

# Hallsville Pupil Premium Strategy Statement November 2020

1. Summary information					
School	Hallsville Primary School				
Academic Year	2020-21	Total PP budget	£182,195	Date of most recent PP Review	Sept 2020
Total number of pupils	389	Number of pupils eligible for PP	110	Date for next internal review of this strategy	Sept 2021

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)	2019-2020 No results due to COVID 2018-2019 Sats 85%	No results 2019-2020. 2018-2019 = 67%
progress in reading (or equivalent)	2019-20- No data due to COVID 2018-2019 <b>3.5</b>	No results 2019-2020 2018-2019 0.3 (nat)
progress in writing (or equivalent)	2019-20 No data due to COVID 2018-2019 <b>2.6</b>	No results 2019-2020 2018-2019 0.3 (nat)
progress in maths (or equivalent)	2019-20- No data due to COVID 2018-2019 <b>5.6</b>	No results 2019-2020. 2018-2019 0.3 (nat)
3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		

<b>A.</b>	Gaps in learning for some pupils, including PP pupils, due to school closures during Covid19 and not being able to access learning at home.	
<b>B.</b>	Some children, including PP pupils, are working below national expectations and need intervention to reach the expected level.	
<b>C.</b>	Emotional needs that require support in order to be ready to learn.	
<b>D.</b>	Poor basic skills – communication/speaking and listening/reading.	
<b>E.</b>	Weak cultural capital – poor home lives/limited life experiences do not provide them with background knowledge.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Improved attendance and punctuality to improve attainment and progress.	
<b>Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Close the gaps in learning	All PP pupils will make at least expected progress All PP pupils will be able to access online learning at home through appropriate devices.
<b>B.</b>	At least expected progress of all PP pupils through quality first teaching in all lessons	All children including PP pupils will make at least expected progress Those below age related expectations make accelerated progress to close the gap.
<b>C.</b>	All children are emotionally ready for learning	All children identified with social and emotional needs are supported effectively in order to engage positively with learning and make good progress.

<b>D.</b>	Improved basic skills (communication/speaking and listening/reading) for PP pupils	Children identified for intervention (1:1 reading/number fluency/ACI/speech and language) make at least expected progress and achieve their full potential.
<b>E.</b>	Access to an enriching curriculum (cultural capital) which enhances life experiences and raises aspirations and expectations.	Children will engage and participate fully in an enriching, broad and balanced curriculum and will access activities and experiences inside and outside of the classroom to enhance their learning and build background knowledge.
<b>F</b>	Improved attendance and punctuality to improve attainment and progress.	Breakfast club - target children who have poor attendance Enhanced provision from sports coaches in the morning to target children with poor attendance

<b>Planned expenditure</b>					
<b>A Academic year</b>		<b>2020-2021</b>			
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					
<b>i. Quality of teaching for all</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>Review</b>
<b>A. Close the gaps in learning</b>	Ensure all children have access to teaching and learning in the event of a lockdown/isolation period.  Teachers to receive high quality training on remote learning	EEF research shows there is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology, exacerbating the impact of school closures on the attainment gap.	Ensure all children have access to a device with the internet – questionnaires Pupils without access to a device/internet will be given a Chrome Book with internet access	HT DHT Phase leaders	ongoing  Books £250 Training £500 Screencastify £200 Webcameras £400

		<p>EEF key finding that supporting effective remote learning will mitigate the extent to which the gap widens</p> <p>EEF assessment on remote learning emphasised that the pedagogical quality of remote learning is more important than how lessons are delivered. Ensuring the elements of effective teaching are present – for example; clear explanations, scaffolding and feedback – is more important than how or when they are provided</p>	<p>Training for staff on delivering remote learning – following Rosenshine’s principles.</p> <p>SLT to monitor that children in self isolation/quarantine are accessing learning from home</p> <p>Staff training</p>		<p>Dongal £300</p> <p><b>Total £1650</b></p>
<p><b>B. At least expected progress of all pupils through first quality teaching</b></p>	<p>Professional development, training and support for all staff to ensure quality first class teaching.</p> <p>Recruitment, retention and development of effective teachers.</p>	<p>EEF research shows that improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students.</p> <p>Using pupil premium to improve teaching quality benefits all students particularly children who are eligible for the pupil premium.</p>	<p>High quality professional development and training in Read Write Inc, Just Imagine and Talk for Writing programmes</p> <p>High quality research based CPD in the science of learning/Rosenshine</p> <p>Use of Online training/webinars</p> <p>To provide SLT support in PPA sessions</p> <p>Two PPA sessions</p> <p>Pre lesson talk through with SLT</p> <p>Team teaching</p> <p>To buy consultant to support with planning and development days</p> <p>Consultant to support middle leaders with monitoring and advise</p> <p>Planning support through programmes – MNP, TFW, Just Imagine</p> <p>Support for early career teachers</p>	HT/DHT	<p>Ongoing weekly</p> <p>£500 webinars</p> <p>consultant 4K</p> <p><b>Total: £4,500</b></p>

			Lesson studies Access to websites for MNP Just Imagine books		
<b>B. At least expected progress of all PP pupils through first quality teaching</b>	Additional teacher in Year 6, Year 2, Year 1 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. Lower ratio will increase adult, child interactions.	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. Pupil progress meetings	HT/DHT	£90,000
<b>B. At least expected progress of all PP pupils through first quality teaching</b>	To use quality programmes to teach maths (MNP) and reading (RWI and Just Imagine).	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. MNP – impact on teachers’ pedagogy, children’s deeper understanding of mathematical concepts and improved ability to problem solve. This has ignited a passion for maths across the school. Schools  Just Imagine/Take One Book has had an impact on teachers’ pedagogy around teaching reading and on the love of reading across the school.	HT/DHT will team teach/ model and demonstrate SLT member in planning Take part in mastery maths programme Lesson studies Resource all class room with appropriate resources. More resources needed because of bubbles. Regular learning walks/ pupil voice/ book looks with a consultant. 3 days MNP training for new staff Purchase new non-fiction books from Just Imagine	Maths lead English lead	MNP 20K resources 3K  Just Imagine Books Non-fiction 3K  <b>£26,000</b>
<b>B. At least expected progress of all PP pupils through first quality teaching</b>	Additional second adult in every class (TA, student)  Extra TA in Year 2 due to smaller classes	Increase the amount of adult, child interactions and live feedback on learning that can identify misconceptions and close gaps in learning effectively in lessons	Daily talk through of lessons Lesson study Pupil progress meetings Learning walks Quality CPD	HOS/DHT	July 2021

<b>B. At least expected progress of all PP pupils through first quality teaching</b>	Extended school day in Year 6	Data shows that achievement at Hallsville is above national in all areas.	Bought in online programmes (SPAG.com, Mathletics, Ruth Miskin spelling)	Year 6 lead to monitor	Online programme 2K
<b>E. Access to an enriching curriculum (cultural capital) which enhances life experiences and raises aspirations and expectations.</b>	<p>To enhance and enrich the curriculum through workshops, visitors and educational visits and residential trips.</p> <p>Ensure that vocabulary is explicitly taught</p>	<p>Research into the science of learning and memory show that background knowledge is key to learning. Real life experiences stimulate explicit memory by helping children connect episodic memory to semantic memory in order to make alterations in long term memory.</p> <p>Pupil voice and deep dives show that children learn more when they have real life experiences.</p>	<p>Book workshops/visitors/educational trips to enhance the curriculum.</p> <p>Fairplay House/History Off the Page/Debate Mate</p> <p>Quality staff training on the science of learning and long-term memory.</p> <p>Evaluation of educational visits/workshops.</p> <p>Pupil voice following trips/workshops.</p> <p>Buy subscription magazines - National Geographic</p> <p>Well planned curriculum with clear intent  Consultant to support subject leads  Monitor curriculum to ensure implementation  Impact measured through pupil voice/book monitoring/teachers reviewing  SLT planning support  Vocabulary training  Buy in specialist teachers – French/music/PE</p>	DHT Phase leaders Subject leaders	<p>Termly Reviews</p> <p>HOP-5K</p> <p>Fairplay House 4K</p> <p><b>Total £9,000</b></p>
<b>Total Budgeted Cost: £133,150</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>Review</b>
<b>B. At least expected progress of all PP pupils through first quality teaching</b>	Purchase speech and language therapist to work with EYFS and training TAS	<p>The EEF states that targeted support for struggling pupils should be a key component of an effective pupil premium strategy.</p> <p>Research shows that early intervention works best. High quality Adult Child Interactions (ACI) for all in EYFS settings enable all pupils</p>	<p>Speech and language therapist to split time between nursery and reception Nuffield Early Language Intervention programmes for reception</p> <p>Identify children who need intervention Implement Box Clever/LEGS intervention Targeted ACI intervention for identified children Quality training for all EYFS staff on adult, child interactions</p>	HT/DHT EYFS lead	July 2021 Termly therapist 7K
<b>D. Improved basic skills (communication/speaking and listening/reading) for PP pupils</b>	Use of TAs to run specific structured programmes: 1:1 RWI Language groups Catch up Dyslexia programme Reading 1:1 Box clever ACI in EYFS Pre/post teaching	<p>The EEF states that classroom teachers and teaching assistants should provide targeted academic support. Considering how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>Speech and language therapist - regular support to TAs running language groups/targeted ACI RWI consultant High quality training for teaching assistants. Teaching assistants to join staff training.</p> <p>Targeted 1:1 support linked to the Maths No problem / Number fluency session being taught in the morning, delivered by a TA who was present with the</p>	Phase leaders SENCO	Termly  TA RWI 20K

		TAs that run structured programmes can impact on closing the gap. Research by Egmont states: Children who read aloud daily or nearly every day are a year ahead in reading performance versus those who never do	teacher in the morning lesson		
<b>B. At least expected progress of all PP pupils through first quality teaching</b>	Daily booster sessions for targeted children delivered by teachers with a focus on reading and number fluency  Year 6 extended school 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.	Booster sessions in every year group 1 – 6. Teachers to deliver Reading Gladiators Learning walks Pupil progress meetings Pupils' voice Parents' voice Outcomes.	HT	Termly 2K
<b>Total Budgeted Cost: £29,000</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>Review</b>
<b>C. All children are emotionally ready for learning</b>	Buy in services: School counsellor Educational Psychologist  Increase days that school counsellor is	Children's social and emotional mental health needs are met enabling children to stay in class and access their learning.  There has been an increase in the amount of children referred to the school counsellor post lockdown	SENCO to track progress of pupils  SENCO to ensure recommendations of all professional bought in professional services are implemented E.g. Ed Psych.	SENCO HT	Termly until July 2021  21K

	available in school for vulnerable pupils 3 afternoons	Pupil voice stakeholders surveys shows that children feel safe and ready to learn at Hallsville. Exclusion rate: 0%			
<b>G. Improved attendance and punctuality to improve attainment and progress.</b>	Breakfast Club Access to morning football clubs	There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils. EEF  Attendance and punctuality has improved since walking bus/breakfast club has been introduced.	All local children with attendance below 90% are collected from home in the mornings. Attendance officer monitors attendance figures. Home visits Tas to make phone calls If absence is due to Covid19/self isolation/quarantine, children to access remote learning	Attendance officer HT	£1000 food and games
<b>Total budgeted cost £22,000</b>					

4. Review of expenditure				
Previous Academic Year		2020-21		
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 6, 5 and year 2 for reading, writing and maths.**

**Year 2 pupils Spring**

	<u>All (60)</u>	<u>Pupil Premium (18)</u>	<u>Non-Pupil Premium (42)</u>
Reading	77%	72%	79%
Writing	75%	72%	76%
Maths.	83%	78%	86%

**Year 5 Pupils Spring**

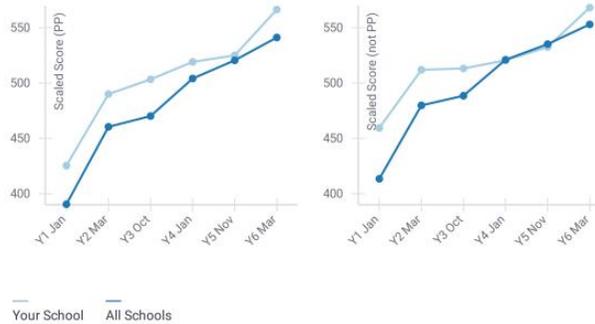
	<u>All (50)</u>	<u>Pupil Premium (18)</u>	<u>Non-Pupil Premium (32)</u>
Reading	71%	67%	72%
Writing	45%	39%	47%
Maths	68%	67%	

**Year 6 Pupils Spring**

	<u>All (48)</u>	<u>Pupil Premium (25)</u>	<u>Non-Pupil Premium (23)</u>
Reading	81%	84%	78%
Writing	80%	80%	78%
Maths	81%	80%	83%

**No More Marking**

Shows school is above national average for pupil premium and non-pupil premium in writing.



Children make accelerated progress when provided with an outstanding teacher with 20 pupils. We will continue with this targeted approach. Year 5 additional teacher was there for the first time then

Termly 40K

**A. At least expected progress for PP pupils.**

SLT support with planning/teaching and learning/team teaching

**Autumn 2019**

	<u>Reading all</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>
YR1	38%	49%	0%	9%	5%	0%	74%	74%	9%
YR2	55%	41%	61%	19%	12%	22%	66%	29%	80%
YR3	60%	53%	63%	13%	5%	17%	63%	74%	59%
YR4	67%	57%	72%	25%	29%	22%	72%	76%	69%
YR5	49%	57%	72%	11%	29%	22%	53%	76%	69%
YR6	40%	39%	55%	8%	0%	17%	38%	44%	59%

**Spring 2020**

	<u>Reading all</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>
YR 1	72%	69%	72%	49%	31%	53%	87%	77%	88%
YR 2	77%	72%	79%	77%	72%	76%	83%	78%	86%
YR 3	75%	76%	74%	58%	62%	56%	83%	81%	85%
YR 4	81%	71%	79%	58%	58%	57%	88%	88%	89%
YR 5	71%	67%	72%	45%	39%	47%	68%	67%	69%
YR 6	81%	84%	78%	80%	80%	78%	81%	80%	83%

**No More Marking**

Shows school is above national average for pupil premium and non-pupil premium in writing.

Continue to provide SLT support in planning  
Continue SLT support in lessons with teaching and learning  
Continue morning talk through of lessons  
Continue to professional develop staff to ensure teaching is good or better every day.

Termly built in cost 3K SC to pick up admin

<p><b>A. At least expected progress for PP pupils.</b></p>	<p>To embed Maths No Problem across the school in mixed ability classrooms</p>	<p><b>Autumn 2020</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Maths</b></th> <th><b>PP</b></th> <th><b>Non PP</b></th> </tr> </thead> <tbody> <tr> <td>YR1</td> <td>74%</td> <td>74%</td> <td>9%</td> </tr> <tr> <td>YR2</td> <td>66%</td> <td>29%</td> <td>80%</td> </tr> <tr> <td>YR3</td> <td>63%</td> <td>74%</td> <td>59%</td> </tr> <tr> <td>YR4</td> <td>72%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>YR5</td> <td>53%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>YR6</td> <td>38%</td> <td>44%</td> <td>59%</td> </tr> </tbody> </table> <p><b>Spring 2020</b></p> <table border="1"> <thead> <tr> <th></th> <th><b>Maths</b></th> <th><b>PP</b></th> <th><b>Non PP</b></th> </tr> </thead> <tbody> <tr> <td>YR1</td> <td>87%</td> <td>77%</td> <td>88%</td> </tr> <tr> <td>YR2</td> <td>83%</td> <td>78%</td> <td>86%</td> </tr> <tr> <td>YR3</td> <td>83%</td> <td>81%</td> <td>85%</td> </tr> </tbody> </table>		<b>Maths</b>	<b>PP</b>	<b>Non PP</b>	YR1	74%	74%	9%	YR2	66%	29%	80%	YR3	63%	74%	59%	YR4	72%	76%	69%	YR5	53%	76%	69%	YR6	38%	44%	59%		<b>Maths</b>	<b>PP</b>	<b>Non PP</b>	YR1	87%	77%	88%	YR2	83%	78%	86%	YR3	83%	81%	85%	<p>Continue to use Maths No Problem as the whole school approach to mathematics teaching.</p> <p>Continue with mixed ability groupings.</p> <p>Continue to professionally develop staff to ensure maths teaching is good or better every day.</p>	<p>Termly 13K Resources 3K Training 1K consultant</p>
	<b>Maths</b>	<b>PP</b>	<b>Non PP</b>																																													
YR1	74%	74%	9%																																													
YR2	66%	29%	80%																																													
YR3	63%	74%	59%																																													
YR4	72%	76%	69%																																													
YR5	53%	76%	69%																																													
YR6	38%	44%	59%																																													
	<b>Maths</b>	<b>PP</b>	<b>Non PP</b>																																													
YR1	87%	77%	88%																																													
YR2	83%	78%	86%																																													
YR3	83%	81%	85%																																													

		<table border="1"> <tr> <td>YR4</td> <td>88%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>YR5</td> <td>68%</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>YR6</td> <td>81%</td> <td>80%</td> <td>83%</td> </tr> </table>	YR4	88%	88%	89%	YR5	68%	67%	69%	YR6	81%	80%	83%		
YR4	88%	88%	89%													
YR5	68%	67%	69%													
YR6	81%	80%	83%													
<b>B. Improved communications skills</b>	To purchase extra support from speech and language therapist to train staff in EYFS on how to extend language.	<p><b>Spring Data</b> No data for GLD (due to Covid-19)</p> <p>Book looks show staff using colourful semantics more confidently and this is supporting children to write sentences that make sense across the school.</p>	<p>Continue to purchase speech and language therapist to support staff in the setting in EYFS.</p> <p>Continue professional development/staff training with speech and language therapist.</p> <p>Ensure staff are highly trained to deliver quality ACI, LEGS, PALS.</p> <p>The speech and language therapist to also support with using colourful semantics across the school/zones of regulation.</p>	Termly 7K therapist												
<b>C. Improved personal, social and emotional health for PP pupils</b>	To increase adult child ratio in EYFS settings so more time can be given to model play and have high quality interactions with pupils. Additional Tas throughout the school.	<p><b>Spring data</b> No data for GLD (due to Covid-19)</p>	<p>Provision improved with more adults in the setting – more quality play and adult child interactions.</p> <p>PP children come in extremely low compared to non-pupil premium. The school knows early intervention makes a difference for disadvantaged pupils so acts quickly to start closing the gap.</p> <p>Continue to purchase speech and language therapist to support staff in the setting.</p>	Termly 15K												
<b>D. Access to an enriching curriculum (cultural capital) which enhances life experiences and raises</b>	To ensure pupils experience a wide range of experiences through well-balanced and broad curriculum including: educational	<p>Clear planning on the whole school curriculum map.</p> <p>Participation in music and sporting competitions and events is extensive.</p>	Continue to review curriculum and keep-up to-date with current research e.g. Rosenshine’s Principles.	Music 20K French 7K HOP 5K												

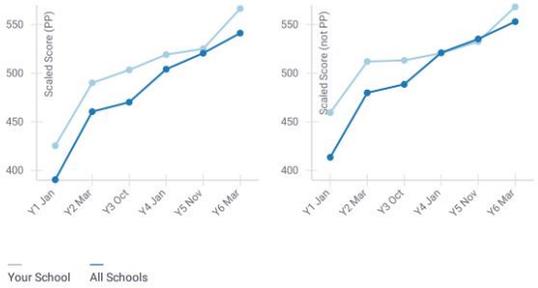
<p><b>aspirations and expectations</b></p>	<p>visits to museums, galleries, places of worship, field trips, sporting events, music events and bought in workshops for hands on learning. French teacher and music teacher specialist.</p>	<p>Visitors come into the school to engage children in various religious, historical, scientific, cultural, artistic workshops and events – cultural capital.</p> <p>Children participate in debating clubs/Brilliant Club – visit to Oxford University/I Can Be</p> <p>In the Stakeholders Questionnaire – What do we do well at our school? Children said fun trips/school trips.</p> <p>Stake holders - 96% of parents agreed that they were happy with their child’s overall experience at Hallsville.</p> <p>“I think Hallsville has a great impact on my child’s education.” Parent Stakeholder’s Questionnaire.</p> <p>100% staff said there is a good standard of teaching and learning in the staff Stakeholder’s Questionnaire.</p> <p>Stake -holders ‘staff comments to <b>What are the main strengths at Hallsville?</b> Staff commented, “The curriculum.” Also, “Creating a love of reading through a wide range of provision, library, wide range of books, workshops and educational visits.”</p> <p>Being a ‘leading’ school and keeping at the forefront in relation to outcomes of educational research.”</p>	<p>Continue to enrich the curriculum with educational visits, workshops, visitors.</p> <p>Continue with focus weeks/days</p> <p>Continue with newspapers in classrooms – current affairs</p> <p>Continue with the use of specialist teachers – French, music, PE</p>	
<p><b>Total cost: £114,000</b></p>				
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>A. At least expected progress for PP pupils.</b></p>	<p>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</p>	<p><b>Autumn 2020</b></p> <table border="1" data-bbox="837 264 1520 732"> <thead> <tr> <th></th> <th><u>Reading all</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> <th><u>Writing</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> <th><u>Maths</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> </tr> </thead> <tbody> <tr> <td>YR1</td> <td>38%</td> <td>49%</td> <td>0%</td> <td>9%</td> <td>5%</td> <td>0%</td> <td>74%</td> <td>74%</td> <td>9%</td> </tr> <tr> <td>YR2</td> <td>55%</td> <td>41%</td> <td>61%</td> <td>19%</td> <td>12%</td> <td>22%</td> <td>66%</td> <td>29%</td> <td>80%</td> </tr> <tr> <td>YR3</td> <td>60%</td> <td>53%</td> <td>63%</td> <td>13%</td> <td>5%</td> <td>17%</td> <td>63%</td> <td>74%</td> <td>59%</td> </tr> <tr> <td>YR4</td> <td>67%</td> <td>57%</td> <td>72%</td> <td>25%</td> <td>29%</td> <td>22%</td> <td>72%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>YR5</td> <td>49%</td> <td>57%</td> <td>72%</td> <td>11%</td> <td>29%</td> <td>22%</td> <td>53%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>YR6</td> <td>40%</td> <td>39%</td> <td>55%</td> <td>8%</td> <td>0%</td> <td>17%</td> <td>38%</td> <td>44%</td> <td>59%</td> </tr> </tbody> </table> <p><b>Spring 2020</b></p> <table border="1" data-bbox="837 799 1536 1155"> <thead> <tr> <th></th> <th><u>Reading</u></th> <th><u>P P</u></th> <th><u>Non PP</u></th> <th><u>Writing</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> <th><u>Maths</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> </tr> </thead> <tbody> <tr> <td>Y R1</td> <td>72%</td> <td>69%</td> <td>72%</td> <td>49%</td> <td>31%</td> <td>53%</td> <td>87%</td> <td>77%</td> <td>88%</td> </tr> <tr> <td>Y R2</td> <td>77%</td> <td>72%</td> <td>79%</td> <td>77%</td> <td>72%</td> <td>76%</td> <td>83%</td> <td>78%</td> <td>86%</td> </tr> <tr> <td>Y R3</td> <td>75%</td> <td>76%</td> <td>74%</td> <td>58%</td> <td>62%</td> <td>56%</td> <td>83%</td> <td>81%</td> <td>85%</td> </tr> <tr> <td>Y R4</td> <td>81%</td> <td>71%</td> <td>79%</td> <td>58%</td> <td>58%</td> <td>57%</td> <td>88%</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>Y R5</td> <td>71%</td> <td>67%</td> <td>72%</td> <td>45%</td> <td>39%</td> <td>47%</td> <td>68%</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>Y R6</td> <td>81%</td> <td>84%</td> <td>78%</td> <td>80%</td> <td>80%</td> <td>78%</td> <td>81%</td> <td>80%</td> <td>83%</td> </tr> </tbody> </table>		<u>Reading all</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>	YR1	38%	49%	0%	9%	5%	0%	74%	74%	9%	YR2	55%	41%	61%	19%	12%	22%	66%	29%	80%	YR3	60%	53%	63%	13%	5%	17%	63%	74%	59%	YR4	67%	57%	72%	25%	29%	22%	72%	76%	69%	YR5	49%	57%	72%	11%	29%	22%	53%	76%	69%	YR6	40%	39%	55%	8%	0%	17%	38%	44%	59%		<u>Reading</u>	<u>P P</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>	Y R1	72%	69%	72%	49%	31%	53%	87%	77%	88%	Y R2	77%	72%	79%	77%	72%	76%	83%	78%	86%	Y R3	75%	76%	74%	58%	62%	56%	83%	81%	85%	Y R4	81%	71%	79%	58%	58%	57%	88%	88%	89%	Y R5	71%	67%	72%	45%	39%	47%	68%	67%	69%	Y R6	81%	84%	78%	80%	80%	78%	81%	80%	83%	<p>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.</p>	<p>Termly          2K          4K Dyslexia          Tas 44,320</p>
	<u>Reading all</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>																																																																																																																																							
YR1	38%	49%	0%	9%	5%	0%	74%	74%	9%																																																																																																																																							
YR2	55%	41%	61%	19%	12%	22%	66%	29%	80%																																																																																																																																							
YR3	60%	53%	63%	13%	5%	17%	63%	74%	59%																																																																																																																																							
YR4	67%	57%	72%	25%	29%	22%	72%	76%	69%																																																																																																																																							
YR5	49%	57%	72%	11%	29%	22%	53%	76%	69%																																																																																																																																							
YR6	40%	39%	55%	8%	0%	17%	38%	44%	59%																																																																																																																																							
	<u>Reading</u>	<u>P P</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>																																																																																																																																							
Y R1	72%	69%	72%	49%	31%	53%	87%	77%	88%																																																																																																																																							
Y R2	77%	72%	79%	77%	72%	76%	83%	78%	86%																																																																																																																																							
Y R3	75%	76%	74%	58%	62%	56%	83%	81%	85%																																																																																																																																							
Y R4	81%	71%	79%	58%	58%	57%	88%	88%	89%																																																																																																																																							
Y R5	71%	67%	72%	45%	39%	47%	68%	67%	69%																																																																																																																																							
Y R6	81%	84%	78%	80%	80%	78%	81%	80%	83%																																																																																																																																							
<p>A. At least expected progress for PP pupils.</p>	<p>Year 6 extended school 30 mins extra maths am and after school 30 mins basic skills to focus on reading, spelling, times tables and grammar</p>	<p>Mock sats tests in Year 6 show that pupil premium children performed in line or above non-pupil premium children.</p> <table border="1" data-bbox="837 1270 1559 1361"> <thead> <tr> <th></th> <th><u>Reading</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> <th><u>Writing</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> <th><u>Maths</u></th> <th><u>PP</u></th> <th><u>Non PP</u></th> </tr> </thead> <tbody> <tr> <td></td> </tr> </tbody> </table>		<u>Reading</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>											<p>Continue with extended school for Year 6. The 30 minute sessions work well with a focus on basic skills.</p>	<p>Termly 2K</p>																																																																																																																								
	<u>Reading</u>	<u>PP</u>	<u>Non PP</u>	<u>Writing</u>	<u>PP</u>	<u>Non PP</u>	<u>Maths</u>	<u>PP</u>	<u>Non PP</u>																																																																																																																																							

Y R 6	81 %	84 %	78 %	80%	80 %	78 %	81 %	80 %	83 %
-------------	---------	---------	---------	-----	---------	---------	---------	---------	---------

**No More Marking 2019-2020**

Shows school is above other schools who participated nationally for pupil premium and non-pupil premium in writing.



Year 6 No More Marking – Hallsville significantly above other schools who participated nationally in writing

Assessment		WTS %	EXS %	GDS %
2020-02-24 (Y6)	Your School	100 (43)	98 (42)	40 (17)
2020-02-24 (Y6)	All Schools	100 (33,769)	79 (26,635)	20 (6,793)

**Total cost: £52,320**

**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
<b>C. Improved personal, social and emotional health for PP pupils</b>	Vulnerable pupil provision from 8am until 5pm	<p>Low incidents of poor behaviour and bullying Low pupil exclusions Pupil Questionnaires show that pupils feel happy and safe at school. Pupils felt that adults at school cared for them at home during the lockdown.</p> <p>In the Stakeholder’s Questionnaire, pupils answered the question, <b>What do we do well at Hallsville?</b> “You help the children if they need it.” “You keep us safe.” “We care about each other.” Teach. Support. Be kind. Help out if we get bullied.” “That we will all be friends and if we have a problem we will tell the teacher and they will make it not happen again.”</p> <p>In the parent stakeholder’s Questionnaire, 91% of parents felt that their child is safe at school. 94% felt that Hallsville deals effectively with unacceptable behaviour. <b>When asked what we do well at Hallsville?</b> Nice atmosphere. My child is always smiling and happy when leaving for the day.</p>	<p>The need to provide support for FSM/vulnerable pupils with 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>Ensure correct provision for vulnerable children.</p>	Termly  2K
<b>C. Improved personal, social and emotional health for PP pupils</b>	To provide outstanding provision at lunchtimes including 2 sports coaches and plenty of resources.	<p>Low level of incidents of poor behaviour in the playground. Learning walks at play times and lunch times show high level of engagement with children</p> <p>Pupils answered the Stakeholder’s Questionnaire when asked – <b>What do we do well at Hallsville?</b> Play time. Playing football at playtime. We learn and play.</p>	Continue to provide sports coaches at play time. Sports coaches /Tas to continue to target vulnerable pupils in the playground.	Half term  5K

<p><b>C. Improved personal, social and emotional health for PP pupils</b></p>	<p>To provide residential opportunities and camping</p>	<p>Year 6 visit to Fair Play House residential. Builds cultural capital – children participate in a wide variety of outdoor adventurous activities. Impocats on prior experiences and background knowledge.</p> <p>Camping cancelled due to Covid 19 school closure.</p>	<p>Continue with residential trip to Fairplay House and camping in Year 6.</p>	<p>Annual 12K</p>
<p><b>C. Improved personal, social and emotional health for PP pupils</b></p>	<p>School counsellor 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 4children across the year. 3 children attended school during the lockdown. All children made progress socially and emotionally.</p>	<p>We will continue providing a school counsellor for vulnerable children.</p> <p>At times children have disclosed traumas they have experienced and help could be sought.,</p>	<p>Termly 14K</p>
<p><b>Total cost: £33,000</b></p>				

**Total: £199,320**