

# Pupil premium strategy statement – Hallsville Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding for the 2023-24 academic year 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Keri Edge
Pupil premium lead	Fehmida Iqbal
Governor / Trustee lead	Chris Barnes

## Funding overview

Detail
Pupil premium funding allocation this academic year
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>

# 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 outstanding 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 first and foremost receiving excellent teaching. 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 research-informed, targeted interventions so that disadvantaged pupils can catch up where needed and keep up with their peers through evidence informed approaches with higher proven success rates
- To provide opportunities for children to gain a wealth of experiences whilst at Hallsville to further 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. As a result, some pupils' basic skills are below where they need to be in order to achieve across the curriculum, 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.	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.	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.	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.	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.	Overall attendance will increase. The number of children who are persistently absent will decrease.

## Activity in this academic year

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	Challenge number(s) addressed
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<p>Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p><b>EEF</b> <b>Guide to Supporting school planning</b></p>	<p><b>1</b></p>
<p>Non class based assistant head teachers and deputy head teacher to support ECTs in planning and in lessons</p>	<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><b>EEF</b> <b>Guide to Supporting school planning</b></p>	<p><b>1 and 2</b></p>
<p>Programmes to support high quality teaching and learning</p>	<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><b>EEF Teaching and Learning Toolkit</b> <b>Phonics</b> <b>Reading Comprehension Strategies</b></p>	<p><b>1, 2 and 4</b></p>
<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 evidence above for the use of specific programmes</p> <p><b>EEF Teaching and Learning Toolkit</b> <b>Phonics</b> <b>Reading Comprehension Strategies</b></p>	<p><b>1, 2 and 4</b></p>
<p>Additional class teacher in year 6</p>	<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><b>EEF Teaching and Learning Toolkit</b></p>	<p><b>1, 2, 3 and 5</b></p>

	<b>Reducing Class Size</b>	
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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	Challenge number(s) addressed
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><b>4XR: Developing Excellence in Reading</b>  <b>Guiding Readers: Layers of Meaning</b>  <b>Wayne Tennant, David Reedy, Angela Hobsbaum and Nikki Gamble</b></p>	<b>4</b>
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><b>EEF Teaching and Learning Toolkit</b>  <b>Extending School Time</b></p>	<b>1 and 2</b>
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</p>	<b>1, 2, 3 and 5</b>

	<p>seven there is a noticeable reduction in effectiveness.</p> <p><b>EEF Teaching and Learning Toolkit</b> <b>Small Group Tuition</b></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><b>Brilliant Club</b> <b>Starting Young: Improving University Access Through Early In-School Interventions</b></p>	4
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. 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><b>EEF Teaching and Learning Toolkit</b> <b>One to One Tuition</b></p>	1 and 2
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</p>	1, 2 and 4

	<p>listening activities separately where needed to meet particular needs.</p> <p><b>EEF Teaching and Learning Toolkit</b> <b>Oral Language Interventions</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club/football	Internal evidence shows that the football club in the morning supports some parents with attendance. 82.2% of children attend before or after school clubs.	5
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><b>EEF Teaching and Learning Toolkit</b> <b>Outdoor Adventure Learning</b></p>	4 and 5
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><b>EEF Teaching and Learning Toolkit</b> <b>Arts Participation</b></p>	4

**Total budgeted cost: £274 600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil premium strategy outcomes

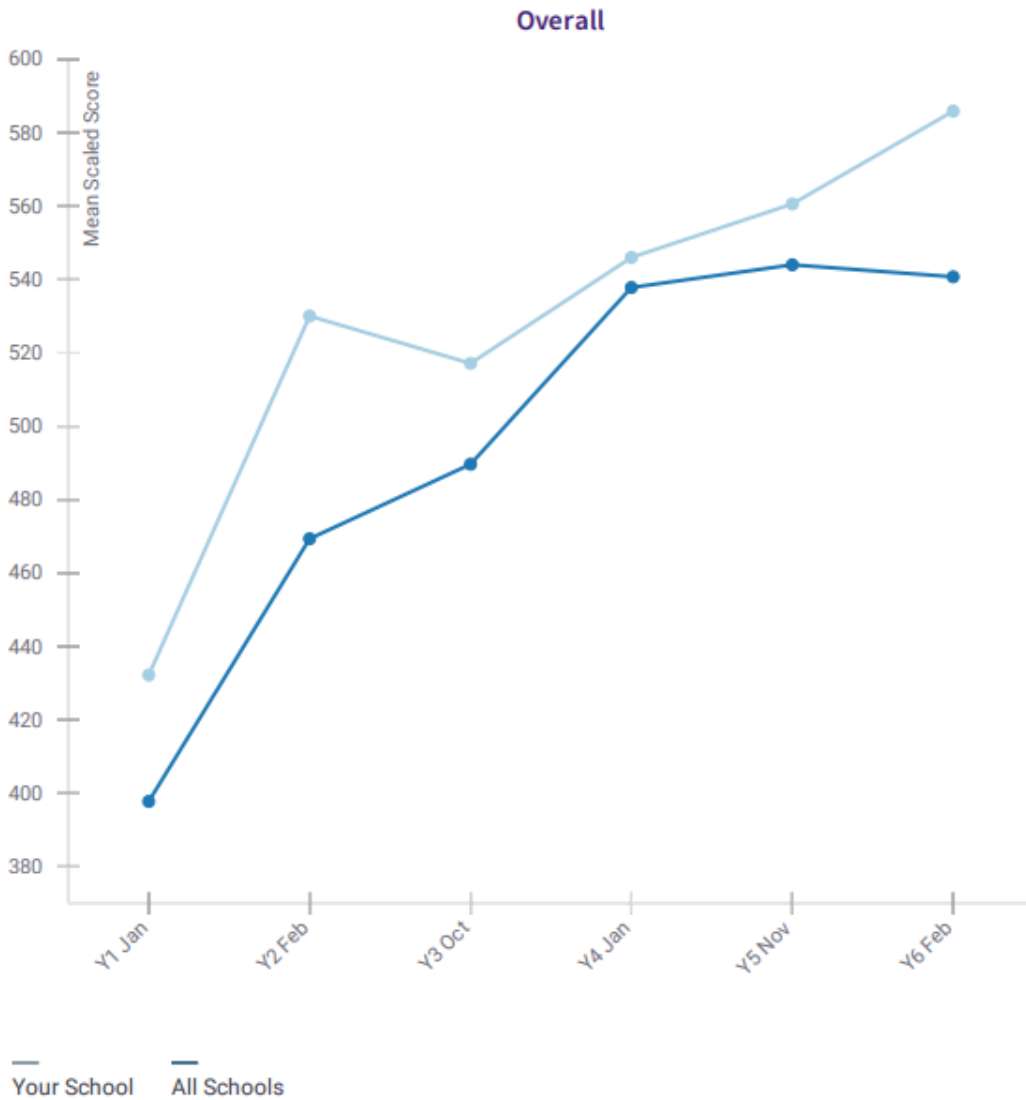
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

##### Whole School Internal Data - Summer 2023

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Y1 PP</b>	63%	56%	44%
<b>Y1 Non PP</b>	84%	86%	80%
<b>Y2 PP</b>	76%	82%	64%
<b>Y2 Non PP</b>	80%	78%	69%
<b>Y3 PP</b>	84%	72%	52%
<b>Y3 Non PP</b>	74%	77%	65%
<b>Y4 PP</b>	65%	65%	56%
<b>Y4 Non PP</b>	91%	91%	86%
<b>Y5 PP</b>	80%	72%	60%
<b>Y5 Non PP</b>	94%	94%	82%
<b>Y6 PP</b>	95%	95%	95%
<b>Y6 Non PP</b>	89%	89%	89%



**No More Marking writing assessment**



**Teaching**

<b>Activity</b>	<b>Outcome</b>
Embed instructional coaching to improve teaching and learning for all pupils including PP (high quality teaching)	<p>100% of ECTs successfully completed their 2 year ECT programmes this year in post.</p> <p><b>Quality Mark</b></p> <ul style="list-style-type: none"> <li>“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.”</li> </ul>

	<p><b>Stakeholders - Trustees</b></p> <ul style="list-style-type: none"> <li>• “The classroom environment reflects children’s previous learning, this helps children to embed learning into the long-term memory, and in this way supports a better quality of learning, as well as enabling the teacher to use the displays to prompt new learning.”</li> <li>• “Children turn easily to discuss strategies with partners on a non-verbal signal from the teacher. There is 100% engagement with children, with TAs observing, supporting.”</li> <li>• “The teacher repeats the learning until she thinks it is embedded. The learning atmosphere in both classes is calm, intense, and then broken up into a run round the playground before moving on to the next stage of their work. Children use tool kits to help them – printed out in books. These toolkits are used by children to remind themselves of previous work, to help them read and understand the task they are doing; by reading the charts, using actions to embed text.”</li> <li>• “They work in pairs to elaborate on their ideas. The teacher then picks on children to explain their changes, and then others to ask the question “why does that change anything?”</li> <li>• “In every class, learning environments are of outstanding quality; displays support and promote learning, embed memory from previous learning; resources are clearly marked and accessible for children. In every class, teachers are engaged in the characteristics of responsive teaching – repetition, practise, investigation, open questioning, explanation leading to active learning. It is very clearly visible that responsive teaching is embedded across the school, although levels do vary from year group to year group depending on experience levels.”</li> <li>• “A real strength of the school is the commitment of leadership to the needs of every single child”</li> </ul> <p><b>Year 6 data</b></p> <table border="1"> <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>93%</td> <td>91%</td> </tr> <tr> <td>National 2023 EXS</td> <td>73%</td> <td>73%</td> <td>71%</td> </tr> <tr> <td>HallsvilleGDS</td> <td>60%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>National 2023 GDS</td> <td>25%</td> <td>29%</td> <td>13%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Hallsville EXS	93%	93%	91%	National 2023 EXS	73%	73%	71%	HallsvilleGDS	60%	55%	27%	National 2023 GDS	25%	29%	13%
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<p>Non class based assistant head teachers to support ECTs in planning and in lessons</p>	<p><b>Trustee Report</b></p> <ul style="list-style-type: none"> <li>• “...we were impressed with all ECTs and their skills. Bearing in mind for many it is their first year of teaching in a large, challenging, inner-city school, they are making very good progress and receiving effective support and guidance to develop their skills and knowledge. SLT will continue to support, guide, teach and develop these staff so that they become strong, effective practitioners very quickly.”</li> <li>• “Both classes reflect focused and well-planned learning, with both teachers thoroughly prepared and on top of things.</li> </ul>																				

	<p>They obviously benefit from the regular support and help of senior leaders and subject leaders.”</p> <ul style="list-style-type: none"> <li>• “... in every class, teachers are engaged in the characteristics of responsive teaching – repetition, practise, investigation, open questioning, explanation leading to active learning. It is very clearly visible that responsive teaching is embedded across the school...”</li> <li>• “...collectively these ECTs exude enthusiasm and passion and a desire to develop into outstanding teachers.”</li> <li>• <b>Stakeholders:</b></li> <li>• <i>“Throughout my ECT years I have been able to rely on the support, guidance and encouragement of SLT. The coaching through the identification of a key lever to focus on has allowed my teaching to consistently improve and successfully pass my ECT year.”</i></li> <li>• <i>“Support from my co teacher and SLT have allowed me to flourish as a new teacher. Hallsville has high expectations of all staff, new and old, and I have experienced how the support the school puts in place allowed me to reach these expectations efficiently and successfully to complete my ECT years.”</i></li> </ul>
<p>Programmes to support high quality teaching and learning</p>	<p><b><u>MNP consultant</u></b></p> <ul style="list-style-type: none"> <li>• Children are choosing which resources to use to support their thinking.</li> <li>• Outcomes demonstrate that children are beginning to identify relationships/patterns such as commutativity in addition</li> <li>• Children are choosing to use part part whole models to represent their thinking in supporting both addition and subtraction problems</li> <li>• Variation of responses and increasing ownership of children’s work.</li> <li>• Additional questioning by the teacher to extend children’s learning.</li> <li>• Problems are presented with images which might support children in thinking about how they represent/model their thinking rather than resorting to abstract representations too rapidly.</li> <li>• Marking shows teachers are carefully picking up on errors and misconceptions.</li> <li>• Units of measurement are used consistently.</li> <li>• Teachers’ marking is challenging children to use their reasoning.</li> <li>• Good representations of children’s thinking.</li> <li>• Appropriate challenge.</li> <li>• Children are journaling regularly.</li> <li>• Children represent thinking using pictorial &amp; abstract representations</li> <li>• The journaling activities children undertake are beginning to expose children to <ul style="list-style-type: none"> <li>• identifying relationships and patterns</li> <li>• Children books demonstrate pride in their work</li> <li>• Variety of ways to show multiplication.</li> <li>• A number of problems are open ended prompting children to explore calculations more deeply</li> <li>• Feedback prompts children to deepen thinking by extending problems</li> </ul> </li> </ul>

- “In the year 4 classes there was the question: “ $\frac{5}{8}$  &  $\frac{3}{4}$ ...equivalent fractions?” The parallel class use  $\frac{1}{4}$  &  $\frac{2}{8}$  to discuss the same learning. All children have appropriate resources to use on their tables. Children have to really explain their thinking, channel their learning into different, but similar areas to reflect their understanding.” - This supports the thoroughly researched approach to mathematics teaching: Concrete, to allow pupils hands on experience in demonstrating each problem, Pictorial, which allows pupils to visualise their learning and draw diagrams that shows their understanding and finally, abstract, once pupils have grasped the intricacies of maths, they can apply it to written equation and show this using a more traditional written methods. Pupils are exposed and encouraged to demonstrate their learning of mathematical concepts using multiple strategies.
- Maths learning about different ways of working out change from £7.40 after spending £5.10. Children have money, whiteboards and work in pairs easily and naturally.
- All can articulate different ways of arriving at £2.30, and gain a thorough understanding of the learning process before going on to further extension learning.
- The teacher really unpicks each child’s answer to gain maximum understanding and clarity.

#### **Talk for Writing consultant**

- Books are at the heart of every room and the Talk for Writing washing lines and/or working walls show clear evidence of the process of units. There are many examples of written activities displayed and process work, although this does vary in different year groups. Year 6 have a particularly strong footprint of their unit on the washing line. Talk for Writing is well established as a teaching vehicle across the school and there is full fidelity to the approach.
- Toolkits are well established into the fabric of the Talk for Writing sequence across the school. They use pictures to exemplify the tools and are displayed as a mind map. Shared writing is well established as part of the ‘Innovate’ process and SBW modelling.
- There is a coherent approach to writing throughout the schools and high expectations re: writing stamina + planned opportunities to develop writing stamina
- “...classrooms outcomes reflect that children care about and are proud of their work.
- The approach to writing is consistent throughout and the key text is used successfully to scaffold children’s writing. In most classrooms, children are well supported in getting to know texts well, unpicking the key features to create toolkits/box up plans and then taking ownership to create final pieces of work with a good variation in outcomes.
- Outcomes suggest that support for teachers new to schools is successful in that approaches are sustained in these circumstances.
- “Using charts with words/pictures/symbols to help them to understand the issues being discussed.”
- “This is a T4W strategy which successfully underpins teaching and learning across the school. This model of learning reinforces arguments, specialised vocabulary, sentence structure and learning in a whole-class situation

	<p>before children move on to work in pairs. The theme of learning is “differences travelling on public transport and in cars at night and during the day” and in the other class, they have moved on to discuss traffic pollution. Both activities are thoroughly set up by teachers, confidently rehearsed and checked, active and involves every child.”</p> <ul style="list-style-type: none"> <li>• “All year pupils have access to the Talk for Writing structure . Nursery pupils memorise age-appropriate texts.”</li> <li>• “Children use tool kits to help them – printed out in books. These toolkits are used by children to remind themselves of previous work, to help them read and understand the task they are doing; by reading the charts, using actions to embed text.”</li> <li>• “In year 1 children are in the middle of whispering to each other about the text they are studying, they have to change some details in the story and are very involved in the task. They work in pairs to elaborate on their ideas. The teacher then picks on children to explain their changes, and then others to ask the question “why does that change anything?” This is very good practice since it helps to embed learning the task of changing storylines, and what could work.”</li> <li>• “In every class, learning environments are of outstanding quality; displays support and promote learning, embed memory from previous learning; resources are clearly marked and accessible for children.</li> </ul>												
<p>Consultants to feedback and advise where improvements can be made on teaching and learning in school wide programmes (TfW, RWI, MNP)</p>	<p><b>See consultant feedback above for what is going well with the programmes.</b></p> <p><b><u>Areas to improve:</u></b></p> <p><b>Maths No Problem</b></p> <ul style="list-style-type: none"> <li>• <i>Deepen children’s mathematical reasoning rather than asking closed questions.</i></li> <li>• <i>Reduce the cognitive load: explanations are too wordy. Drawings could be used by pupils instead of defaulting to writing an explanation.</i></li> <li>• <i>Further examples of how drawings are used to show children’s thinking is needed.</i></li> <li>• <i>Questions for journaling could be more open-ended and enable children to produce individualistic work.</i></li> </ul> <p><b>Talk for Writing</b></p> <ul style="list-style-type: none"> <li>• <i>Targets match and are driven by the learning journey focus in order that support is provided in achieving them</i></li> <li>• <i>Ensure that activities planned re: learning the text are focussed upon accessing the text fully before addressing aspects of writing.</i></li> </ul>												
<p>Additional class teacher in year 6</p>	<table border="1"> <thead> <tr> <th></th> <th><b>Maths</b></th> <th><b>Reading</b></th> <th><b>Writing</b></th> </tr> </thead> <tbody> <tr> <td><b>Y6 PP</b></td> <td>95%</td> <td>95%</td> <td>95%</td> </tr> <tr> <td><b>Y6 Non PP</b></td> <td>89%</td> <td>89%</td> <td>86%</td> </tr> </tbody> </table>		<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Y6 PP</b>	95%	95%	95%	<b>Y6 Non PP</b>	89%	89%	86%
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LA Newham	+2.27	+0.84	+0.84																					
Brilliant Club	<table border="1"> <thead> <tr> <th></th> <th>Hallsville GDS</th> <th>National GDS</th> <th>PP Hallsville</th> <th>Non PP Hallsville</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>27%</td> <td>13%</td> <td>28%</td> <td>90%</td> </tr> </tbody> </table> <p><b>Scholars Programme Report</b>            On The Scholars Programme this term, 6 students were eligible for Pupil Premium. Their average attendance was 88 %, which means they received 37 hours of tutoring from a PhD researcher. Of these students, 4 received a 2:1.</p>					Hallsville GDS	National GDS	PP Hallsville	Non PP Hallsville	Writing	27%	13%	28%	90%										
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	<p><b>Pupil stakeholders</b></p> <p><i>"It was an amazing experience."</i></p> <p><i>"I thought it was helpful. I really got to understanding on the courses and life at university."</i></p> <p><i>"I thought it was brilliant! The food was great, the tour was interesting and the student ambassadors were AMAZING."</i></p> <p><i>"I really enjoyed studying with my PhD tutor on the Scholars Programme, because she really told us a lot of information."</i></p>														
Speech and Language Therapist	<p>Lesson studies and observations show strong adult child interactions in nursery and reception.</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>Speaking</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>54%</td> </tr> <tr> <td>Non FSM</td> <td>87%</td> </tr> </tbody> </table>	EYFS	Speaking	FSM	54%	Non FSM	87%								
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<b>Wider Strategies</b>															
<b>Activity</b>	<b>Outcome</b>														
Breakfast club/football/walking bus	<p><b>Attendance 22-23</b> Hallsville 94.1% National 94%</p> <p><b>Hallsville absence 5.9% 22-23</b> <b>National absence 6%</b></p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>94.2%</td> <td>93.0%</td> <td>93.2%</td> <td>94.9%</td> <td>94.2%</td> <td>95.3%</td> </tr> </tbody> </table>	2022-23	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Attendance	94.2%	93.0%	93.2%	94.9%	94.2%	95.3%
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Fairplay House	60 children attended the residential trip to Fairplay House See attendance data for Year 6 = 95.3%														
School Counsellor	<p><b>The Newham Children and Young People's Health and Wellbeing Survey 2022</b></p> <ul style="list-style-type: none"> <li>• % who worry 'quite a lot' or 'a lot' about school-work problems or exams and tests. (Hallsville 21%/Newham 33%)</li> <li>• % 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%)</li> <li>• % who 'agree' or 'strongly agree' that they enjoy taking part in exercise and sport. (Hallsville 93%/Newham 88%)</li> <li>• % 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%)</li> </ul>														

History off the Page	<p><b>Consultant feedback</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Children are effectively supported in accessing and using key academic language.</li> <li>• History off the page and educational visits deepen and enrich children's understanding.</li> <li>• Children engage in hands-on concrete activities exploring artefacts and considering where the evidence of how people lived in the past comes from.</li> </ul>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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