

**Pupil Premium Strategy Review
2019-2020
HALIFAX PRIMARY SCHOOL**



Total Grant: £108,000

The aims of the Pupil Premium Grant are:

- To support social mobility
- To narrow the attainment gap between the highest and lowest achieving pupils nationally
- To enable pupils from disadvantaged backgrounds equal access to wider opportunities, further and higher education.

Barriers to learning for pupils eligible for PPG at Halifax Primary School

- Pupils enter school with communication and language skills significantly below the age related expectation
- Pupils' emotional and mental well-being affect their ability to access their learning
- Pupils' have limited life experiences outside school, which negatively impacts on their understanding and language
- Parents do not always feel empowered with the skills needed to support their children

Desired Outcomes of the Pupil Premium Strategy

	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	<p>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.</p> <p>Pupil perceptions will show an increase in the well-being of students</p>
F	Parents continue to access the wide range of support and resources offered by the school	<p>Parent perceptions will show that 100% of parents are confident in accessing the support and resources offered by the school.</p> <p>100% of parents will attend a parents consultation meeting with their child's teacher</p>
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

Principles at Halifax Primary School

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time
- All our work through the Pupil Premium funding will be aimed at accelerating progress moving children to at least age related expectations
- Pupil Premium resources may also be used to target able children on FSM to achieve well above national standards at the end of each year group
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Accountability and Policy Review

- All staff are expected to have an in-depth knowledge of the pupils they teach and support and are responsible for the progress made by all pupils, including those who qualify for additional funding through the pupil premium.
- The Head Teacher and Governing Body rigorously monitor, evaluate and review the strategies put in place for Pupil Premium spending and this is reported to the Governing Body at Governing Body meetings and to parents in the form of an annual report, which is published in the Autumn Term.

Analysis

Approach	Cost	Evidence	Cost vs Impact
High quality first teaching and feedback	£ 70,187	<ul style="list-style-type: none">• Pupils were supported in smaller teaching groups.• Lesson Observations showed that 100% of teaching was good with 40% outstanding• Book scrutiny of PPG pupils showed a broad and balanced curriculum, appropriate levels of challenge and feedback including the use of GPQ's to reinforce or stretch learning• Staff received CPD on the Graduated Response document to provide teachers with support and structures for supporting all learners in class, moving away from separate interventions as far as possible.• Due to the impact of COVID-19 on school attendance and the lack of end of year attainment and progress data we are unable to measure the impact of this approach	High Cost/Impact cannot be assessed

Approach	Cost	Evidence	Cost vs Impact
The use of evidence based intervention packages for Maths, Reading and English	£1,500	<ul style="list-style-type: none"> • Staff received CPD on the Graduated Response document to provide teachers with support and structures for supporting all learners in class, moving away from separate interventions as far as possible. • Interventions requiring pupils to exit the class were delivered using evidence based packages for Reading and Maths, monitored by the SENDCo. In school the data from these packages clearly showed that the majority of the children with regular access to the program made progress. • 59% or 24 pupils made accelerated progress • 5 % or 2 pupils made age expected progress • 10% or 4 pupils made progress but not at age expected rate • 12% or 5 pupils, either new to program or not ready to take next assessment • 7% or 3 pupils been accessing 8 weeks or less • 7% or 3 pupils have made negative progress, not reliably accessing during COVID-19 • The average progress made by pupils who accessed Nessy over a sustained period of time was 12 months • These interventions were able to continue as part of the home learning and were continually monitored, with feedback and rewards sent home. 	Low Cost/High Impact

Approach	Cost	Evidence	Cost vs Impact
<p>High expectations regarding attendance with a focus on positive reinforcement and rewards for good levels of attendance.</p>	<p>£500 budgeted - not spent</p>	<ul style="list-style-type: none"> • Effective monitoring of attendance took place throughout the year up until 20 March 2020. • Class MIMO award given weekly and uploaded to the school website. • Regular sessions with the EWO to monitor potential attendance issues. • Learning Mentor provided support for families with attendance; writing to them when an issue arose and arranging to meet with them. • During Lockdown, the Learning Mentor kept in close contact with our most vulnerable children, many of whom are PPG pupils and worked with parents to ensure that these children attended school in the Key Worker and Vulnerable group • Attendance figures for PPG pupils up until 20.03.2020: <ul style="list-style-type: none"> • Whole School Attendance - 95.75% • PPG Pupils - 94.78% • Non PPG Pupils - 96.11% • Unauthorised absence: <ul style="list-style-type: none"> • PPG Pupils - 0.67% • Non PPG - 0.63% • Late Before the Register: <ul style="list-style-type: none"> • PPG Pupils - 0.41 • Non PPG - 0.34 • Late After the Register: <ul style="list-style-type: none"> • PPG Pupils - 0.26% • Non PPG - 0.12% 	<p>Low Cost/Moderate Impact up to March 2020</p>

Approach	Cost	Evidence	Cost vs Impact
Contracted Speech and Language therapist to lead oral language intervention	£ 6,400	<ul style="list-style-type: none"> • All Reception children were Wellcomm screened as they entered school. This information was shared with the Speech and Language Therapist and children were added to the Communicate caseload as necessary • Two LSA delivered Speech and Language intervention throughout the year across KS1 and KS2 under the supervision and direction of the Speech and Language therapist. This allowed us to prioritise the caseload of the SALT according to pupil need. • The Speech and Language therapist continued to support pupils and their families during Lockdown with remote support and activities. • Due to COVID-19 and a change of therapist, the pupils on the 2019-20 caseload are now being assessed to measure the impact and to determine whether they will remain on caseload or be discharged. • In the Autumn term staff received Oracy CPD to ensure consistency in provision across the school; use of Talking Trio, sentence stems, talking points, Oracy working wall. These were evident in the lesson observations carried out in the Autumn term. • In the Spring term, the Oracy CPD focused on teachers evaluating their progress against the Oracy Benchmarks for Teachers, with a view to establishing gaps in their expertise to inform future CPD and also the introduction of an assessment system. This was subsequently delayed because of the COVID-19 and will be taking place in 2020-2021. 	Moderate Cost/Moderate Impact

Approach	Cost	Evidence	Cost vs Impact
<p>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</p>	<p>£23,323</p>	<ul style="list-style-type: none"> • An audit of the school was carried out under the 7 domains of the SWERL handbook which identified key areas to prioritise, we subsequently chose pupil and staff well-being. • Action plan was created with specific objectives to improve the staff well-being and pupil well-being. • Staff Well-being CPD delivered by Everyday Leader and offered to all teaching and support staff with positive feedback. • Collaborative Coaching Project was implemented involving all teaching staff in the first instance to develop approaches to improving pupil well-being through each of our school values. • Staff teams carried out additional reading and research to identify small scale impact projects that could be trialled. This process was curtailed due to COVID-19. 	<p>High Cost/Moderate Impact</p>

Approach	Cost	Evidence	Cost vs Impact
<p>Strengthening the relationships between home and school to share strategies that encourage parents to support their child's learning at home</p>	<p>£2,000</p>	<ul style="list-style-type: none"> • During Lockdown all but 3 parents in the school were connected to Parent Mail. Work was sent daily during March, April and May and then weekly from June. • 58% of pupils submitted their work via email to their teachers. • Year team email addresses were set up to provide parents with direct access to teachers and this provided teachers with a way of providing extra support for some parents • The school website was also used to provide additional content or resources for the children and their parent during home learning. • The children's achievements were shared and celebrated on both the school website and Twitter. • Through regular phone calls home, staff were able to identify those families that needed additional resources or activities in a different format and in addition to the resource packs available to all pupils, weekly work packs were produced for children who needed greater differentiation and these were then delivered to the homes of those isolating. 	<p>Low Cost/High Impact</p>

Approach	Cost	Evidence	Cost vs Impact
To provide a range of extra-curricular activities that include the arts and sciences to increase pupil's cultural capital.	£4,090 (£1,730 spent)	<ul style="list-style-type: none"> • Of the educational visits that took place, all PPG pupils took part. • Foot Stars provided additional Multi-Skills clubs for Year 1 pupils. • The Mad Science after school activity was offered to all PPG pupils in the first instance and all places were funded by the PPG. The block of sessions ran successfully and was well attended with a mix of PPG pupils and non PP pupils. • The Drama Club led by the Wolsey Theatre took place over the Spring term and places were offered to PPG pupils and SEND pupils in the first instance and all places were funded by PPG. The block of sessions were unable to be completed due to COVID-19. Session that took place were enjoyed by the pupils which included PPG pupils, SEND pupils as well as non-disadvantaged pupils. 	Low Cost/Moderate Impact

Additional Notes:

We have been unable to deliver the breakfast club since March 2020. We are using this period to review the provision of breakfast club and investigate alternative ways to provide this service more universally.

Total Spend £103,500