style="list-style-type: none"> • making good progress • building positive relationships with their peers 	<p>EYFS target of 69% met for Good Level of Development (GLD). National GLD=69%</p>	<p>We will be continuing with the Speech & language service in EYFS and across the school where children require the support. To ensure the therapist is managed so that she is in class modelling and supporting most of the time.</p>	<p>£12,000</p>
<p>Dyslexia support</p>	<p>To identify children for whom communication difficulties are a barrier to:</p> <ul style="list-style-type: none"> • making good progress • building positive relationships with their peers 	<p>Dyslexia teacher supported SENCo on how to assess a child. Supported three children in Year 6 who all reached the expected standard.</p>	<p>We will be continuing with this support</p>	<p>£6,000</p>
<p>School counselor- 2 afternoons</p>	<p>To identify vulnerable children for whom emotional instability presents a barrier to:</p> <ul style="list-style-type: none"> • making good progress • building positive relationships with their peers 	<p>Each counsellor worked for half a day a week and between them saw 5 children across the year. All identified children met their targets.</p>	<p>We will only be continuing with one counsellor as she was much more effective.</p>	<p>£8,000</p>

<p>Extended School provision/ Sports coach</p> <p>Extended school day</p>	<p>To offer pupils an extended day. To target children who have poor attendance into breakfast club. To start the school at 8:00am and end at 4:30pm.</p> <p>For the school day to be extended to ensure children can access learning from 8am – 5pm</p>	<p style="text-align: center;"><u>Pupils Year 2</u></p> <table border="0"> <tr> <td>Disadvantaged</td> <td>Non-disadvantaged</td> </tr> <tr> <td>Halls</td> <td>Halls</td> </tr> <tr> <td>Nat 2016</td> <td></td> </tr> <tr> <td>Reading- 67%</td> <td>83%</td> </tr> <tr> <td>78%</td> <td></td> </tr> <tr> <td>Writing - 63%</td> <td>77%</td> </tr> <tr> <td>70%</td> <td></td> </tr> <tr> <td>Maths - 75%</td> <td>83%</td> </tr> <tr> <td>77%</td> <td></td> </tr> </table> <p style="text-align: center;"><u>Pupils Year 6</u></p> <table border="0"> <tr> <td>Disadvantaged</td> <td>Non-disadvantaged</td> </tr> <tr> <td>Halls</td> <td>Halls</td> </tr> <tr> <td>Nat 2017</td> <td></td> </tr> <tr> <td>Reading- 95%</td> <td>79%</td> </tr> <tr> <td>77%</td> <td></td> </tr> <tr> <td>Writing - 91%</td> <td>79%</td> </tr> <tr> <td>81%</td> <td></td> </tr> </table>	Disadvantaged	Non-disadvantaged	Halls	Halls	Nat 2016		Reading- 67%	83%	78%		Writing - 63%	77%	70%		Maths - 75%	83%	77%		Disadvantaged	Non-disadvantaged	Halls	Halls	Nat 2017		Reading- 95%	79%	77%		Writing - 91%	79%	81%		<p>We will continue to offer both the extended day to 4:30 and the extended day to the most vulnerable.</p> <p>To always ensure that the 8-5pm extended school is offered to our most vulnerable children and that this is managed by an SLT member of staff.</p>	<p>£15,000</p>
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<p>Booster classes after school run by teachers.</p>	<p>To run small intervention and booster classes. To target pupils who require additional support to reach expected levels.</p>	<p>Disadvantaged pupils in Years 3,4 & 6 met or exceeded their targets in reading, writing and maths.</p> <p>In year 5 disadvantaged pupils attainment was the same as non- disadvantaged pupils in</p>	<p>These classes will continue to run across the school.</p>	<p>£5,000</p>																																

Learning Mentor (Year 6)	For reluctant learners to be supported so that they can reach their full potential both educationally and socially.	Disadvantaged Pupils Year 6 Expected and Higher KS2-(44) disadvantaged-RWM combined is significantly above national at 89% compared to 67% (nat non). KS2-disadvantaged higher RWM combined 16% 11% (nat) 100% of Year 6 children	To continue to employ a Learning Mentor. To use her even more across KS2- especially in year 3 as there is a greater amount of vulnerable children here.	£25,000
EYFS Pupil Premium	To provide additional staff to the setting to support the needs of vulnerable pupils.	EYFS target of 69% met for Good Level of Development (GLD). National GLD=69%	To continue to provide additional support in the EYFS setting.	£3810

iv. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enrichment/ Software for home learning/ booster	To enable children to use Mathletics, Espresso and Purple Mash at home.	All children that couldn't access the software at home were offered the opportunity to attend Homework Clubs where they could.	This has been beneficial for some. More so the Matheletics.	£5,000

Educational visits	To enhance and enrich all facets of children's learning through regular educational visit across London and the South East of England.	99% of pupils say they are happy at Hallsville 100% say they are receiving a good education	We will continue to provide a wide range of educational visits and the annual Year 6 residential to Fairplay House.	£10,000
Milk	To provide milk to children every day.	Children in key stage 1 were provided with milk at play time.	We will still be providing milk to children at play time.	£4,000