



Pupil premium strategy statement for Hall Meadow Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	204
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
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	5380
Recovery premium funding allocation this academic year	£2000
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	£7380

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

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.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly lower than the national average for primary schools.

Pupil Premium also provides funding for children who have been looked after continuously for more than six months, those who have been adopted and the children of service personnel.

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 student 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
- 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	Poor oral language skills including comprehension and limited expressive vocabulary
2	Gaps in number knowledge
3	Lack of experiences to enhance curriculum and inspire pupils beyond the classroom
4	Lack of resilience and self-regulation skills
5	Family dynamics including lack of finances within the home
6	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
Increase language skills inc: oral and written vocabulary, comprehension and expressive	Children will be ARE or better in all areas. Those with SEND to have made progress based on their individual targets.
Close the gap in number	Children will be ARE or better in all areas. Those with SEND to have made progress based on their individual targets.
Increase reading outcomes for PP children inc: developing a love for reading.	Children will be ARE or better in all areas. Those with SEND to have made progress based on their individual targets.
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: £590

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Drawing and Talking Part 2	Drawing and Talking technique is a safe and easy to learn short term, time-limited therapy to be used with anyone (age 5+) who has suffered trauma or has underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially.	5 and 6
Mental Health First Aid Training	<p>We all have mental health, just as we all have physical health. Mental ill-health can strike at any time and can affect people from all walks of life.</p> <p>Although things are improving, stigma still exists around mental ill-health. As a society, we don't tend to know how to take care of our mental health like we do our physical health. This means that people may not know how to support a friend, family member or colleague experiencing a mental health issue, or where to go for support with their own mental health.</p> <p>MHFA or Mental Health First Aid is a training course which teaches people how to identify, understand and help someone who may be experiencing a mental health issue.</p>	6

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

Budgeted cost: £ 3220

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 and 2

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

Budgeted cost: £ 3570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance curriculum through a range of experiences. – all children offered a place at Sports Club	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. <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	3 and 4
To develop stronger resilience and skills to self-regulate – session with the well being lead.	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.'	6 and 7

	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**)	
Family budget to enable parents to buy school uniform and/or pay for trips.	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. Wearing a uniform, looking the same as peers supports with the non-identification of those who are disadvantaged.	3 and 4

Total budgeted cost: £ 7380

Activity	Impact
Increase language skills inc: oral and written vocabulary, comprehension and expressive	100% of children are on track to make at least expected progress with 37.5% on track to make good or better progress. Targeted interventions in place for those who need additional support including daily misconception sessions.
Close the gap in number	75% are on track to make at least expected progress with 25% on track to make good. Those not on track include 1 child being assessed by the Education psychologist for other difficulties. Targeted interventions in place for those who need additional support including daily misconception sessions.
Increase reading outcomes for PP children inc: developing a love for reading.	75% are on track to make at least expected progress including 25% on track to make very good progress. Those not on track include 1 child being assessed by the Education psychologist for other difficulties.

	<p>Targeted interventions in place for those who need additional support including daily misconception sessions.</p>
<p>To develop stronger resilience and skills to self-regulate</p>	<p>50% of children are accessing Pacesetters sports clubs.</p> <p>All children have had opportunities to attend trips such as The Black Country Museum and a theatre trip to London.</p> <p>37.5% have access emotional support inc: internal and external therapy. 25% is concluding March 2022 but children are noticeably happier, more settled and more confident in asking for help and being able to express themselves.</p> <p>Targeted interventions in place for those who need additional support including daily misconception sessions.</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 2020-21 PP funding impacted our pupils in the following ways:

- 6/8 children attended school throughout the Jan- March lockdown
- 6/8 children attended after school clubs
- Voucher money was used towards school visits, uniform and music tuition
- 4/8 achieved ARE in all areas with GDS in some areas
- 6 children accessed wellbeing support throughout the year which resulted in further referrals, regulation techniques in place and parental support
- TA support in all classes ensured additional support was in place as needed
- Targeted interventions supported learning inc: end of KS2 achievements

Please see the previous document which has been RAG rated.