

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hallbrook Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Bates (Chair of Governors)
Pupil premium lead	Tracy Withers (Headteacher)
Governor / Trustee lead	Emma Harrop (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,126
Recovery premium and tutoring funding allocation this academic year	£ 2465
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	£28,126

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Acquisition of gross and fine motor skills in EYFS/KS1 are lower for children eligible for PP which slows their literacy progress in subsequent years.
2	A number of children in receipt of PP are also on the SEND register which prevents sustained high achievement in KS2.
3	Slower progress in writing for some prior middle attainers prevents children from achieving age related expectations in KS2
4	Social, emotional and mental health issues affect some of our PP children which can have an impact on their attitude to learning and behaviour.
5	Lower parental engagement especially regarding attendance at information evenings and completion of homework.

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
To accelerate progress in reading, writing or maths through targeted individual and small group support	Identified pupils make accelerated progress. Increased number of identified pupils reach age related expectations Gaps are narrowed between identified pupils and their peers
For Vulnerable PP pupils to have improved social skills and a wider circle of friends; are able to manage their feelings in a more positive way; have improved self-esteem.	Identified pupils demonstrate improved social skills and report a wider friendship circle. Behaviour records show decrease of incidents for identified pupils Assessment of identified pupils' semh needs show improvement
For eligible pupils to have the same opportunities for enrichment activities as other pupils.	Identified pupils access an increased range of extra-curricular activities. All pupils are able to access all activities

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: £5000 CPD costs, assessment costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teachers to have an enhanced understanding and implementation of pedagogical techniques that will improve the quality of teaching and thereby improve pupil outcomes	EEF Teaching and Learning Toolkit highlights researched strategies for improving outcomes.	2,3
Amended EY and KS1 provision to facilitate early years gap filling through continuous provision.	EEF Early Years Toolkit highlights researched strategies for improving outcomes.	1
Purchase of standardised diagnostic assessments and associated intervention materials.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3937 + £2465 recovery funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of structured interventions and small group tuition for pupils who are below age related expectations.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2,3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a Pastoral Support Assistant to provide support and structured intervention for pupils with identified social, emotional and mental health issues.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	4
Provide additional financial support for pupil premium pupils	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5

Total budgeted cost: £35,591

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 2022 to 2023 academic year.

1. Implementation of structured interventions and small group tuition for pupils who are below age related expectations.

Intervention programmes ran for the full year, although with some disruption at times, due to staff absence.

Intervention within lessons and with small withdrawal groups has been successful.

Tutoring for vulnerable pupils was in place and impacted positively on self-esteem and outcomes.

Pre-teaching has been a particularly useful strategy.

End of year outcomes show more than 70% of pupils achieving age related expectations in reading in Years 4,5 and 6 and in maths in Years 1, 3, 5 and 6

Writing is a priority for the school and identified pupils will be targeted for ongoing intervention in the 2023-24 academic year.

2. Provision of a Pastoral Support Assistant to provide support and structured intervention for pupils with identified social, emotional and mental health issues.

Appointment of fulltime Pastoral Support Assistant to provide nurture provision, ELSA support and one to one support has been particularly successful. The provision includes a lunchtime base for vulnerable pupils as well as social and emotional support throughout the day.

3. Provide additional financial support for pupil premium pupils

Parents have appreciated this support with the current additional financial pressures.

Families benefitted from additional support for uniform as well as wider curriculum activities.

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
NTS standardised tests and Shine interventions	Rising Stars