

Pupil premium strategy statement

This statement details our school's use of pupil premium (**and recovery premium** for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hallsville Primary School
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	1/12/22
Date on which it will be reviewed	November 2023
Statement authorised by	Keri Edge
Pupil premium lead	Lyndsey Miller
Governor / Trustee lead	Bola Denby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,440
Recovery premium funding allocation this academic year	£20,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	£220,320

Part A: Pupil premium strategy plan

Statement of intent

At Hallsville, our key goals for our disadvantaged pupils are for them to be at school every day, have access to at least good or better teaching and for them to reach their full academic potential. We hope that by achieving these goals and by providing them with the cultural capital they need to thrive in society that we will ultimately be raising aspirations, promoting social mobility and working towards creating adults who are active and valued members of the communities they live in.

In order to achieve these goals, our top priority is that children are receiving excellent teaching first and foremost. A large proportion of the pupil premium budget will therefore be spent on ensuring that teachers are delivering high quality lessons and that early career teachers are supported to deliver good and outstanding lessons. This will ensure that all children get a fair deal and make the same progress regardless of the classroom they are in. Where additional support is still needed to enable children to reach their potential, the next largest proportion of the funding will be spent on the most effective interventions for our children in order to support them to catch up and keep up with their learning.

The key principles of our strategy are therefore as follows:

- To ensure that teachers are equipped to deliver good lessons all day, every day
- To enable teachers to build strong relationships with pupils - through smaller class sizes where necessary - to support pupils with social and emotional needs and so that all pupils (but particularly those with a history of persistent absence) want to attend school every day.
- To provide what research shows are the best targeted interventions so that disadvantaged pupils can catch up where needed and keep up with their peers.
- To provide opportunities for children to gain a wealth of experiences whilst at Hallsville to build their cultural capital so that this is not a barrier to any future opportunities.

Challenges

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

Challenge number	Detail of challenge
1	There are gaps in learning for some pupils - including PP pupils - due to school the impact of Covid 19. As a result, some pupils' basic skills are poor, including communication, speaking and listening, and reading.
2	Some pupils - including PP pupils - are working below the national average and need intervention to reach the expected level.
3	Some children have emotional needs that require support in order for them to be ready to learn.
4	Cultural capital and vocabulary knowledge are weak for some children, in part due to poor home lives and limited opportunities which do not provide them

	with the background knowledge or language needed to access certain elements of the curriculum
5	Poor attendance and punctuality are a problem in some instances.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All PP pupils make at least expected progress through quality first teaching in all lessons.	<ul style="list-style-type: none"> All children will make at least expected progress. Those below age related expectations will make accelerated progress to close the gap.
All children are emotionally ready for learning.	<ul style="list-style-type: none"> All children who have been identified as having social or emotional needs will be supported effectively in order to engage positively with learning and make good progress.
Basic skills (communication/speaking and listening/reading) improve for PP children.	<ul style="list-style-type: none"> Children identified for intervention will make at least expected progress and achieve their full potential.
All pupils will have access to an enriching curriculum which enhances their life experiences and raises their expectations and aspirations.	<ul style="list-style-type: none"> Children will engage and participate fully in a balanced and broad curriculum. Children will take part in activities both inside and outside of the classroom to enhance their learning and build background knowledge.
Improved attendance and punctuality will lead to improved progress.	<ul style="list-style-type: none"> Overall attendance will increase. The number of children who are persistently absent will decrease.

Activity in this academic year 22-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £196 500

Activity	Evidence that supports this approach
Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>EEF Guide to Supporting school planning</p>
Non class based assistant head teachers to support ECTs in planning and in lessons	<p>Follow-on support may include approaches like coaching, where skilled coaches or mentors (either internal or external) provide ongoing modelling, feedback, and support to help apply the ideas and skills developed in initial training to practical behaviours.</p> <p>EEF Guide to Supporting school planning</p>
Programmes to support high quality teaching and learning	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>EEF Teaching and Learning Toolkit Phonics Reading Comprehension Strategies</p>
Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (TfW, RWI, MNP)	<p>See evidence above for the use of specific programmes</p> <p>EEF Teaching and Learning Toolkit Phonics Reading Comprehension Strategies</p>

Additional class teacher in year 6	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes.</p> <p>EEF Teaching and Learning Toolkit Reducing Class Size</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51 100

Activity	Evidence that supports this approach
Reading Gladiators	<p>Reading Gladiators™ is a reading resource based on research* and indicators that show even children of mid to high attainment often make limited reading choices due to what is visible, well-known or prominently marketed. While children should always be encouraged to choose their own books and adults need to value their choices, teachers and librarians have an enabling role in broadening children's reading repertoires. Supporting readers through a book club format can help children access new books and discover new authors, including those that might not be accessible to them without the gentle guidance of a reading mentor.</p> <p>4XR: Developing Excellence in Reading Guiding Readers: Layers of Meaning Wayne Tennant, David Reedy, Angela Hobsbaum and Nikki Gamble</p>
Extended day - Y5 and 6	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>EEF Teaching and Learning Toolkit Extending School Time</p>

Teacher for SEND group	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF Teaching and Learning Toolkit Small Group Tuition</p>
Brilliant Club	<p>A longitudinal study followed 550,000 children from age 7 to adulthood, revealing that the primary-secondary transition is a critical period for education interventions. High-achieving children from the most deprived families fell behind lower-achieving children from the least deprived families by Key Stage 4 (Crawford et al. 2015). This finding supported an earlier report by The Sutton Trust on pupils eligible for receiving free school meals, which indicated that over half of FSM pupils who performed in the top 20% during primary school did not progress onto university at age 18.</p> <p>Brilliant Club Starting Young: Improving University Access Through Early In-School Interventions</p>
Brilliant Club	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar content, overcome barriers to learning and increase their progress through the curriculum.</p> <p>EEF Teaching and Learning Toolkit One to One Tuition</p>
Speech and Language Therapist	<p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils who need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>EEF Teaching and Learning Toolkit Oral Language Interventions</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41 000

Activity	Evidence that supports this approach
Breakfast club/football/walking bus	Internal evidence shows that the walking bus and football club in the morning supports some parents with attendance. 81% of children attend before or after school clubs.
Fairplay House	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF Teaching and Learning Toolkit Outdoor Adventure Learning</p>
School Counsellor	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Teaching and Learning Toolkit</p>
History off the Page	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive (about an additional three months' progress).</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Teaching and Learning Toolkit Arts Participation</p>

Total budgeted cost: £ 288 600

Part B: Review of outcomes in the previous academic year

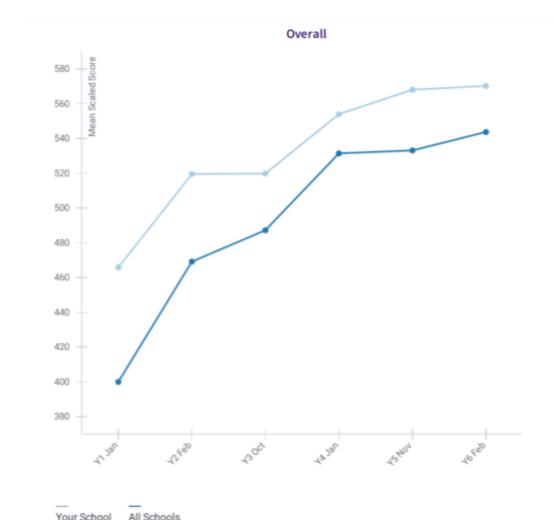
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Whole School Internal Data - Summer 2022

	Maths	Reading	Writing
Y1 PP	78%	78%	68%
Y1 Non PP	84%	84%	79%
Y2 PP	64%	76%	58%
Y2 Non PP	85%	85%	77%
Y3 PP	75%	75%	60%
Y3 Non PP	87%	82%	80%
Y4 PP	80%	76%	76%
Y4 Non PP	84%	81%	68%
Y5 PP	95%	95%	65%
Y5 Non PP	88%	86%	75%
Y6 PP	90%	90%	83%
Y6 Non PP	97%	100%	97%

No More Marking writing assessment



Teaching

Activity	Outcome																				
<p>Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)</p>	<p>100% of ECTs successfully completed their first year in post.</p> <p>Stakeholders - teachers</p> <ul style="list-style-type: none"> • 100% of teachers said that they had made changes to their practice as a result of instructional coaching. • 100% of teachers said that they felt neutral or positive about instructional coaching. • 100% of teachers said that they felt the school develops their teaching practice. <p>Quality Mark</p> <ul style="list-style-type: none"> • A cycle of assess, plan, do, review for all CPD is accompanied by Senior Leaders, Phase Leaders and Subject Leaders taking an active role in modelling and planning with staff to ensure consistency of new approaches, and to revisit established ones. <p>Year 6 data</p> <table border="1" data-bbox="687 869 1418 1319"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Hallsville EXS</td> <td>93%</td> <td>95%</td> <td>90%</td> </tr> <tr> <td>National 2022 EXS</td> <td>71%</td> <td>74%</td> <td>69%</td> </tr> <tr> <td>Hallsville GDS</td> <td>65%</td> <td>58%</td> <td>20%</td> </tr> <tr> <td>National 2022 GDS</td> <td>22%</td> <td>28%</td> <td>13%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Hallsville EXS	93%	95%	90%	National 2022 EXS	71%	74%	69%	Hallsville GDS	65%	58%	20%	National 2022 GDS	22%	28%	13%
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<p>Non class based assistant head teachers to support ECTs in planning and in lessons</p>	<ul style="list-style-type: none"> • 100% of ECTs passed their first year. • Trustee report: ECT teacher shared her experience so far and spoke very positively about the assistance and time (3 PPA sessions per week) that she has been given to develop her skills and keep up with workload. She had progressed from a TA to a partner teacher in the phase and feels that she is well supported. • As we emerge from the pandemic and its consequences, the school clearly recognises the importance to continue to embed effective CPD and instructional coaching, building capacity into middle leaders and the whole staff team so that gaps are closed, and pupils reach their potential. • Stakeholders: 81.3% of teachers said that they found lessons being modelled/team teaching the most useful type of CPD. "Many members support the time to model lessons and key targets of mine so I can see it in practice." ECT • "I really feel supported through the coaching and I feel like it has helped to move my practice on as a teacher." 																				

<p>Programmes to support high quality teaching and learning</p>	<p><u>MNP consultant</u></p> <ul style="list-style-type: none"> • Hallsville Primary is active in staff development and ensures staff needs are met with regular training days to support and develop staff understanding of maths mastery. • Excellent learning behaviour was evident in all observations and throughout the visit, which aids and develops positive learning habits. • Superb attitudes displayed which is a credit to the pupils, staff and environment. <p><u>Talk for Writing consultant</u></p> <ul style="list-style-type: none"> • Talk for Writing is effectively lead at both schools. Areas identified for development last year have been addressed and are now much more secure. A real strength of the leadership team is that each leader supports teachers' planning in some way and many teach regularly. • In the lessons seen, pupils were purposefully engaged, responded articulately in discussion and demonstrated exemplary learning behaviour. • Reception classes were working with 'The Tiny King.' There was a great richness to this work as both indoor and outdoor learning environments had many opportunities to explore aspects of the book, for example, constructing a bed for the Tiny King, writing questions for the horse and cooking a feast in the mud kitchen. <p><u>Quality Mark</u></p> <ul style="list-style-type: none"> • The effective teaching of reading is a high priority for the school. Early reading programmes are used to deliver phonic skills, and to then identify and intervene early for pupils who require support. Reading for Learning is used so that competent readers are able to use their skills across all areas of the curriculum, especially English and mathematics.
<p>Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (TfW, RWI, MNP)</p>	<p>See consultant feedback above for what is going well with the programmes.</p> <p><u>Areas to improve:</u></p> <p>Maths No Problem</p> <ul style="list-style-type: none"> • Place value/ working with larger numbers – to develop this key skill further, ensure a range of everyday manipulatives are available for handling so that rich experiences/images can be embedded into children's minds easier (objects in bundles of 10,100s). It is then easier to assess which element is causing concern eg place value coding (writing of digits) or naming. • Ensure lessons have exploration elements for all pupils at some point. This is the easiest way for teachers to assess, and pupils to clarify their thinking. Use of manipulatives should be evident across the lesson and available for each part of the learning should they be needed.

	<p>Talk for Writing</p> <ul style="list-style-type: none"> Spelling and handwriting in some year groups need to be tightened up and expectations of children's secretarial skills raised. There is some over-use by children of the green pen and incorrect spellings are not being attended to. Children's response to marking is inconsistent in some year groups. Year 2 classes have some competent writers and a good level of challenge should be ensured for those children. Ensure that correct tools are on the toolkit in all classes. 																												
Additional class teacher in Y1, 2 and 6	<table border="1"> <thead> <tr> <th></th> <th><u>Maths</u></th> <th><u>Reading</u></th> <th><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td>Y1 PP</td> <td>78%</td> <td>78%</td> <td>68%</td> </tr> <tr> <td>Y1 Non PP</td> <td>84%</td> <td>84%</td> <td>79%</td> </tr> <tr> <td>Y2 PP</td> <td>64%</td> <td>76%</td> <td>58%</td> </tr> <tr> <td>Y2 Non PP</td> <td>85%</td> <td>85%</td> <td>77%</td> </tr> <tr> <td>Y6 PP</td> <td>90%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Y6 Non PP</td> <td>97%</td> <td>100%</td> <td>97%</td> </tr> </tbody> </table>		<u>Maths</u>	<u>Reading</u>	<u>Writing</u>	Y1 PP	78%	78%	68%	Y1 Non PP	84%	84%	79%	Y2 PP	64%	76%	58%	Y2 Non PP	85%	85%	77%	Y6 PP	90%	90%	83%	Y6 Non PP	97%	100%	97%
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Targeted Academic Support

<u>Activity</u>	<u>Outcome</u>																				
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Extended day - Y5 and 6	<p><u>Year 5 and 6 expected</u></p> <table border="1"> <thead> <tr> <th></th> <th><u>Maths</u></th> <th><u>Reading</u></th> <th><u>Writing</u></th> </tr> </thead> <tbody> <tr> <td>Y5 PP</td> <td>95%</td> <td>95%</td> <td>65%</td> </tr> <tr> <td>Y5 Non PP</td> <td>88%</td> <td>86%</td> <td>75%</td> </tr> <tr> <td>Y6 PP</td> <td>90%</td> <td>90%</td> <td>83%</td> </tr> <tr> <td>Y6 Non PP</td> <td>97%</td> <td>100%</td> <td>97%</td> </tr> </tbody> </table>		<u>Maths</u>	<u>Reading</u>	<u>Writing</u>	Y5 PP	95%	95%	65%	Y5 Non PP	88%	86%	75%	Y6 PP	90%	90%	83%	Y6 Non PP	97%	100%	97%
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Teacher for SEND group	<p>Year 6 progress</p> <table border="1" data-bbox="689 230 1417 409"> <tr> <td>KS2</td> <td>Maths</td> <td>Reading</td> <td>Writing</td> </tr> <tr> <td>Hallsville</td> <td>+1.58</td> <td>+1.60</td> <td>+1.51</td> </tr> <tr> <td>LA Newham</td> <td>+0.15</td> <td>- 0.95</td> <td>-0.84</td> </tr> </table> <ul style="list-style-type: none"> • SEN group progressed from the Year 2 MNP book to the Year 3 MNP book and all made progress. • Lesson studies showed that children are engaged in their learning and work independently. 	KS2	Maths	Reading	Writing	Hallsville	+1.58	+1.60	+1.51	LA Newham	+0.15	- 0.95	-0.84
KS2	Maths	Reading	Writing										
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Brilliant Club	<table border="1" data-bbox="689 656 1417 806"> <tr> <td></td> <td>Hallsville GDS</td> <td>National GDS</td> <td>PP Hallsville</td> <td>Non PP Hallsville</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>13%</td> <td>23%</td> <td>16%</td> </tr> </table> <p>Scholars Programme Report On The Scholars Programme this term, 8 pupils were eligible for Pupil Premium. Their average attendance was 91 %, which means they received 51 hours of tutoring from a PhD researcher. Of these pupils, 1 achieved a 1st and 3 received a 2:1.</p> <p>Pupil stakeholders <i>"It was very good because we were learning a lot of what I didn't know and now I feel confident about expressing my knowledge of what I have learnt. We learnt about exercises and how the heart work."</i></p>		Hallsville GDS	National GDS	PP Hallsville	Non PP Hallsville	Writing	20%	13%	23%	16%		
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Speech and Language Therapist	<p>Lesson studies and observations show strong adult child interactions in nursery and reception.</p> <table border="1" data-bbox="689 1328 1417 1507"> <tr> <td>EYFS</td> <td>Speaking</td> </tr> <tr> <td>FSM</td> <td>54%</td> </tr> <tr> <td>Non FSM</td> <td>87%</td> </tr> </table>	EYFS	Speaking	FSM	54%	Non FSM	87%						
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Wider Strategies

<u>Activity</u>	<u>Outcome</u>							
Breakfast club/football/walking bus	<p>Attendance 21-22 Hallsville 94.5% National 92.8%</p> <p>Hallsville absence 5.5% National absence 7.2%</p> <table border="1" data-bbox="695 1951 1417 2040"> <tr> <td>2021-22</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> </table>	2021-22	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
2021-22	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6		

	<table border="1"> <tr> <td>Attendance</td> <td>92.8%</td> <td>94.2%</td> <td>94.7%</td> <td>95.5%</td> <td>94.3%</td> <td>95.4%</td> </tr> </table>	Attendance	92.8%	94.2%	94.7%	95.5%	94.3%	95.4%
Attendance	92.8%	94.2%	94.7%	95.5%	94.3%	95.4%		
Fairplay House	<p>60 children attended the residential trip to Fairplay House See attendance data for Year 6 = 95.4%</p> <p>Email from staff member at Fairplay House: <i>Good morning Keri, You should be very proud of your children and staff.</i></p> <p><i>I have been working exclusively with Group 2. It has been wonderful to watch them come together as a team and face the challenges through support and encouragement. Real, proper encouragement.</i></p> <p><i>It has been wonderful having T support me by emphasising empowering lessons being taught and cleverly reflecting on 'what just happened'.</i></p> <p><i>Child A has been wonderful!! I have asked child N to come and see you and explain what happened for him personally during the archery session-it was inspirational (tenacity/resilience).</i></p> <p><i>Poor Child R! Heights were not his thing!! But it was wonderful watching him battling in his head with the challenge!</i></p> <p><i>Child R-so lovely and supportive!</i></p> <p><i>Child E massively settled into Fairplay life! Such amazing development and progress</i></p> <p><i>I could go on!!</i></p> <p><i>Give them all a big hug when they get back!!</i></p>							
School Counsellor	<p>The Newham Children and Young People's Health and Wellbeing Survey 2022</p> <ul style="list-style-type: none"> • % who worry 'quite a lot' or 'a lot' about school-work problems or exams and tests. (Hallsville 21%/Newham 33%) • % of Year 6 pupils who said online chat with teachers helped them 'a bit' or 'a lot' when learning at home. (Hallsville 69%/Newham 57%) • % who 'agree' or 'strongly agree' that they enjoy taking part in exercise and sport. (Hallsville 93%/Newham 88%) • % who said their school deals with bullying 'quite' or 'very' well, or said that bullying is not a problem in their school. (Hallsville 74%/Newham 68%) 							
History off the Page	<p>Consultant feedback</p> <ul style="list-style-type: none"> • Evidence of learning journeys increasingly indicate that children engage in exciting tasks and that learning is effectively scaffolded to focus children upon the key learning in tasks. • Children are effectively supported in accessing and using key academic language. • History off the page and educational visits deepen and enrich children's understanding. 							

	<ul style="list-style-type: none"> Children engage in hands-on concrete activities exploring artefacts and considering where the evidence of how people lived in the past comes from.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk for Writing	Talk for Writing
Take One Book	Just Imagine

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.