



Pupil Premium Strategy Statement 2019-2021

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1. Summary information

Academic Year	2020-2021					
Total number of pupils (5-11 years)	84	PP budget Ever 6			Date of most recent PP Review	September 2020
Total number of pupils (4 years)	17	EYFS PP			Date for next internal review of this strategy	March 2021
Total	£99,474	£99,474		£108,000		

2. Attainment 2018-19

Halifax figures for pupils eligible for PP			National figures for pupils NOT eligible for PP		
	Secure - Halifax	Secure - National		Secure - Halifax	Secure - National
% achieving expectations in reading, writing and maths KS2	47%	51%	% achieving expectations in reading, writing and maths KS2	76%	65%
% achieving expectations in reading KS2	53%	64%	% achieving expectations in reading KS2	80%	73%
% achieving expectations in writing KS2	87%	67%	% achieving expectations in writing KS2	89%	79%
% achieving expectations in maths KS2	67%	64%	% achieving expectations in maths KS2	87%	79%
% achieving expectations in reading, writing and maths KS1	58%	50%	% achieving expectations in reading, writing and maths KS1	71%	65%
% achieving expectations in reading KS1	67%	63%	% achieving expectations in reading KS1	77%	75%
% achieving expectation in writing KS1	58%	55%	% achieving expectations in writing KS1	73%	69%
% achieving expectation in maths KS1	58%	63%	% achieving expectations in maths KS1	83%	76%
% achieving expectation in Year 1 Phonics	83%		% achieving expectations in Year 1 Phonics (All pupils)	88%	82%
% achieving expectations in EYFS GLD	80%		% achieving expectations in EYFS GLD (All pupils)	70%	72%

Figures for pupils eligible for PP			Figures for pupils NOT eligible for PP		Figures for all pupils	
	Halifax	National	Halifax	National	Halifax	National
Average progress score in reading KS2	-1.6	TBC	-0.7	TBC	-0.9	0.0
Average progress score in writing KS2	1.9	TBC	1.3	TBC	1.4	0.0
Average progress score in maths KS2	-1.6	TBC	0.2	TBC	0.2	0.0

3. Barriers to future attainment (for all vulnerable pupils including those eligible for PP, including high ability)

Pupil Wellbeing
Pupils are not always in a secure place mentally and emotionally or ready to learn at the beginning of the day
Pupils lack learning skills such as perseverance and resilience.
Lack of understanding around the significance of attendance and punctuality
Communication and Language
Pupils have not achieved the age related expectation for Communication and Language on starting school
Pupils have a limited vocabulary and language structures
Parental Engagement
Low levels of parental engagement with school and negative perceptions of the education system.
Parents are not always able to realise high aspirations for their children
Parents are unclear on age related expectations for their children
Life Experiences
Pupils lack first hand experiences of the world around them
Limited access to clubs and activities outside of school




4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	Improved attainment in all key areas for pupils eligible for PPG	Attainment for pupils eligible for PPG is at least in line with the national figure for all pupils
B	Gaps in learning are targeted through learning prescriptions and interventions	Progress for pupils eligible for PPG is at least expected, if not accelerated
C	The attendance rates for pupils eligible for PPG improve	Attendance for pupils eligible for PPG is in line with national figures for all pupils and rates of persistent absence are reduced
D	Pupils have the necessary skills to be effective and engaging communicators	80% of pupils eligible for PPG will be working at the age related standard for Oracy
E	Pupils have high levels of emotional well-being and are ready to learn at the start of each session	The whole school SWERL audit will show an improvement in the provision for supported staff and the building of relationships. The continuation of the Breakfast Club Project will support the emotional well-being and readiness to learn for vulnerable pupils. Pupil perceptions will show an increase in the well-being of students
F	Parents continue to access the wide range of support and resources offered by the school	Parent perceptions will show that 100% of parents are confident in accessing the support and resources offered by the school. 100% of parents will attend a parents consultation meeting with their child's teacher
G	Pupils will have access to a range of extra-curricular activities to enhance their experience at school	100% of pupil eligible for PPG will attend at least one extra-curricular club

5. Planned expenditure

Academic Year	2020-2021
The following headings will enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	

A Improved Attainment

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
Attainment for pupils eligible for PPG is at least in line with the national figure for all pupils	High quality first teaching and feedback	<p>Research shows that when outstanding teaching is combined with high quality feedback, this can translate into accelerated progress for pupils.</p> <p>At Halifax we couple this with a broad and balanced curriculum where cross-curricular learning is encouraged to give purpose and context to the learning</p> <ul style="list-style-type: none"> Increased ratio of adult to children Supporting learners through high quality feedback Universal strategies used in class to support learners in all subject areas High aspirations are encouraged through a mastery approach Cross-curricular learning ensuring all children have access to a broad and balanced <p>Feedback High impact for very low cost, based on moderate evidence.  +8</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.  +4</p> <p>Mastery learning Moderate impact for very low cost, based on moderate evidence.  +5</p>	<ul style="list-style-type: none"> Monitoring the effective use of additional adults through learning walk and PPM Monitoring the quality of feedback and the impact on learning through book looks Monitoring the use of universal strategies through learning walks and PPM Monitoring of the teaching of the curriculum using the mastery approach through lesson observations and learning walks 	<p>Learning Leaders (JB, CL, GH, AW)</p> <p>Assistant Head (KL)</p> <p>SENDCo (TW)</p>	Termly	
Total budgeted cost					£70,187	

B Targeted Interventions


Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
Gaps in learning are targeted through learning prescription and interventions	The use of evidence based intervention packages for Maths, English and Reading	<ul style="list-style-type: none"> Universal strategies used in class to support learners in all subject areas A graduated response to pupils' needs will be employed to meet the needs of individuals in class to ensure that they receive a broad and balanced curriculum Interventions will be delivered using evidence based packages that focus on Reading, Writing and Maths Intervention will be delivered for 6-8 week blocks and then reviewed to evaluate impact 	<ul style="list-style-type: none"> Additional CPD will be given to both teaching and support staff with regards to new intervention packages delivered by AHT and SENDCo Pupil progress will be assessed regularly by the class teacher The impact of interventions will be evaluated at PPM and by AHT and SENDCo 	AHT (KL) SENDCo (TW)	Half termly	
Total budgeted cost					£1,500	

C Improved Rates of Attendance

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
Attendance for pupils eligible for PPG will improve in line with the national average	High expectations regarding attendance with a focus on positive reinforcement and rewards for good levels of attendance	<p><i>'If pupils are in school they are learning'</i></p> <p>High expectations regarding attendance are communicated to pupils and parents through the school website, assembly and rewards.</p> <ul style="list-style-type: none"> Effective tracking systems for daily, weekly and termly attendance 	<ul style="list-style-type: none"> Daily attendance monitored by Learning Mentor Assistant Headteacher to monitor weekly, termly attendance 	Assistant Head (KL) and Learning Mentor (SB) to support class teachers	Half Termly	

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
		<ul style="list-style-type: none"> • Clear and robust procedures for Identifying and dealing with attendance issues • Use of Learning Mentor to support pupils and parents • Weekly attendance award (MIMO) shared on the school website • End of term and end of year attendance awards 	<ul style="list-style-type: none"> • Learning Mentor and Assistant Headteacher to meet with parents and regularly with EWO 			
Total budgeted cost					£500	

D Effective Communication Skills


Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
80% of pupils across the school are working at the age related standard in Oracy	Contracted Speech and Language therapist to lead oral language interventions	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension.</p> <ul style="list-style-type: none"> • The language gap on entry to school will be identified through Wellcomm Assessment • Intervention provided by Communicate to meet individual needs throughout the school • LSA trained by Communicate to deliver regular interventions across KS1 and KS2 • Vocabulary and language structures improved through Oracy teaching <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p> 	<ul style="list-style-type: none"> • Monitoring of teaching and learning by Assistant Headteachers. • COMMUNICATE, interventions and data will be monitored by Inclusion Team • Pupils will be regularly reassessed and data will inform future planning • Learning Walks 	SENDCo (TW)	Termly	
Total budgeted cost					£6,400	

E Emotional Well-being

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
The whole school SWERL audit will show an improvement in provision for supported pupils and the building of relationships Pupil perceptions will show an increase in well-being of students	To enhance our current offer of Early Help and support the role of the Learning Mentor, we are taking part in the University College London evidence based project Supporting Well-being, Emotional Resilience in Learning	On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <ul style="list-style-type: none"> To review the action plan that was formulated in response to the SWERL project To implement small scale changes to improve the environment, systems and experiences of pupils in our school Implement the Resilience and Engagement Scale Toolkit as a vehicle for identifying key characteristics that need further development and activities to develop resilience in children across the school 	<ul style="list-style-type: none"> Educational Visits Co-ordinator will monitor the frequency and purpose of Educational Visits Pupil Premium Lead to monitor attendance rates for PP pupils Curriculum Booklets Learning Leaders will use Pupil Perceptions to evaluate the impact of Educational Visits on pupils' learning 	AHT (KL) supported by SENDCo (TW) PSHE Lead (CS) Learning Mentor (SB)	Termly	
Total budgeted cost					£23,323	

F Parental Access to School

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
Parent perceptions will show that 100% of parents are confident in accessing the	Strengthening the relationships between home and school to share strategies that encourage	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.	<ul style="list-style-type: none"> Senior Leaders will monitor Parent Sessions and activities through registers, 	Learning Leaders (JB, CL, GH, AW) AHT (KL)	Termly	

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
support and resources offered by the school 100% of parents will have a parents consultation meeting with their child's teacher	parents to support their child's learning at home	<ul style="list-style-type: none"> Implement Class Dojo to keep parents informed about the learning taking place in the classroom Develop the use of the Class Dojo Class Story to share resources, support and examples of work Encourage parents to use the 'Message' function of Class Dojo to communicate concerns or request for additional information or clarification Offer parent's virtual Parents' Consultations which offer greater flexibility e.g. parents can take part from home or work Offer parents telephone conferences as an alternative to online appointments to discuss pupils progress and IPRs <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p> 	evaluations, parent perceptions, contributions to online learning journals and Class Dojo			
Total budgeted cost					£2,000	

G Enhanced Extra-curricular Activities

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
Pupils will have access to new experiences and a range of extra-curricular activities to enhance their experience at school	To provide a range of extra-curricular activities that include the arts and sciences to increase pupil's cultural capital	<p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Research also suggests that particular extra-curricular activities have a positive effect on language and vocabulary acquisition</p> <ul style="list-style-type: none"> Support access to educational experiences for all pupils 	<ul style="list-style-type: none"> Educational Visits Co-ordinator (RB) will monitor the frequency and purpose of Educational Visits Pupil Premium Lead (KL) to monitor attendance rates for PP pupils in 	AHT (KL, RB) supported by Learning Leaders and Sports Coach	Termly	

Desired outcome	Chosen approach	What is the rationale for this choice? How will it be implemented in school?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Ongoing impact review
		<ul style="list-style-type: none"> • Increase the number of sporting activities for Reception and Year 1 • Implements Drama and Science extra-curricular activities across the school 	non-sporting activities <ul style="list-style-type: none"> • Team Leaders will use Pupil Perceptions to evaluate the impact of Educational Visits on pupils' learning 			
Total budgeted cost					£4,090	

Costs

Total budgeted cost		£108,000
Total cost to school		£108,000

6. Additional details

In this section you can annex or refer to **additional** information which you have used to support the sections above.