

Pupil premium strategy statement

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	Halifax Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Anita Krishna, Headteacher
Pupil premium lead	Kelly Landers, Assistant Headteacher
Governor / Trustee lead	Naomi Smith, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 132,500
Recovery premium funding allocation this academic year	£ 13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 48,637
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	£ 194,412

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	<p>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 58% of pupils not on track with 25% 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.</p>																														
2	<p>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.</p>																														
3	<p>Internal assessments in Maths indicate that pupil attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. It also shows that pupils' ability to mathematically reason is significantly below their arithmetic skills which we believe correlates to the gaps in language and vocabulary.</p> <p><i>Maths assessment data July 2021</i></p> <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Arithmetic</td> <td>80%</td> <td>73%</td> <td>63%</td> <td>60%</td> </tr> <tr> <td>Reasoning</td> <td>69%</td> <td>51%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table> <p><i>Maths assessment data July 2022</i></p> <table border="1"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Arithmetic</td> <td>65%</td> <td>73%</td> <td>72%</td> <td>84%</td> </tr> <tr> <td>Reasoning</td> <td>43%</td> <td>50%</td> <td>40%</td> <td>69%</td> </tr> </tbody> </table>		Year 3	Year 4	Year 5	Year 6	Arithmetic	80%	73%	63%	60%	Reasoning	69%	51%	38%	40%		Year 3	Year 4	Year 5	Year 6	Arithmetic	65%	73%	72%	84%	Reasoning	43%	50%	40%	69%
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4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>																														

5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Through conversations and feedback with parents, they are anxious about the impact partial school closure has had on their children's learning, but they do not feel they have the knowledge or skills to support their children at home.
7	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. 13.3% - 18.2% of disadvantaged pupils have been 'persistently absent' compared to 5.1% - 10.3% of their peers during that period. 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
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 on-going formative assessment.
Improved phonics and reading attainment among disadvantaged pupils in EYFS and KS1.	KS1 reading outcomes in 2023/24 show that all disadvantaged pupils made accelerated progress. Phonics outcomes in 2023/2024 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that all disadvantaged pupils made accelerated progress.
Improved English attainment for disadvantaged pupils at the end of KS2	KS2 English outcomes in 2023/24 show that all disadvantaged pupils made accelerated progress.
To achieve and sustain improved wellbeing for	Sustained high levels of wellbeing from 2023/24 demonstrated by:

<p>all pupils in our school, particularly our disadvantaged pupils.</p>	<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
<p>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.</p>	<p>Sustained high levels of parental engagement from 2023/24 demonstrated by:</p> <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% lower than their peers.

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: **£101,054.52 (total)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure PiXL assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
To buy in the support of Voice 21 to provide support and CPD for teachers across the school in creating and maintaining a dialogic classroom.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,4
Training for staff and implementation of the Nuffield Early Language Intervention	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,4
Update of resources for DfE validated Phonics scheme. 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.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£52,318.65**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of Word Aware and Lexicon Pirate across the school to secure vocabulary teaching within class and to provide structured small group and 1:1 interventions 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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Implementation of the Nuffield Early Language Intervention in Reception.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality</p>	1

	<p>classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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 high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Additional sessions of Nessy and evidence based programmes targeted at disadvantaged pupils who require further phonics and Catch Up Literacy</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic in Reading, Writing and Maths. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4

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

Budgeted cost: **£41,038.83**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding online platforms to secure effective channels of communication across the school that enables parents/carers to engage with their children's learning.</p>	<p>There is strong evidence to suggest that parental engagement has a positive impact on pupil progress and attainment.</p> <p>Parental Engagement Toolkit Strand EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £194,412

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 2021 to 2022 academic year.

COMMUNICATE – Speech and Language Therapy

- Carried out Wellcomm assessments on all Reception children in the Autumn term.
- Higher Level Teaching Assistant working under the direction of Communicate to deliver speech and language therapy with Reception

Impact

- By Summer 2022 the percentage of pupils in Reception with mild to moderate delay had reduced from 19% to 8%
- By Summer the percentage of pupils in Reception with severe delay had reduced from 29% to 14%

NELI

- Teacher and TA trained in NELI delivery
- All children in EYFS were assessed with Language Screen
- 6 children were identified as needing to receive intervention
- Three group sessions and two individual sessions were delivered per child per week
- Pupils received 17 out of the 20 weeks of the programme
- An assessment of Narrative Speech and Grammar completed before beginning the programme was repeated in the summer
- An assessment of attitude and behaviour carried out before the assessment was repeated

Impact

Assessment of the progress made by the group show that all have improved in using taught vocabulary, confidence and willingness to contribute within a group. There has also been progress in the social aspects of communication such as turn taking, eye contact and linking their ideas to others.

Reception Attainment

School Entry Data

	All Pupils	Disadvantaged Pupils (6 pupils)
On Track for a Good Level of Development	17%	33%
On track for Communication and Language	42%	33%
On track for Phonics	8.7%	0%

Validated EYFS Profile Data

	All Pupils	Disadvantaged Pupils (6 pupils)
Good Level of Development	71.7%	50%
Expected in Communication and Language	88.3%	100%
Expected Standard Phonics	71%	50%

Phonics

- 1:1 Phonics intervention has proved effective in Year 2, this model has been replicated for Year 1 and led by LS and EM
- Daily intervention has been delivered for targeted children who were not making expected progress

Impact

- 1RO children on track for Phonics/Reading increased from 57% in Autumn 1 to 70% Summer 1
- 1ZC children on track for Phonics/Reading increased from 40% in Autumn 1 to 67% Summer 1

Validated Data

	All Pupils	Disadvantaged Pupils
Passed	76.3%	58.8%

VOICE 21

- An initial Oracy audit was completed with Voice 21 consultant – outcome was to embed Oracy within the curriculum
- NJ, AE, KL have completed the first face to face training day with a focus on planning Oracy outcomes for each history and geography unit
- Staff CPD delivered after the training to support staff in planning an Oracy outcome for the second half of the summer term and then planning in the steps needed to achieve this

Impact

- Weekly talking assemblies are being held across all phases, examples of these were observed by the Voice 21 Consultant with good feedback
- An Implementation plan has been drawn up for 2022-2023
- NJ, AE, KL have created Oracy on a Page documents for History and Geography clearly identify how children will learn to talk as well as through talk

MATHS MASTERY

As part of developing teaching for mastery across the school we have continued to focus on three key areas: fluency, small steps (coherence) and representations and structure. In terms of fluency colleagues have actively taught and assessed multiplicative tables using the medal competition. This has incentivised children learning these facts with the majority of children receiving medal certificates. In addition to this, all classes completed the Halifax Hundred with five recipients of the bronze badge in KS1 and 30 children receiving the gold badge in KS2.

The small steps and coherence in objective coverage is being developed through adjustments to the medium-term planning. Colleagues are using assessment for learning to slow-down their sequences of learning to ensure deeper understanding of content especially challenging concepts such as fractions. Finally, the use of representations, especially the concrete, pictorial and abstract varieties, are being beginning to be more confidently used by staff in developing conceptual understanding. This is being enhanced this term, in particular in the teaching of fractions, through the use of key and consistent representations.

SOCIAL AND EMOTIONAL LEARNING

- Focusing in the elements of SEL in the Jigsaw PSHE curriculum
- Whole School and Phase assemblies build upon our Team Halifax Code, our school values and the PSHE Curriculum

Next Steps

On the waiting list to undertake ELSA training

LEXICON PIRATE

- Children enjoy the Word Pirate approach
- In certain year groups across the school this is being taught regularly across all subjects
- Displays in classes serve as a constant reminder of the language

Impact

- In certain year groups the pre-teaching of language is having a positive impact with children using the language in context in lessons

Area for Development

- Further work to ensure consistency of approach across the school

NATIONAL TUTORING PROGRAMME

By the end of the summer term the majority of the children in KS2 received tutoring to address their personalised learning targets. The PLCs, which were generated from the QLA from the autumn or spring assessments, covered a variety of grammar and punctuation targets or arithmetic/general maths objectives.

These were delivered in small groups by our tutor who gave provided feedback to year team staff of individual progress against these targets in terms of RAG rating. Any significant barriers to understanding were also fed back to class teachers to address if necessary as whole class teaching.

Impact

- Anecdotal evidence shows that these sessions are having a positive impact on the children's performance in class

EFFECTIVE CHANNELS OF COMMUNICATION

- 100% of Reception children have at least one parents connected to Tapestry
- 5 classes have 100% of children with at least one parent connected to Class Dojo
- 8 classes have 97% of children with at least one parent connected to Class Dojo
- 1 class has 87% of children with at least one parent connected
- 1 class has 86% of children with at least one parent connected

Impact – Parent Survey

- 95% of parents who responded were aware of what their child was learning
- 82% of parents agreed that the school has high expectations for their child
- 96% of parents agreed that their child does well at school
- 87% of parents agreed that the school lets them know how well their child is doing

ATTENDANCE

- KL and SB attendance DfE briefing webinars 'What new attendance guidance means for schools'
- Attending the next DfE session on writing an Attendance Policy
- New guidance focuses on building relationships with families to improve attendance and leave FPN as a last resort – this is very much our approach
- SB continues to monitor persistent absentees closely and speak to parents on a regular basis to discuss and try to overcome the barriers to poor attendance

Impact

- Whole School – 93.7%
- PP – 93.1%
- Non PP – 94.0%
- SB has been sending postcards to one persistent absentee which has resulted in a run of 4 weeks 100% for the first time this year.

RESIDENTIAL TRIPS

- 100% of Year 4 PP children attended the Hallowtree Residential in line with non-PP pupils
- RD and Year 5 team led parent and carer sessions to garner support for the residential trip
- RD contacted the families of PP directly to encourage their children's attendance on the trip
- RD contacted the families of PP children in Year 6 to encourage their involvement in the Year 6 residential June 2023 with 65% (13/20 chn) signing up

Impact

- Year 5 75% of PP pupils attended the residential – 71% of non-PP attended

Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin Training
PiXL Club	The PiXL Club Ltd.
Catch-Up Literacy	Caxton Trust
NELI	Nuffield Foundation Education Ltd.