

Pupil premium strategy statement – Halifax Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Landers Headteacher
Pupil premium lead	Rob Doyle Assistant Headteacher
Governor / Trustee lead	Hannah Barber Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,417
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1,700
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£149,117

Part A: Pupil premium strategy plan

Statement of intent

At Halifax, we believe that we all have a responsibility to 'help each other to aim high.' Through explicitly teaching our values of Aspiration, Collaboration, Nurture and Curiosity, high quality first teaching and strong relationships between our adults and our pupils, we aim for all of our pupils, irrespective of their background or the challenges they face, to make accelerated progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We use a range of quantitative and qualitative data to help us build a clear picture of the challenges faced by our vulnerable pupils regardless of their eligibility for the Pupil Premium Grant, such as those who are supported by social care and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching for all pupils is at the heart of our approach and we have embedded a graduated response approach across the school to ensure pupils are supported within the class resulting in teachers having a greater understanding of the needs of their pupils and being able to intervene and act earlier to address gaps in learning. We are guided by the principle that if our teaching meets the needs of our most vulnerable learners, our non-disadvantaged learners will also thrive. It is through the use of our school data, observations and also knowing our individual children well, that we are able to identify the key challenges that are faced by our pupils as a community as well as individually. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Whilst we have been working hard to improve Oracy skills across the school, our assessments, observations, and discussions with pupils indicate further support is needed to address underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. On entry to Reception, our school assessments show 60% of pupils not on track with 42.5% of these pupils showing significant delays. We also know that whilst Speech and Language interventions can close the gap in EYFS and KS1, these can reappear in KS2 as the complexity of language increases.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in phonics acquisition than their peers. This negatively impacts their development as readers. Reading attainment and progress across the school are improving following a whole school focus on developing reading. However, in Phonics there is a downward trajectory with the gap between disadvantaged and non-disadvantaged growing since 2023.
3	The attainment gap between disadvantaged pupils and non-disadvantaged pupils in Writing has remained significant since 2022. Our internal assessments show that despite pupils achieving well in spelling, punctuation and grammar assessments, pupils have difficulty applying this knowledge and a varied vocabulary when writing for a particular purpose or audience.
4	Our observations and discussions with pupils and families have identified social and emotional as an ongoing issue. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Through conversations and feedback with parents, they do not feel they have the knowledge or skills to support their children at home.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1% - 1.8% lower than for non-disadvantaged pupils. Whilst the percentage of our disadvantaged pupils who have been 'persistently absent' has remained significantly below the national average there is still a significant gap compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment.
Improved phonics among disadvantaged pupils in EYFS and KS1. Improved attainment and progress in Reading across KS1 and KS2.	Reading outcomes in 2024/2025 show that all disadvantaged pupils made accelerated progress. Phonics outcomes in 2024/2025 show that more than 90% of disadvantaged pupils met the expected standard.
Improved writing attainment and progress for disadvantaged pupils by the end of KS2.	KS2 writing outcomes in 2024/2025 show that all disadvantaged pupils made accelerated progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.	Sustained high levels of parental engagement from 2024/2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from parent/carer voice, parent/carer surveys and session evaluations • increase in engagement with online platforms such as Tapestry and Class Dojo • increase in parent/carer attendance at parent consultations and IPR reviews

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils is 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has diminished on previous years. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
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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: £63,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to subscribe to the support of Voice 21 to provide support and CPD for teachers across the school in elevating oracy in the classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/oral-languageinterventions/</p>	<p>1,2,3,4</p>
<p>A sustained programme of CPD over the course of the year to ensure consistent teaching both in phonics sessions and small group and 1:1 teaching.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/phonics/</p>	<p>2</p>

<p>Reading continues to be focus for the school. There has been a review of approach to shared reading in line with DfE Reading Framework and as a result a sustained programme of CPD, coaching and monitoring to implement changes in reading pedagogy</p>	<p>The DfE guidance has been produced to help school meet the expectations for Reading in both the Early Years Foundation Stage and the National Curriculum https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2</p>
<p>Enhancement of our teaching of writing through explicit teaching of vocabulary, oral rehearsal, transcription and a focus on purpose, audience and register. External CPD for English Lead through NPQ and staff CPD in school supported by Oracy champions.</p>	<p>The EEF guidance is based on a range of the best available evidence. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted Cost: £46,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding vocabulary teaching within class and to continue to provide small group and 1:1 precision teaching and pre-teaching for targeted pupils a significant proportion of which will be disadvantaged pupils.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions</p>	<p>1,2,3,4</p>
<p>Speech and Language therapy targeted at pupils with identified needs across the school, a significant proportion of which will be disadvantaged pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/oral-languageinterventions/</p>	<p>1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support within EYFS and KS1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/phonics/</p>	<p>2</p>
<p>Evidence based programmes such as Catchup Literacy targeted at disadvantaged pupils who require further phonics and whole word reading support in KS2</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/phonics/</p>	<p>2,3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted Cost: £38,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding online platforms to secure effective channels of communication across the school that enables parents/carers to engage with their children's learning.	There is strong evidence to suggest that parental engagement has a positive impact on pupil progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures promoting and celebrating high levels of attendance with pupils and their families	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Implementing the Emotional Literacy Support Assistant programme across the school to provide additional support to	There is evidence to suggest that successful SEL interventions can have a positive impact on pupil progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning	5
pupils who face challenges to their wellbeing	learning-toolkit/social-and-emotionallearning	

Total budgeted cost: £149,117

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved Oral Language for Disadvantaged Pupils

COMMUNICATE – Speech and Language Therapy

Implementation

- Wellcomm assessments carried out on all Reception children in the Autumn term 2023.
- Speech and Language Therapist working in school weekly on caseload agreed with SENDCo
- Teaching Assistants working under the direction of Communicate to deliver speech and language therapy with Reception pupils.

Impact

- By Summer 2024 the percentage of pupils in Reception with mild to moderate delay had reduced from 19% to 2%
- By Summer, the percentage of pupils in Reception with severe delay had reduced from 28% to 15%

Reception Attainment Data

School Entry Data 2023

	<i>All Pupils</i>	<i>Disadvantaged Pupils (14 pupils)</i>
On Track for a Good Level of Development	18	0
On track for Communication and Language	47	14
On track for Phonics	25	0

Validated EYFS Profile Data 2024

	<i>All Pupils</i>	<i>Disadvantaged Pupils</i>
Good Level of Development	62	14
Expected Standard for Communication and Language	75	50
Expected Standard for Phonics	72	36

Observations of Shared Reading across the school show regular opportunities for discussion and the application of new vocabulary in context. Year 1 Shared Reading lessons are all oracy based and in the lessons observed, children have been able to effectively articulate their understanding of both new vocabulary and the wider text by the effective use of sentence stems.

In an Oracy focused learning walk carried out by the Oracy Lead and two Oracy champions, the following consistent practice was observed:

- Most classes have oracy guidelines displayed.
- The children were speaking in full sentences, whether this was in response to a talking point or just explanatory talk when asked about their learning.
- When sentence stems were given, the children were keen to use them.
- The children use subject specific vocabulary in their discussions or explanations.
- The children were keen to talk and used talk to both explain and justify their ideas across the school.

Over 90% of classes visited during an unannounced learning walk demonstrated oracy based strategies for learning in a range of subjects.

Improved Phonics Outcomes

Validated Data 2023

	<i>All pupils</i>	<i>Disadvantaged Pupils (6 pupils)</i>
Passed	90%	83.3%

Validated Data 2024

	<i>All pupils</i>	<i>Disadvantaged Pupils (11 pupils)</i>
Passed	78%	54.5%

Whilst we have seen a drop in the percentage of pupils passing the phonics screening check this year, we have seen the impact of the following the scheme with fidelity and the small group and 1:1 intervention, which has enables those children who did not pass to still make accelerated progress from their starting points.

Improved Reading Attainment and Progress

This year, we have seen the impact of our focus on reading in our KS2 published data. The changes implemented to the focus and structure of lessons, in the previous academic year, alongside staff CPD have resulted in an embedded approach. We continue to closely monitor those at risk of reading failure and have continued with existing interventions, adding more capacity to the Catch Up Literacy programme, as well as using other evidence based approaches such as Harberton and Reciprocal and Precision Teaching.

Year	2022			2023			2024		
	Pupils in group	School Reading Test	National Reading Test	Pupils in group	School Reading Test	National Reading Test	Pupils in group	School Reading Test	National Reading Test
All Pupils	58	78%	75%	56	70%	73%	60	80%	74%
Male	36	72%	70%	27	63%	70%	36	83%	74%
Female	22	86%	80%	29	76%	76%	24	75%	73%
Disadvantaged	16	69%	62%	19	58%	60%	10	80%	62%
NonDisadvantaged	42	81%	80%	37	76%	78%	50	80%	79%

Our internal assessments of pupils in Year 2, also show a positive gap between disadvantaged pupils and all pupils with disadvantaged pupils achieving 88% compared to 77% for all pupils.

Improved maths attainment for disadvantaged pupils

Our KS2 data shows the impact of using a mastery approach to Mathematics with a positive gap between the percentage of disadvantaged pupils and all pupils achieving the expected standard.

Percentage of pupils achieving at or above the expected standard (EXS+)

Year	2022			2023			2024		
	Pupils in group	School Maths Test	National Maths Test	Pupils in group	School Maths Test	National Maths Test	Pupils in group	School Maths Test	National Maths Test
All Pupils	58	88%	71%	56	79%	73%	60	88%	73%
Male	36	89%	73%	27	82%	74%	36	89%	74%
Female	22	86%	71%	29	76%	72%	24	88%	73%
Disadvantaged	16	81%	56%	19	58%	59%	10	100%	59%
NonDisadvantaged	42	91%	78%	37	89%	79%	50	86%	79%

Our internal assessments of pupils in Year 2, show the same positive gap between disadvantaged pupils and all pupils with disadvantaged pupils achieving 88% compared to 82% for all pupils.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils

Over the 2023-2024 academic year, we have continued to gather pupil voice through whole school and talking assemblies and through the Quality of Education reviews which provide opportunities for the pupils to discuss their learning as well as their wellbeing. We have continued to procure the services of OM Health and Wellbeing who lead termly sessions with the pupils on developing their understanding of how to articulate their feelings and manage their wellbeing with workshops on Being Safe, Being Resilient, Being Happy. In addition to this OM Health and Wellbeing have also led staff CPD sessions focusing on wellbeing and safeguarding issues. This

is reflected in how staff have recognised, recorded and responded to concerns about pupil wellbeing and mental health on CPOMS.

A survey of parents and carers in Autumn 2024 provided the following feedback:

- 96% of parents and carers said that their children were happy at school.
- 97% of parents and carers said that their children were doing well at school.
- 82% of parents and carers felt that the school supported their child's wider personal development.

In addition to this, we have continued to teach Social and Emotional Literacy through our PSHE programme Jigsaw and we have implemented the Zones of Regulation with our pupils school wide. We also ask the children to reflect on how they are feeling at the beginning of each whole school assembly. The ELSA programme has now been running for a year and is showing a positive impact with the skills taught in the ELSA sessions being transferred into the classroom. Individual pupils receive a 6 week ELSA intervention which is then followed up by drop-ins in the class.

To ensure parents and carers are able to access guidance, advice and support in a way that meets their needs through effective channels of communication between home and school.

In addition to our termly curriculum information to parents, we have also been sending home a reading recommendation which shares the titles of books that the children will read in school along with suggestions of additional books for the featured authors or the same genres. We have also introduced set Class Dojo rewards for reading at home and in addition to the existing termly awards for those children who have completed all of their reads at home, we have introduced another reading award which recognises those children who have demonstrated our values within their reading lessons. This has had a positive impact on our disadvantaged pupils and encouraged reluctant readers.

- 100% of pupils have at least one parent connected to Arbor.
- 85% of Reception children have at least one parents connected to Tapestry – this equates to 50/59 pupils.
- 98.4% of pupils have at least one parent connected to Class Dojo
- This equates to 413 pupils out of 420 having a family member connected.
- 9 classes have 100% of children with at least one parent connected to Class Dojo
- 4 classes have 97% of children with at least one parent connected to Class Dojo
- Bluebirds has 90% of children with at least one parent connected.

A survey of parents and carers in Autumn 2024 provided the following data:

- 97% of parents and carers felt that the school kept them informed of their child's progress.
- 94% of parents and carers said that they were aware of what their child was learning in school.
- 87% of parents and carers felt that their child had opportunities to take part in extra-curricular clubs.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Annual School Absence and Persistent Absence as published in the DfE Performance Tables

	Sch %Abs	Sch %PA	LA %Abs	LA %PA	Nat %Abs	Nat %PA
2021	2.5%	3.7%	3.6%	0.8%	3.6%	0.7%
2022	5.9%	13.6%	6.6%	18.5%	6.3%	17.7%
2023	5.7%	17.2%	6.0%	15.9%	5.9%	16.2%

Whole School Attendance

2021-2022	2022-2023	2023-2024
93.7%	94.39%	94.4%

Non-disadvantaged Pupils Attendance

2021-2022	2022-2023	2023-2024
94%	94.46%	95.01%

Disadvantaged Pupils Attendance

2021-2022	2022-2023	2023-2024
93.1% (-0.9%)	93.18% (-1.28%)	92.3% (-2.71)

Whilst we continue to see attendance figures rise overall, we are seeing a greater increase among our non-disadvantaged pupils thereby creating a gap with our disadvantaged pupils, which is outside our target of 2%.

Whole School 2022	Whole School 2023
13.6% (published data DfE)	17.2% ((published data DfE)
17.7% National	16.2% National
Disadvantaged 2021	Disadvantaged 2023
19.6% (school data)	24% (school data)

We continue to work with families to encourage high levels of attendance, making regular calls, home visits and sending out correspondence. We celebrate the top three classes with the highest attendance on a weekly basis and reward the class with the highest attendance at the end of the year. Following the government guidance from August 2024, we are issuing fines for 10 sessions

of absence in a 10 week rolling period and working closely with the Educational Welfare Officer to respond to poor attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc.	Ruth Miskin
Catch-Up Literacy	Caxton Trust
PiXL Club	The PiXL Club Ltd.