



Pupil premium strategy statement for Hall Meadow Primary School

This statement details our school's use of pupil premium for 2022-23 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	Hall Meadow Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Cassie Bodman-Knight
Pupil premium lead	Cassie Bodman-Knight
Governor / Trustee lead	Peter Kearvell-White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8838
Recovery premium funding allocation this academic year	31134
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	£9972

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 student in receipt of the Pupil Premium Grant. 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 Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital through continuing to provide high-quality pastoral support. We aim for all of our children and families to feel happy, safe and loved.
- Ensuring that the Pupil Premium Grant 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	Gaps in number, phonic, reading and writing knowledge
2	Lack of experiences to enhance curriculum and inspire pupils beyond the classroom
3	Lack of resilience and self-regulation skills
4	Family dynamics including lack of finances within the home
5	SEMH and increased volume of pupils with complex vulnerabilities

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 close the gap in number, phonics/reading and writing.	PP children to make rapid progress to close the gap between them and their peers. PP children to be working within their year group target and making above average progress in the key areas.
To increase opportunities for all children in receipt of PP.	Children with PP attend all school visits/trips Children in KS1/2 have opportunities to attend school sports clubs / French clubs
To develop stronger resilience and skills to self-regulate	SDQ's analysed to show increase in social and emotional development and/or 3 houses

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: £4138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close liaison with the Maths lead and class teachers in monitoring of Maths across the school inc: provision/interventions.	Government guidance (Supporting the attainment of disadvantaged pupils) explains that “Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research ³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds”.	1
Phonics lead to further develop the teaching of phonics across the school inc: targeted interventions and groupings for those children who are in the lowest 20% many of which are in receipt of PP.	Extensive research explains that Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The EEF Toolkit states that the effective use of high quality teaching of Phonics has a high impact for very low cost.	1
Development of reading books across KS2 to support the love of reading.	The EEF states that ‘Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support — in the form of high-quality, structured, targeted interventions — to make progress.’	1

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

Budgeted cost: £ 3534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group interventions for reading, writing, maths as needed.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including 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.	1 & 2
NTP intervention from Jan 2023 with key teacher.	HMPS want to invest some specific targeted support with a qualified teacher to support specific difficulties and increase attainment for PP children.	1
Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy Sensory activities	The Pediatric Boulevard says 'Sensory and motor interaction provides for the foundation for a child's growth, development and learning within the world around them. Sensory stimulation/feedback and motor go hand in hand. You cannot have one without the other. The motor system drives the sensory stimulation and sensory stimulation/feedback drives the brain. It is critical for these skills to improve and develop to aid in behavior and academic learning. Often times, children struggling with learning or behavior have inadequately developed sensory and motor systems.'	2, 4, 5

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance curriculum through a range of experiences. – all children	School can offer safe experiences for children to enhance the curriculum but also to enable children to have opportunities that	2, 3,4, 5 – funding sought through Sports premium due to low budget from PP.

<p>offered a place at Sports Club</p>	<p>could inspire, ignite and increase engagement in learning. <i>'Effective use of LOtC can be used to improve and demonstrate the quality of teaching within your school. LOtC can impact positively on the quality of teaching across all subject areas, including core skills such as reading, writing, communication and mathematics. LOtC is also extremely effective in engaging pupils with different needs and learning styles, especially young people who learn best through doing.'</i> LOtC – The OFSTED Perspective</p>	
<p>To develop stronger resilience and skills to self-regulate – session with the well being lead.</p>	<p>The EEF state that the Public Policy Institute of Wales's report argues that work on social and emotional learning should be 'viewed as lying at the core of effective teaching and learning and integrated with the wider policies of the school.'</p> <p>Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes, with additional indicators for policy relevant outcomes including (but not limited to) school engagement and academic attainment (Clarke et al., 2015**)</p>	<p>6 and 7</p>
<p>Family budget to enable parents to buy school uniform and/or pay for trips.</p>	<p>School can offer safe experiences for children to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase engagement in learning.</p> <p>Wearing a uniform, looking the same as peers supports with the non-identification of those who are disadvantaged.</p>	<p>3 and 4</p>

Total budgeted cost: £ 9972

Activity	Impact - ongoing evaluations termly
<p>Targeted small group interventions for reading, writing, maths as needed.</p>	

<p>NTP intervention from Jan 2023 with key teacher.</p>	
<p>Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy Sensory activities</p>	
<p>Enhance curriculum through a range of experiences. – all children offered a place at Sports Club</p>	
<p>To develop stronger resilience and skills to self-regulate – session with the well being lead.</p>	
<p>Family budget to enable parents to buy school uniform and/or pay for trips.</p>	

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 2020 to 2021 academic year.

During 2021-22 PP funding impacted our pupils in the following ways:

- All pupils made 100% progress based on their starting point however,
 - 70% of those PP children in KS2 achieved ARE in Reading
 - 40% of those PP children in KS2 achieved ARE in Writing
 - 40% of those PP children in KS2 achieved ARE in Maths
- 50% attended clubs last year
- All children attended all class trips/residentials
- 25% accessed therapy from external providers
- 67% of children access well being support within school inc: transition work
- All pupils benefited from targeted support inc:
 - 25% of the EYFS PP children received language support through NELI
 - 25% of the PP children in EYFS received sensory motor skills support
 - 100% of PP children in EYFS received additional phonics intervention.
 - All PP children had interventions both programmed and misconceptions as and when
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