



## 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	211
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
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	£18915

## 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 through interventions and online resources such as Nessy, TT Rock Stars, RWI and other identified programmes of support.
- Providing targeted academic support for students who are capable of exceeding age related expectations.
- 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

#### **Demographic**

Hall Meadow Primary School is a one form entry primary school located on the Kettering Leisure Village, Kettering.

The school has lower than average numbers of pupils eligible for Pupil Premium and lower than average number of SEND children.

The school has well above the average number of pupils with English as an additional language.

### 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 - 45% PP children achieved ARE in Reading (Non-PP 81.8%) 45% PP children achieved ARE in Writing (Non-PP 65%) 54% PP children achieved ARE in Maths (Non-PP 81%) 27% achieved greater depth in Reading (Non-PP 29.5%) 9% achieved greater depth in Writing (Non-PP 9%) 9% achieved greater depth in maths (Non-PP 22%)
2	Lack of experiences to enhance curriculum and inspire pupils beyond the classroom
3	Adverse life experiences contributing to a lack of resilience and self-regulation skills which can cause challenging behaviour and emotional difficulties.
4	Family dynamics including lack of finances within the home
5	Attendance – July 2023 Children in receipt of PP 92.56% Non – PP children 95.27%

## 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.	<p>PP children to make rapid progress to close the gap between them and their peers.</p> <p>PP children to be working within their year group target and making above average progress in the key areas.</p> <p>PP children to pass the phonics screener in Y1.</p> <p>Outcomes for PP children have increased from July 2023</p> <p>45% PP children achieved ARE in Reading (Non-PP 81.8%)</p> <p>45% PP children achieved ARE in Writing (Non-PP 65%)</p> <p>54% PP children achieved ARE in Maths (Non-PP 81%)</p> <p>27% achieved greater depth in Reading (Non-PP 29.5%)</p> <p>9% achieved greater depth in Writing (Non-PP 9%)</p> <p>9% achieved greater depth in maths (Non-PP 22%)</p>

<p>To increase extracurricular opportunities for all children in receipt of PP.</p>	<p>Children with PP attend all school visits/trips inc: PACT events</p> <p>Children in KS1/2 have opportunities to attend school sports clubs inc: receiving the paid awards linked to these.</p> <p>All children offered the Holiday Activity Funded clubs for school holidays.</p>
<p>To provide access to support to build resilience and self-regulation skills including the commissioning of external agencies.</p>	<p>Children and families will have access to early intervention and high-quality specialist support, decreasing waiting times and ensuring that barriers to learning are reduced inc: Speech and language, Occupational therapy, school nursing team and Send Support Services.</p> <p>Staff will have access to training opportunities identified through work with our families and bespoke to the needs of our pupils.</p> <p>There will be a prominent culture of nurture at the heart of everything we do and it will be actively promoted that all children should receive the individual provision they need in order to be successful.</p> <p>Social Difficulties Questionnaires' analysed to show increase in social and emotional development and/or 3 houses</p> <p>Provisions applied will be recorded on Edukey.</p>
<p>Support families with increasing costs.</p>	<p>All children to attend trips/visits.</p> <p>Work with PACT to ensure children can attend PACT events</p> <p>Appropriate uniform/kit provided</p>
<p>To increase attendance to be inline with national aim of 95%.</p>	<p>Absence monitored fortnightly as part of DSL meetings.</p> <p>Increased attendance for all PP children</p> <p>Parents challenged on absence following school policy. <a href="#">Hall Meadow Primary School - Attendance</a></p>

## 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: £240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close liaison with the Reading, Writing, RWI and Maths leads and class teachers in monitoring of these areas across the school inc: provision/interventions.	Government guidance ( <a href="http://www.gov.uk">Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</a> ) 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 which has found that good teachers are especially important for pupils from disadvantaged backgrounds”.	1

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

Budgeted cost: £12905

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

<p>Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy Sensory activities such as Sensory Circuits</p>	<p>The Paediatric Boulevard (<a href="#">Paediatric Boulevard – Indian Trail   Matthews   Paediatric Therapy for Kids</a>) 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 behaviour and academic learning. Often times, children struggling with learning or behaviour have inadequately developed sensory and motor systems.’</p>	<p>2, 4, 5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5770 (£2100 personal budget, £1170 Sports clubs + £2500 Well being support )

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance curriculum through a range of experiences inc: Access to sport clubs and certificate Access to support in purchasing school uniform and photos Access to school trips and residential</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>All pupil premium children have access to a sum of money that can be used for before or after school sports clubs, music lessons, uniform and trips. We feel that it is important that they are able to access extra-curricular opportunities available to all other children. We see this as a vital way of improving their mental health and wellbeing.</p> <p><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.’ LOtC – The OFSTED Perspective <a href="#">Learning outside the classroom - The Ofsted perspective   Education Business (educationbusinessuk.net)</a></i></p>	<p>2, 3,4, 5 – funding sought through Sports premium and PP</p>

<p>To develop stronger resilience and skills to self-regulate – session with the support staff and the well being lead.</p>	<p>The Education Endowment Fund state that the Public Policy Institute of Wales’s report (<a href="#">EEF Blog: Building social and emotional learning into the...   EEF (educationendowmentfoundation.org.uk)</a> )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 <a href="https://www.researchgate.net/publication/289505197_The_Emotion_Focused_Formulation_approach_Bridging_individual_and_team_formulation">https://www.researchgate.net/publication/289505197_The_Emotion_Focused_Formulation_approach_Bridging_individual_and_team_formulation</a>)</p>	<p>3</p>
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**Total budgeted cost: £18915**

Activity	Impact - ongoing evaluations termly
<p>Close liaison with the Reading, Writing, RWI and Maths leads and class teachers in monitoring of these areas across the school inc: provision/interventions.</p>	
<p>Targeted small group interventions for reading, writing, maths as needed.</p>	
<p>Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy</p>	

Sensory activities such as Sensory Circuits	
To develop stronger resilience and skills to self-regulate – session with the wellbeing lead.	
Enhance curriculum through a range of experiences inc: Access to sport clubs and certificate Access to support in purchasing school uni- form Access to school trips and residential	



## 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.

During 2022-23 PP funding impacted our pupils in the following ways:

#### End of year data

Data showed that children in receipt of PP are falling behind their peers. Investigations show that 36% of these children also had a SEND need and 27% had English as an additional language. Children with PP were less likely to achieve Age related expectations and work at greater depth. This is despite interventions and a TA in each class.

Pupil Progress meetings have been adapted for 2023/24 to further challenge this with teaching staff.

- 45% PP children achieved ARE in Reading
- 45% PP children achieved ARE in Writing
- 54% PP children achieved ARE in Maths
- 27% achieved greater depth in Reading
- 9% achieved greater depth in Writing
- 9% achieved greater depth in maths
- All PP children passed the Y1 phonics screener

All PP children were offered a club after school inc: multiskills, gymnastics and French.

- 50% attended clubs last year.
  
- All children attended all class trips/residentials.

Those children with additional needs and were identified as needing support from internal and/or external providers received this.

- 50% accessed therapy from external providers
- 66% of children access wellbeing support within school inc: transition work

All pupils benefited from targeted support and specific interventions inc:

- 50% of the PP children in EYFS received sensory motor skills support.
- 50% of PP children in EYFS received additional phonics intervention.
- PP children also accessed sensory circuits, gross and fine motor skills, family support, wellbeing support and other resilience groups.