

Pupil premium strategy statement 2022-2023

Hall Green Primary School

1. Summary information					
School	Hall Green Primary School				
Academic Year	2022-23	Total PP budget (financial year)	£227,335	Date of most recent PP Review	Dec 2022
Total number of pupils	YR-6: 419	Number of pupils eligible for PP (financial year)	160 (38.2% of YR-6)	Date for next internal review of this strategy	July 2022

2. Current attainment (Term ending Dec 2021)		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
Y6 % “on-track” to achieve national expectations or above in reading, writing & maths and in RWM combined	RWM 29%	RWM 43%
Whole School % “on-track” to achieve national expectations or above in reading	43%	57%
Whole School % “on-track” to achieve national expectations or above in writing	40%	50%
Whole School % “on-track” to achieve national expectations or above in maths	40%	62%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Very low baseline attainment on entry (e.g. oral language skills)
B.	Low attendance levels and high persistent absentee levels
C.	Impact of safeguarding and welfare factors e.g.: <ul style="list-style-type: none">• Drug and alcohol abuse in the family• Mental health issues in the family including the pupils• Domestic Violence
D.	Parental engagement – parenting skills & engagement with learning and the curriculum
E.	Limited experience beyond the immediate local community
F.	Low rate of engagement in remote learning during lockdown period March 2020 to June 2020

Desired outcomes

A1	Rapid acquisition of language and communication skills in EYFS, significantly closing the gap between disadvantaged and non-disadvantaged children attaining ARE (Age-related expectations)
A2.	Increase % of PP pupils making expected and better than expected progress in order to close attainment gap with non PP children
A3.	Increase % of HA PP pupils making better than expected progress in order to increase the % PP pupils attaining above expected standards
B.	Increase the attendance levels and decrease persistent absence levels of PP pupils
C.	Provide or facilitate access to the support appropriate to reduce the impact of safeguarding and welfare factors on attendance and attainment
D.	Provision of suitable opportunities for parents to gain knowledge of the curriculum and its delivery, supporting them develop confidence in supporting their children's learning.
E.	Engagement of pupils in a broad curriculum which ensures that they have the breadth of experiences necessary to enable them to contextualize their learning.
F.	Engagement of pupils in a broad curriculum which ensures that they have high aspirations.

4. Planned expenditure £227,335

Academic year 2022-2023

A. Quality of teaching for all

Desired outcome:

- Increase % of PP pupils making expected and better than expected progress in order to close attainment gap with non PP children
- Increase % of HA PP pupils making better than expected progress in order to increase the % PP pupils attaining above expected standards
- Engagement of pupils in a broad curriculum which ensures that they have the breadth of experiences necessary to enable them to contextualize their learning.
- *Review of provision during “lockdown” identifies and develops strategies which will continue to engage pupils, enabling them to make progress against the curriculum relevant to their age should remote learning be necessary again*
- *Acquisition of technology and development of a protocol for loaning out equipment enables children to access live learning opportunities and enables teachers to provide for the needs of different pupils in order to facilitate progress should remote learning be necessary again.*

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	Staff lead	Review
A2; A3 E Following review: F1; F2	Provision of quality teaching and provision to meet needs via: - additional qualified teacher in Y1 to Y6 reducing size of teaching groups - reduction in size of teaching groups, enabling flexibility to change teaching approaches and provide opportunities for different styles of learning (opportunity to reduce one group below 20 pupils) - staff training (external & internal) - development of tasks to assess prior knowledge and identify misconceptions early - curriculum adaptation to address gaps and be flexibly responsive to needs arising from lockdown period	<p>EEF Toolkit– Reduction in class size +3 months additional progress</p> <ul style="list-style-type: none"> - Reducing class size appears to result in around 3 months additional progress for pupils - Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive - The reduction should be large enough to permit the teacher to change their teaching approach when working with a smaller class such that the pupils change their learning behaviours (20 or below) - Reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches - Benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years. - Some evidence suggests slightly larger effects for lower achievers and, for very young pupils, those with lower socio-economic status. <p>EEF Toolkit – Feedback +8 months additional progress</p> <ul style="list-style-type: none"> - Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort an activity with an outcome. - Feedback has effects on all types of learning across all age groups - Most effective when supported with effective professional development. <p>EEF Toolkit – Collaborative learning +5 months additional progress</p> <ul style="list-style-type: none"> - Structured approaches with well-designed tasks lead to the greatest learning gains - Approaches which promote talk and interaction between learners tend to result in the best gains. <p>EEF Toolkit – Reading comprehension strategies +6 months additional progress</p> <ul style="list-style-type: none"> - Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. - Many of the approaches can be usefully combined with collaborative learning techniques and phonics to develop reading skills. 	KH	July 2022
Total budgeted cost				£132,500

B. Targeted support		Desired outcome: <ul style="list-style-type: none"> Rapid acquisition of language and communication skills in EYFS, significantly closing the gap between disadvantaged and non-disadvantaged children attaining ARE (Age-related expectations) % of PP pupils making expected and better than expected progress increase in order to close attainment gap with non PP children % of HA PP pupils making better than expected progress increases in all years groups in order to increase the % PP pupils attaining above expected standards 		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review
A1; A2; A3; E	Provision of intervention targeted to address: <ul style="list-style-type: none"> - Pupils with poor oral language skills - Pupils identified as not making expected progress and/or not attaining expected standards when prior attainment/ assessment indicates that expected standards are attainable - HA pupils identified as not making at least expected progress and/or not attaining above expected standards 	<p>EYFS EEF Toolkit – Communication and Language +6 months additional progress</p> <ul style="list-style-type: none"> Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds <p>EEF Toolkit – Oral Language Interventions +5 months additional progress</p> <ul style="list-style-type: none"> Oral language interventions aim to support learners’ articulation of ideas and spoken expression. Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension <p>EEF Toolkit – Phonics +4 months additional progress</p> <ul style="list-style-type: none"> Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. <p>EEF Toolkit – Small Group Tuition +4 months additional progress</p> <ul style="list-style-type: none"> Intensive tuition in small groups is very effective. Pupils are usually grouped according to current level of attainment or specific need. It is important to assess pupils’ needs accurately and provide work at a challenging level with effective feedback and support. The cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools. Professional development and evaluation are likely to increase the effectiveness of small group tuition. 	AG/KH Core curriculum post-holders	July 2022
			Total budgeted cost	£65,835

C. Wider approaches		Desired outcome:		
		<ul style="list-style-type: none"> • Increase the attendance levels and decrease persistent absence levels of PP pupils • Provide or facilitate access to the support appropriate to reduce the impact of safeguarding and welfare factors on attendance and attainment • Provision of suitable opportunities for parents to gain knowledge of the curriculum and its delivery, supporting them develop confidence in supporting their children's learning. 		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	Review
B; C; D	<p>Safeguarding and Attendance Officer holding responsibility to employ strategies to improve attendance and reduce persistent absence by:</p> <p>Initiating and implementing internal strategies</p> <p>Liaising with the LA Attendance and Prosecution Service</p> <p>Safeguarding and Attendance Officer to facilitate Early Help provision for families and pupils in need of pastoral support or at risk of Children's Services intervention.</p>	<ul style="list-style-type: none"> • Children who do not attend school do not access the opportunities to learn or benefit from the provision needs available in school to meet their needs • Children with high levels of absence develop gaps in their learning which result in them struggling to make an adequate rate of progress • Children who have high levels of absence often develop a poor self-esteem and are less resilient to failure, resulting in decreased determination – less resilient and less successful learners • High rates of absence result in more negative views of school <p>Evidence - Sutton Trust (EEF Toolkit) Parental involvement +3</p> <ul style="list-style-type: none"> • Increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact <p>Evidence - Sutton Trust (EEF Toolkit) - Social and emotional learning +4</p> <ul style="list-style-type: none"> • On average, programmes which involve parent or community involvement show higher effects • Sensitive and targeted intervention may benefit at risk or more vulnerable pupils. • Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline 	RP SIT	July 2021
Total budgeted cost				£21,000
C	<p>Nurture provision supporting the most vulnerable pupils to develop:</p> <ul style="list-style-type: none"> - social skills - resilience - positive learning behaviours 	<p>Evidence - Sutton Trust (EEF Toolkit) - Social and emotional learning +4</p> <ul style="list-style-type: none"> • Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects. • Programmes of two to six months seem to produce more long-lasting results. • Training of facilitators or professional development improves the impact of programmes • On average, programmes which involve parent or community involvement show higher effects • Sensitive and targeted intervention may benefit at risk or more vulnerable pupils. • Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. • Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline 	AG	July 2021
Total budgeted cost				£8,500