

## Hallsville Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Hallsville primary				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£224,600	<b>Date of most recent PP Review</b>	Sept 2018
		<b>EYFS</b>	£620		
<b>Total number of pupils</b>	406 not including Nursery	<b>Number of pupils eligible for PP</b>	145	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school) Year 6 results</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected or above in reading, writing &amp; maths (or equivalent)</b>	<b>84%</b>	70%
<b>progress in reading (or equivalent)</b>	<b>1.6</b>	0.31
<b>progress in writing (or equivalent)</b>	<b>0.9</b>	0.24
<b>Progress in maths (or equivalent)</b>	<b>2.9</b>	0.31

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Low levels on entry of PP pupils. Particularly with communication as well as personal, social and emotional health.	
<b>B.</b>	Low aspirations and expectations.	
<b>C.</b>	75% of children are EAL	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Many of our parents do not speak English; poor housing (over-crowding, no-safe outside spaces); poverty- access to amenities; poor attendance; poor punctuality	
<b>Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	At least expected progress of all PP pupils	All PP pupils will make at least expected progress
<b>B.</b>	Improved communication skills for PP pupils	Progress between EYFS and KS1 will be in-line with national. Progress between KS 1 and KS 2 will exceed national.
<b>C.</b>	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.
<b>D.</b>	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		2018/19			
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 implementation?
1, Accelerated progress in Y6 Quality first teaching throughout the school	Additional teacher in Year 6. Three morning classes in Year 6 30K	This enables lower ratios and more experienced staff to focus learning in these end of key stage year groups.	Head of school teaches in the Year 6 team. A deputy head teacher teaches in Reception, Year 2 and 3 teams. The Year 2 team is also supported by an assistant head teacher.	Head of School	Termly until July 2019
2.Quality first teaching KS1	Teaching and Learning support in Year 1 and 2 42K	Ensures all Year 2 staff are teaching to a good or better standard to ensure all children make progress in Key Stage 1.	Regular monitoring/learning walks, book looks to ensure quality assurance. High quality professional development	HOS	Termly review on outcomes.

<p>3.Embedding Maths Mastery and Maths No Problem Programmes across the school so Teaching and learning of maths is good or better.</p>	<p>EYFS to ensure new staff can teach the Maths Mastery programme.</p> <p>Key stage 1 and 2 has implemented Maths No Problem- this needs to implemented with new staff and the programme must be embedded in all other classrooms.</p> <p>6K resources/training</p>	<p>The Singaporean mastery method is used across the school.</p> <p>This research-based approach emphasises problem solving and utilises pupils' core competencies to develop a relational understanding of mathematical concepts.</p>	<p>EYFS 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 can attend.</p> <p>In key stage one and 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>Regular monitoring/learning walks, book looks to ensure quality assurance.</p> <p>High quality professional development</p>	<p>Head of School</p>	<p>Termly until July 2019</p>
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4. To offer a broad and balanced curriculum.	<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>25K</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 ellicit 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 2019
<b>Total budgeted cost</b>					<b>£ 92,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Eight teaching assistants in English and Mathematics lessons to support teaching &amp; 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>80K</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>	<p>Termly until July 2019</p>
<p>Two sports coaches support PP children during lunchtimes-resilience.</p>	<p>During lunchtime a sports coaches develops relationships and encourages resilience through participation in sporting games.</p> <p>60K</p>	<p>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.</p>	<p>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.</p>	<p>Head of School</p>	<p>Termly until July 2019</p>

Speech & language therapist in EYFS one morning a fortnight.	Targeted 1:1 and group work in EYFS. 7K	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 ensures the provision for speech and language is appropriate and measured.	SENCo	
EYFS staffing- additional adult.	Additional support in EYFS 30K	Targeted support within class ensuring child initiated play. This greatly improves progress of EYFS PP children.	DHT supports EYFS to ensure allocation of adults enhances EYFS provision.	Head of School	
Dyslexia support	Targeted 1:1 support. 4K	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	
School counsellor	Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to build communicate. 14K	Nationally proven to impact on the well-being of children.	Counsellor meets with SENCo. During Safeguarding and Pupil Progress meetings needs of pupils are discussed and targeted support is given.	SENCo	
STEPS –an emotional literacy programme- Key Stage two	Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to concentrate in class. 5K	Proven to impact of the well-being of children.	. During Safeguarding and Pupil Progress meetings needs of pupils are discussed and targeted support is given.	SENCo	

Headstart- mental health service that works with children to develop emotional wellbeing and resilience.	Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to build communicate.	Proven to impact of the well-being of children.	. During Safeguarding and Pupil Progress meetings needs of pupils are discussed and targeted support is given.	HOS	Termly until July 2019
Booster lessons after school with teachers. English and Mathematics focus.	Children targeted for support across the school.	Targeted support within class through immediate feedback greatly improves progress of PP children. Additional provision accelerates progress.	Boosters taught by teachers to targeted children. This ensures they make accelerated progress to reduce the differences with pupils nationally.	Head of School	Termly until July 2019
Year 6 extended school	All year 6 children targeted to attend school until 5pm- Monday to Thursday.	Targeted support within class through immediate feedback greatly improves progress of PP children.	Mathematics/spelling taught every afternoon plus a sports session with a school coach. Back to back teaching.		
Extended school enrichment clubs.	A wide variety of pre and after school clubs free of charge.	Proven to impact on the social and emotional well-being of children as well as impacting on the levels of attendance of PP children. Access to experiences broadens and enriches which impacts on prior experiences needed in the classroom.	Extended school co-ordinator organises, monitors the quality of provision and participation levels of all clubs.	Head of School	
Summer school	5K	Ensures that PP children have extended days at school and throughout the holidays.			



Vulnerable pupil provision until 5pm.	Children targeted for support across the school. 10K	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 Headteacher KS1	Termly until July 2019
<b>Total budgeted cost</b>					<b>£129,020</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Providing milk for PP children.	Children are given milk at playtime. 4k	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 2019
<b>Total budgeted cost</b>					<b>£4,000</b>

5. Review of expenditure																																			
Previous Academic Year		2017-18																																	
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.	Three morning classes in Year 2 Year 6 every morning.	<p style="text-align: center;"><b><u>Pupils Year 2</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td><b>Non-disadvantaged</b></td> <td></td> </tr> <tr> <td>Halls (18)</td> <td>Halls (42)</td> <td>Nat 2017</td> </tr> <tr> <td>Reading- 89%</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Writing - 89%</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>Maths - 89%</td> <td>71%</td> <td>78%</td> </tr> </table> <p style="text-align: center;"><b><u>Pupils Year 6</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td><b>Non-disadvantaged</b></td> <td></td> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Writing - 87%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Maths - 89%</td> <td>95%</td> <td>81%</td> </tr> </table>		<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (18)	Halls (42)	Nat 2017	Reading- 89%	71%	78%	Writing - 89%	67%	71%	Maths - 89%	71%	78%	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Writing - 87%	90%	83%	Maths - 89%	95%	81%	Continue to have additional teachers in Year 2 and Year 6.	50K
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Additional teacher in Year 3	Small group of SEND children taught by a qualified teacher.	<p><b>Year 2 2017</b></p> Read -78% Write-72% Maths-81%	<p><b>Year 3 2018</b></p> Read-71% Write-65% Maths-71%	There will not be an additional class going into Year 4 instead SEND children will go to the year group where they will be able to progress from developing to secure.	30K																														

Implementation on Maths Mastery and Maths No Problem Programmes across the school.	EYFS and Key stage 1 has implemented Maths Mastery.  Key stage 2 has implemented Maths No Problem.	<table border="0"> <thead> <tr> <th></th> <th><u>Maths PP</u></th> <th><u>Maths Non PP</u></th> </tr> </thead> <tbody> <tr> <td>Year 1:</td> <td>76%</td> <td>79%</td> </tr> <tr> <td>Year 2:</td> <td>88%</td> <td>72%</td> </tr> <tr> <td>Year 3:</td> <td>68%</td> <td>73%</td> </tr> <tr> <td>Year 4:</td> <td>68%</td> <td>91%</td> </tr> <tr> <td>Year 5:</td> <td>85%</td> <td>83%</td> </tr> <tr> <td>Year 6:</td> <td>89%</td> <td>95%</td> </tr> </tbody> </table>		<u>Maths PP</u>	<u>Maths Non PP</u>	Year 1:	76%	79%	Year 2:	88%	72%	Year 3:	68%	73%	Year 4:	68%	91%	Year 5:	85%	83%	Year 6:	89%	95%	Continue to use MNP as the whole school approach to mathematics teaching.  To continue to professionally develop staff to ensure maths teaching is good or better every day.	5K
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Enrichment	Ensuring that children have access to a wide range of educational visits and visitors to enrich learning.  Outdoor adventure at Fairplay House.	Clear planning on the whole school curriculum map. Expectations about visits to: museums, galleries, places of worship, the seaside, monuments, buildings of interest and sporting/music events. Participation in music and sporting competitions and events is extensive.  Visitors come into the school to engage children in various religious, historical, scientific, cultural, artistic, design and sporting workshops, projects and events.	All staff follow the curriculum map and this is booked well in advance and written in the school diary.  Visits and visitors are used as hooks into units of work. They impart or elicit prior knowledge so that children have experiences to build upon.  Photos are shared on the school website or on the school's twitter account.	12K																					
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<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)																						

Every Child Counts teacher	Daily supported mathematics programme for Years 1 and 2.	8 of the 12 children (67%) met expected. Whilst the ones who did not make expected improved considerably they did not have the independent mental agility to meet expectations for secure.	Due to the success of the Maths No Problem programme in KS1 it has been decided that we will not continue using an Every Child Counts teacher next year.	5K															
Seven teaching assistants in English and Mathematics lessons to support teaching & learning.	Teaching assistants work alongside teachers for the morning sessions in Key stage 2.	<p style="text-align: center;"><b><u>Pupils Year 6</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td colspan="2"><b>Non-disadvantaged</b></td> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Writing - 87%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Maths - 89%</td> <td>95%</td> <td>81%</td> </tr> </table>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Writing - 87%	90%	83%	Maths - 89%	95%	81%	<p>To continue to include teaching assistants in our Monday INSET sessions to ensure they are professionally developed.</p> <p>To talk through lessons with teaching assistants at the start of the school day when talking through with the year group team.</p> <p>To continually monitor provision: are the correct adults are working with the correct children/groups.</p>	55K
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Sports Coach supports PP children during lunchtimes-resilience.	During lunchtime a sports coach develops relationships and encourages resilience through participation in sporting games.	<p style="text-align: center;"><b><u>Pupils Year 2</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td colspan="2"><b>Non-disadvantaged</b></td> </tr> <tr> <td>Halls (18)</td> <td>Halls (42)</td> <td>Nat 2017</td> </tr> <tr> <td>Reading- 89%</td> <td>71%</td> <td>78%</td> </tr> <tr> <td>Writing - 89%</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>Maths - 89%</td> <td>71%</td> <td>78%</td> </tr> </table> <p style="text-align: center;"><b><u>Pupils Year 6</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td colspan="2"><b>Non-disadvantaged</b></td> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Writing - 87%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Maths - 89%</td> <td>95%</td> <td>81%</td> </tr> </table>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (18)	Halls (42)	Nat 2017	Reading- 89%	71%	78%	Writing - 89%	67%	71%	Maths - 89%	71%	78%	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Writing - 87%	90%	83%	Maths - 89%	95%	81%	We recognised the impact of the sport's coach on self-esteem and attendance. We now employ 2 sports coaches across the school.	20K
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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.	EYFS target of 73% met for Good Level of Development (GLD).  National GLD=72%	We will be continuing with the Speech & language service in EYFS.	7K																														
EYFS staffing	Additional support in EYFS	EYFS target of 73% met for Good Level of Development (GLD).  National GLD=72%	To continue to provide additional support in the EYFS setting.	10K																														
Dyslexia support	Targeted 1:1 support	<p style="text-align: center;"><b><u>Pupils Year 2</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td colspan="2"><b>Non-disadvantaged</b></td> </tr> <tr> <td>Halls (18)</td> <td>Halls (42)</td> <td>Nat 2017</td> </tr> <tr> <td>Reading- 89%</td> <td>71%</td> <td>78%</td> </tr> </table> <p style="text-align: center;"><b><u>Pupils Year 6</u></b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td colspan="2"><b>Non-disadvantaged</b></td> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> </table>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (18)	Halls (42)	Nat 2017	Reading- 89%	71%	78%	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Dyslexia trained teaching assistant will continue to work with children every day.	10K												
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School counsellor	Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to communicate.	One counsellor worked for two sessions a week and saw 4 children across the year.  Three identified children met their targets.	We will only be continuing with one session a week.	14K															
Booster lessons after school with teachers. English and Mathematics focus.  Extended school enrichment clubs.  Easter school ( Year 6)  Summer school	Children targeted for support across the school.  A wide variety of pre and after school clubs free of charge.	<p style="text-align: center;"><b>Pupils Year 6</b></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><b>Disadvantaged</b></th> <th colspan="2" style="text-align: left;"><b>Non-disadvantaged</b></th> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> </thead> <tbody> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Writing - 87%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Maths - 89%</td> <td>95%</td> <td>81%</td> </tr> </tbody> </table> <p><b>Expected and Higher</b> Combined RWM is significantly above national at 87% compared with 64% ( Non-disadvantaged) KS2-disadvantaged higher RWM combined 16% 11% (nat)</p>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Writing - 87%	90%	83%	Maths - 89%	95%	81%	We will continue to run a Year 6 extended school for four evenings a week. It will start straight away in September.  All Year groups will continue to have boosters where applicable.  Extended school will continue as will the enrichment clubs.  Both Easter and summer schools will continue.	5K
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Vulnerable pupil provision	Children targeted for support across the school.	The home-school liaison officer and the learning mentor meet with parents who are experiencing difficulties with their children attending school.  Walking bus Extended school day 8-5pm Early help records are written to support vulnerable children Triple P parenting Headstart programme Vulnerable children are discussed and actions planned and a fort-nightly safeguarding meeting.	The need to provide support for FSM/vulnerable pupils with emotional needs is still required.  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.  Nurture /resilience groups at	5K															

			lunchtimes need to be set up as quickly as possible- with the correct provision.																
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.	<p style="text-align: center;"><b>Pupils Year 6</b></p> <table border="0"> <tr> <td><b>Disadvantaged</b></td> <td><b>Non-disadvantaged</b></td> <td></td> </tr> <tr> <td>Halls (38)</td> <td>Halls (21)</td> <td>Nat 2018</td> </tr> <tr> <td>Reading- 89%</td> <td>90%</td> <td>80%</td> </tr> <tr> <td>Writing - 87%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Maths - 89%</td> <td>95%</td> <td>81%</td> </tr> </table> <p><b>Expected and Higher</b> Combined RWM is significantly above national at 87% compared with 64% ( Non-disadvantaged) KS2-disadvantaged higher RWM combined 16% 11% (nat)</p>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>		Halls (38)	Halls (21)	Nat 2018	Reading- 89%	90%	80%	Writing - 87%	90%	83%	Maths - 89%	95%	81%	To continue to employ an additional member of staff in Year 6.  To use other senior TA support across KS 2- especially in Year 4 as there is a greater amount of vulnerable children here.	30K
<b>Disadvantaged</b>	<b>Non-disadvantaged</b>																		
Halls (38)	Halls (21)	Nat 2018																	
Reading- 89%	90%	80%																	
Writing - 87%	90%	83%																	
Maths - 89%	95%	81%																	
			<b>Total budgeted cost</b>	<b>£155,960</b>															
<b>iv. Other approaches</b>																			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>															
<b>Milk</b>	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.	£4000															
			<b>Total budgeted cost</b>	£4000															