



Pupil premium strategy statement for Hall Meadow Primary School

This statement details our school's use of pupil premium for 2024-25 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	210
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2024.25
Date this statement was published	September 2024
Date on which it will be reviewed	Sept 2025
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	£14459

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 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
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1	<p>At the end of July 2024, Gaps in number, phonic, reading and writing knowledge were (as an average across the school from Y1-6)</p> <p>63% PP children achieved ARE in Reading (Non PP 82%)</p> <p>47% PP children achieved ARE in Writing (Non PP 71%)</p> <p>68% PP children achieved ARE in Maths (Non PP 80%)</p> <p>26% achieved greater depth in Reading (Non PP 56%)</p> <p>16% achieved greater depth in Writing (Non PP 18%)</p> <p>5% achieved greater depth in maths (Non PP 33%)</p> <p><i>NB: although we are using % the number of PP children is small and therefore each child carries a bigger %</i></p>
2	The range of experiences is limited and therefore wider knowledge is reduced.
3	Adverse life experiences contributing to a lack of resilience and emotional difficulties.
4	Family dynamics including lack of finances within the home.

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, reading and writing.	<p>PP children to make rapid progress to close the gap between them and their peers.</p> <p>PP children to make at least 9 Standardised Score points progress across the year.</p>
Ensure children with multi-vulnerabilities make at least expected progress from their starting points in reading, writing and Maths.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R, W, M.
To increase extracurricular opportunities for all children in receipt of PP.	<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>
To support parents to engage in their children's education and support them at home by supporting families to remove any barriers that are in place.	<p>PP children are settled and activity engaged in all classroom activities.</p> <p>PP children and their families can talk positively about the support they have had inc: pastoral care, guidance, and support to raise self-esteem and develop skills of resilience, independence, and perseverance.</p> <p>There will be a prominent culture of nurture at the heart of everything we do and it will be</p>

	actively promoted that all children should receive the individual provision they need in order to be successful.
Pupils access a wide range of enrichment experiences both in and out of school. Pupils experience enjoyment in all their playtimes, improving mental health.	<p>All children to attend trips/visits.</p> <p>Children attend PACT events</p> <p>Appropriate uniform/kit provided</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: £0- part of whole school CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <ul style="list-style-type: none"> • Maths and English are high priority on school development plan and CPD plan. • Walkthru CPD for staff on teaching techniques. • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <ul style="list-style-type: none"> • Sutton Trust – quality first teaching has direct impact on student outcomes. • Training and supporting highly qualified teachers deliver targeted support. 	1
<p>Monthly TA CPD with school staff enabling them to offer further support in all areas of learning.</p>	<p>The EEF Toolkit says use TAs to add value to watch teachers do not to replace them.</p> <p>TAs can support with independent learning skills.</p> <p>TAs can lead high quality 1:1 and small group learning support.</p> <p>This allows explicit connections between classroom learning and interventions.</p>	1

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

Budgeted cost: £8089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group interventions for reading, writing, maths as needed.</p>	<p>EEF 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</p>	1 & 2

	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.	
Specific group and 1:1 interventions to develop resilience which enhances learning inc: Lego therapy, bucket therapy, daily reading Sensory activities such as Sensory Circuits	The Paediatric Boulevard (Paediatric Boulevard – Indian Trail Matthews Paediatric Therapy for Kids) 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.’	2, 4,

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

Budgeted cost: £6370 (£2700 personal budget, £1170 Sports clubs + £2500 Well being support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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. 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. <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</i>	2, 3,4, – funding sought through Sports premium and PP

	<p><i>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 <u>Learning outside the classroom - The Ofsted perspective Education Business (educationbusinessuk.net)</u></p>	
<p>To support parents to engage in their children's education and support them at home by supporting families to remove any barriers that are in place.</p> <p>To support children in school with removing barriers and creating resilience.</p>	<p>The Education Endowment Fund state that the Public Policy Institute of Wales's report (<u>EEF Blog: Building social and emotional learning into the... EEF (educationendowmentfoundation.org.uk)</u>) 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 <u>https://www.researchgate.net/publication/289505197_The_Emotion_Focused_Formulation_approach_Bridging_individual_and_team_formulation</u>)</p>	3

Total budgeted cost: £14459

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 2023-24 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 particularly in writing where progress has not been as rapid as it had for non PP children. Investigations show that 32% of these children also had a SEND need and 16% had English as an additional language. Children with PP were less likely to achieve Age related expectations and work at greater depth compared to their peers.

	ARE+		GDS	
	PP	Non PP	PP	Non PP
Reading July24 (2022-23)	63% (45%)	82% (81.8%)	26% (27%)	56% (29.5%)
Writing July24 (2022-23)	47% (45%)	71% (65%)	16% (9%)	18% (9%)
Maths July24 (2022-23)	68% (54%)	80% (81%)	5% (9%)	33% (22%)

75% PP children passed the phonics screener in Year 1.

Lack of experiences to enhance curriculum and inspire pupils beyond the classroom

All PP children attended class trips with PP children in Years 4 & 6 also attending residential.

Adverse life experiences contributing to a lack of resilience and self-regulation skills which can cause challenging behaviour and emotional difficulties.

62% engaged in wellbeing/transition work with wellbeing lead

Children with SEND/PP - some engaged with sensory circuits

Family dynamics including lack of finances within the home

Children were offered free places at clubs – 60% children accepted these places

All families accepted support with uniform.

Attendance

	Attendance – July 2023	Attendance July 2024
Children in receipt of PP	92.56%	95.64%
Non – PP children	95.27%	95.27%

Attendance across the school is stable but has increased for PP children.