

Hallsville Pupil Premium Strategy Statement

1. Summary information					
School	Hallsville Primary				
Academic Year	2019-20	Total PP budget	£199,320	Date of most recent PP Review	Sept 2019
Total number of pupils	398	Number of pupils eligible for PP	151	Date for next internal review of this strategy	Sept 2020

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)	85%	67%
progress in reading (or equivalent)	3.5	0
progress in writing (or equivalent)	2.6	0
progress in maths (or equivalent)	5.6	0
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.	Weak cultural capital and vocabulary	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor housing (over-crowding, no-safe outside spaces) Poverty- access to amenities	
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 Those below age related expectations make accelerated progress to close the gap.
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.
C.	Improved personal, social and emotional health for PP pupils	Emotional health, behaviour and well-being improvements will continue. This will be evident in the behaviour for learning in all PP children.
D.	Access to an enriching curriculum (cultural capital) 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.

Planned expenditure	
A Academic year	2019-20
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?
A-At least expected progress of all PP pupils	Additional teacher in Year 6, 5 and year 2 for reading, writing and maths.	Quality teachers have the greatest impact on pupil outcomes. See Education Endowment Foundation (EEF). Lower teacher pupil ratios with an outstanding teacher will ensure increased feedback and accelerated progress.	HT and DHT to target support into planning, T and L and outcomes to ensure accelerated progress. Regular learning walks to monitor T and L, Team teaching with HT/ DHT Lesson studies.	HT/DHT	Termly 40K
A-At least expected progress of all PP pupils	SLT support with planning/ teaching and learning/ team teaching	EEF research states that the biggest impact on disadvantaged pupils is having an outstanding teacher. High quality professional development and training in Read Write Inc (RWI), reading and Talk for Writing (T4W) programme.	To provide SLT support in PPA sessions To buy consultant to support with planning and development days To pay for additional PPA time.	Ex HT	Termly Built in cost 3K SC to pick up admin
A-At least expected progress of all PP pupils	To embed maths No problem across the School in mixed ability classrooms	Research from Singapore shows that a mastery approach to learning impacts on outcomes for all. Research shows that using concrete to pictorial to abstract deepens learning an understanding. This approach emphasis problem solving and utilises pupils core competencies to develop a relational understanding of mathematical concepts	HT/DHT will team teach/ model and demonstrate Take part in mastery maths programme Lesson studies Visit accredited Maths No problem School Resource all classroom with appropriate resources. Regular learning walks/ pupil voice/ book looks with a consultant. 3 days MNP training	Maths lead	Termly 13K- resources 3K-training 1K consultant

B-Improved communication skills	To purchase extra support from speech and language therapist to train staff in EYFS on how to extend language.	Research shows that early intervention works best. High quality Adult Child Interactions (ACI) for all in EYFS settings enable all pupils	To carry out regular learning walks To assess ACI	SENCO/DHT	Termly 7K- therapist
C-Improved personal, social and emotional health for PP pupils	-To increase adult child ration in EYFS settings so more time can be given to model play and have high quality interactions with pupils. Additional TAs throughout the school.	Research shows that pupils need to learn in calm organise environments where adults are consistent in their behaviours. High staff to pupil ratios.	CEO/DHT to carry out lesson studies. Learning walks	DHT	Termly 15K
D-Access to an enriching curriculum (cultural capital) which enhances life experiences and raises aspirations and expectations	To ensure pupils experience a wide range of experiences through a well-balanced and broad curriculum including: educational visits to museum, galleries, places of worship ,field trips, sporting events, music events, and bought in workshops for hands on learning. French teacher and music teacher specialist	Evidence shows that disadvantaged children need to have planned enriching experiences to increase their cultural capital. Music and Modern Foreign Language lessons support learning in other areas of the curriculum.	A well thought out, planned curriculum with clear intent. Consultant support for subject leads so intent of curriculum is coherent and planned thoroughly. To monitor to ensure this is implemented so that children have high quality learning experiences. Impact measured through pupils' voice and outcomes in books	HT/SLT/Phase leads	Termly reviews. Music-20K French-7K HOP-5K
Total Budgeted Cost:£114,000					
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 implementation?

A-At least expected progress of all PP pupils	Use of TAs to run specific structured programmes: 1:1 RWI Language groups Reading gladiators Catch up Dyslexia programme Reading 1:1 Box clever ACI in EYFS Pre/post teaching	EEF -TAs that run structured programmes can impact on closing the gap.	Speech and language -regular support to TAs running language groups RWI consultant High quality training for teaching assistants. Teaching assistants to join staff training.	SENCO	Termly 2K 4K Dyslexia TAs=44,320
A-At least expected progress of all PP pupils	Year 6 extended school 30 mins extra maths am and after school 30 mins basic skills to focus on reading, spelling, timetables and grammar.	EEF Evidence supports that pupils need to constantly recap and go over basic skills for learning to be in the long-term memory. Research shows that to free up thinking space children need to have number fluency and decoding fluency.	Learning walks Pupils' voice Parents' voice Outcomes.	HT	Termly 2K
Total Budgeted Cost: £52,320					
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?

C-Improved personal, social and emotional health for PP pupils	Vulnerable pupil provision from 8am until 5pm	Research into Chartered school from America indicates that disadvantaged pupils benefit from a longer structure day in a positive caring environment. The extended school provision through the walking bus, Breakfast club and the vulnerable extended provision encourage 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 KS2	Termly until July 2020 2K
C-Improved personal, social and emotional health for PP pupils	To provide outstanding provision at lunchtimes including 2 sports coached and plenty of resources.	The far-reaching positive impact of sport and physical activity in schools and during young people's leisure time has been clearly outlined in a consensus statement published online in the British Journal of Sports Medicine.	Daily checks by SLT	HT/DHT	Half termly 5K
C-Improved personal, social and emotional health for PP pupils	To provide residential opportunities and camping To provide	EEF Research shows cultural capital provides links and experiences for children to make connections and increase the chance of new knowledge being stored in long term memory	Yearly opportunity	HT	Annual 12K
C-Improved personal, social and emotional health for PP pupils	School counsellor Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to	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	Termly 14K

	build communicate.				
Total budgeted cost £33,000					

4. Review of expenditure																				
Previous Academic Year		2018-19																		
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																
A-At least expected progress for PP pupils.	Additional teacher in Year 2 and Year 6.	PP Reading progress 3.5+ non pp=3.8+ PP Writing progress 2.6+ non pp=1.7+ PP Maths Progress 5.6+ non pp=4.8+ <p style="text-align: center;"><u>Pupils Year 2</u></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>All Hallsville (60)</th> <th>Pupil Premium Hallsville (18)</th> <th>Non-Pupil Premium National 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>78 %</td> <td>83 %</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>78%</td> <td>74 %</td> </tr> <tr> <td>Maths</td> <td>77%</td> <td>94%</td> <td>80%</td> </tr> </tbody> </table>		All Hallsville (60)	Pupil Premium Hallsville (18)	Non-Pupil Premium National 2018	Reading	78 %	83 %	79%	Writing	72%	78%	74 %	Maths	77%	94%	80%	An Outstanding teacher with 20 pupils = accelerated progress.	60K
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A-At least expected progress for PP pupils.	Implementation on Maths Mastery and Maths No Problem Programmes across the school.	<p><u>Maths PP</u></p> <p>Year 1: 64%</p> <p>Year 2: 94%</p> <p>Year 3: 85%</p> <p>Year 4: 74%</p> <p>Year 5: 91%</p> <p>Year 6: 100%</p>	<p><u>Maths Non PP</u></p> <p>81 %</p> <p>70%</p> <p>83%</p> <p>83%</p> <p>86%</p> <p>100%</p>	Continue to use MNP as the whole school approach to mathematics teaching.	12K 1K																	
D -Access to an enriching curriculum which enhances life experiences and raises aspirations and expectations	Ensuring that children have access to a wide range of educational visits and visitors to enrich learning. Outdoor adventure at Fairplay House	<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>Visitors come into the school to engage children in various religious, historical, scientific, cultural, artistic, design and sporting workshops, projects and events.</p> <p>In the Stakeholder's Questionnaire children responded to the question What do we do well at Hallsville? <i>Educational trips</i></p> <p>Parents responded to the same question- <i>Great workshops.</i></p>	<p>Children gained important life experiences that will close the gap between them and more advantaged families.</p> <p>All staff follow the curriculum map. All visits and visitors are 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 elicit prior knowledge so that children have experiences to build upon.</p> <p>We also used the DFE passport</p>	5K 24K 2K																		

			to audit opportunities for all children. An action from this was to ensure all children had had the opportunity to sleep under a canvass: Year 6 enjoyed a night camping at Debden as a result																																	
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A-At least expected progress for PP pupils.	Teaching assistants work alongside teachers for the morning sessions in Key stage 2.	<table border="0"> <thead> <tr> <th></th> <th colspan="3"><u>Pupils Year 6</u></th> </tr> <tr> <th></th> <th>All</th> <th>Pupil Premium</th> <th>Non-Pupil</th> </tr> </thead> <tbody> <tr> <td>Premium</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>Hallsville</td> <td>Hallsville</td> <td>National</td> </tr> <tr> <td></td> <td>(54)</td> <td>(34)</td> <td>(2019)</td> </tr> <tr> <td>Reading</td> <td>92%</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>98%</td> <td>97%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td>84%</td> </tr> </tbody> </table>		<u>Pupils Year 6</u>				All	Pupil Premium	Non-Pupil	Premium					Hallsville	Hallsville	National		(54)	(34)	(2019)	Reading	92%	88%	78%	Writing	98%	97%	83%	Maths	100%	100%	84%	Yes- this approach works well if TAs have the opportunity to talk through lessons in the morning with teachers. TAs also to be trained alongside teachers.	60K
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C-Improved personal, social and emotional health for PP pupils	During lunchtime a sports coach develops relationships and encourages resilience through participation in sporting games.	<p>Low incidents of poor behaviour and bullying Low pupils exclusions Pupil Questionnaires show pupils feel happy at school 100% of pupils reported they felt safe at school. 100% reported they were happy at school.</p> <p>In our Headstart School Report, children show higher</p>	Pupil questionnaire show well-being of pupils is high- see also Head start report. PP pupils achieved well Pupil questionnaires showed high percentage outcomes. Attendance improved due to	10K																																

		than average levels of school support, suggesting that on average they feel more supported by adults at school than other students.	8:am football sessions	
B-Improved communication skills	Speech & language therapist in EYFS one morning a week. Language group work in KS2 for one afternoon a week. Legs/ ACI, box clever, PALs interventions	71% met for Good Level of Development (GLD). National GLD=71%	We will be continuing with the Speech & language service in EYFS. This will ensure staff are trained (LEGS, ACI and PALS) Across the school the speech and language therapist will deliver colourful semantics training	7K
C-Improved personal, social and emotional health for PP pupils	Additional support in EYFS	<u>Reception GLD</u> GLD pp= 20% Non pp= 82% <u>Y6 expected Combined</u> Pp-85% Nat=51% Non pp=100% Nat=70%	PP children come in extremely low compared to non-pupil premium. The school knows early intervention makes a difference for disadvantage pupils so acts quickly to start closing the gap. Yes continue.	15K
A-At least expected progress for PP pupils.	Dyslexia support given to identified pupils. Support from external agency and use of a trained TA	<u>Reception GLD</u> GLD pp= 20% Non pp= 82% <u>Y6 expected Combined</u> Pp-85% Nat=51% Non pp=100% Nat=70%	Yes continue. Pupils with Dyslexia need additional support to achieve their full potential.	7K
A-At least expected progress for PP pupils.	Booster lessons after school with teachers. English and Mathematics focus. Extended school enrichment clubs. Easter school	<u>Y6 expected Combined</u> Pp-85% Nat=51% Non pp=100% Nat=70%	Yes- Outcomes for pp children are very high for both progress and attainment. Additional support boosts outcomes.	2K

	(Year 6)			
C-Improved personal, social and emotional health for PP pupils	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>Expected and higher attainment for PP children in Year 6</p> <p>Expected combined reading, writing and mathematics is significantly above national at 85% compared with 71% non-pupil premium nationally.</p> <p>Higher combined reading, writing and mathematics is above national at 21% compared with 13% non-pupil premium nationally.</p> <p>In our Headstart School Report, students show:</p> <ul style="list-style-type: none"> -lower than average levels of emotional difficulties, suggesting that on average they feel less anxious or low in mood than other students. -lower than average levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than other students. -higher than average levels of self-esteem, suggesting that they evaluate themselves more positively than other students. 	Yes continue. Learning mentor currently returns a term prior to SATs to lift moral and boost children's learning.	3K
Total cost=£102,000				
iii. 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
C-Improved personal, social and emotional	Vulnerable pupil provision/ attendance	The home-school liaison officer and the learning mentor meet with parents who are experiencing difficulties with their	The need to provide support for FSM/vulnerable pupils with	5K

<p>health for PP pupils</p>	<p>Children targeted for support across the school.</p>	<p>children attending school.</p> <p>Walking bus Extended school day 8-5pm Early help records are written to support vulnerable children Triple P parenting- school social worker/home school liaison officer Headstart programme Vulnerable children are discussed and actions planned and a fortnightly safeguarding meeting.</p> <p>Parents reported in their questionnaire that one of the main strengths of Hallsville is the support for parents/carers, e.g the walking bus.</p> <p>99% of parents responded in the questionnaire that Hallsville helps me to support my child's learning and that Hallsville meets my child's needs. 100% of children responded that they enjoy school and that they feel safe at school.</p>	<p>emotional needs is still required. The Headstart, programme and the school counsellor will also continue to support these children.</p> <p>To pre-empt rather than react to the needs of our vulnerable children. Use of 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 provision if needed.</p>																					
<p>C-Improved personal, social and emotional health for PP pupils</p>	<p>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.</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="3">Pupils Year 6</th> </tr> <tr> <th></th> <th>All Hallsville (54)</th> <th>Pupil Premium Hallsville (34)</th> <th>Non-Pupil Premium National 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>88%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>98%</td> <td>97%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>100%</td> <td>84%</td> </tr> </tbody> </table> <p>Expected and higher attainment for PP children in Year 6 Expected combined reading, writing and mathematics is significantly above national at 85% compared with 71% non-pupil premium nationally. Higher combined reading, writing and mathematics is above national at 21% compared with 13% non-pupil premium nationally.</p>		Pupils Year 6				All Hallsville (54)	Pupil Premium Hallsville (34)	Non-Pupil Premium National 2019	Reading	92%	88%	78%	Writing	98%	97%	83%	Maths	100%	100%	84%	<p>During Safeguarding and Pupil Progress meetings needs of pupils are discussed and targeted support is given.</p>	<p>No cost</p>
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		<p>Our Headstart school Report gave us a green (RAG) rating for:</p> <ul style="list-style-type: none"> Emotional difficulties Behavioural difficulties Problem solving Self-esteem and School support. <p>This indicates that the students are doing better than average relative to students in other schools participating in the Headstart programme.</p>		
C-Improved personal, social and emotional health for PP pupils	<p>School counsellor</p> <p>Targeted 1:1 support. To raise achievement for those pupils who have low self-esteem and find it difficult to communicate.</p>	<p>One counsellor worked for one session a week and saw 4 children across the year.</p> <p>Three of those children met their targets.</p>	<p>We will be continuing with the counsellor.</p> <p>At times children were able to disclose trauma they had experienced and help could be sought.</p>	14K
C-Improved personal, social and emotional health for PP pupils	<p>Summer school</p> <p>A multi skills club offered for part of the summer holidays free of charge. To be run by an outside agency- Sainsbury's.</p>	<p>Access to experiences broadens and enriches which impacts on prior experiences needed in the classroom.</p> <p>Ensures that PP children have extended days at school and throughout the holidays.</p>	<p>Both Easter and summer schools will continue although we will be employing an outside agency (Sainsbury's) to deliver the summer programme.</p>	No cost
Total cost:				£29,000