

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Hallam Fields Primary School |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 17% (35ch) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Chelsea Williams (Executive Headteacher) |
| Pupil premium lead | Abbie Goode |
| Governor / Trustee lead | Sarah Parton |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £50,324 |
| Recovery premium funding allocation this academic year | £3,915 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £11,039 |
| 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 | £65,278 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and close the gap between pupil premium and non-pupil premium pupils. During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- oral language, vocabulary and expectations.
- metacognition
- improved phonological skills
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Hallam Fields is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning.

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Our assessments, discussions and observations show underdeveloped oral language, speaking and listening skills and vocabulary gaps for some disadvantaged pupils from EYFS through to KS2.</p> <p>Our RBA on entry to EYFS demonstrate that 100% of our disadvantaged pupils arrive below age-related expectations.</p> |
| 2 | <p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check and internal phonics assessments, impacting on their development as readers. 75% of PP children passed the 2023 phonics test compared to 93% of all pupils</p> |
| 3 | <p>Our internal assessments show some disadvantaged pupils attain less well in reading and writing in specific cohorts, impacting on their development as readers across the curriculum.</p> <p>Assessments show that in 2022-2023 our Year 2 pupil premium children achieved 50% ARE in reading compared to 70% of others. In writing 33% of pupil premium children achieved ARE compared to 59% of all children.</p> |
| 4 | <p>Our wellbeing assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils.</p> |

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| 5 | Writing assessments from across the school show that PP pupils achieve less well in writing and that the gap between PP and non PP is widest. |
| 6 | <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance therefore reducing the levels of Persistent absence within our PP cohort.</p> <p>At the end of 2023 PP attendance was 89.5% and all pupils was 94.6%. The gap had widened since the end of 21/22. The % of PP PA was 29.7% (11ch) compared to 12% all children</p> |

Intended outcomes

| Intended outcome | Success criteria |
|--|---|
| Improve communication, oral language and vocabulary for disadvantaged pupils. | <p>Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all.</p> <p>External school improvement support verifies these findings in pupils' day to day learning.</p> |
| Develop phonological skills from EYFS through to KS2. | KS1 phonics assessment data reflects our ambition to reduce the attainment gap between disadvantaged pupils and we aim that all PP children should pass the Year 1 phonics test. |
| Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth. | <p>End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers. At Hallam Fields we aim to get more disadvantaged pupils working at greater depth.</p> <p>Year 2 - To increase PP reading ARE from 50% to in line with all pupils and above national average.</p> |
| To close the attainment gap in writing between PP and non PP pupils | <p>The gap between PP and non-PP has decreased at the end of KS1 and KS2.</p> <p>Higher % of PP children achieving ARE in writing at the end of KS1 and KS2.</p> |
| Children feel well supported with their emotional development. | Our commitment to wellbeing support shows a reduction in the number of pupil premium pupils requiring wellbeing support. |
| To improve attendance for disadvantaged pupils | Our commitment is to all pupils accessing Quality First Teaching. As a school we aim to reduce the attendance gap and reduce the number of disadvantaged pupils with persistent absence. |

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Improve communication, oral language and vocabulary for disadvantaged pupils.</p> <p>The school have employed a private speech and language therapist to work with small groups and on a 1-1. Activities from these sessions are then delivered across the week by trained LSAs. (also in targeted support)</p> | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</p> <p>School-employed SALT/specific S&L training for whole staff: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> | 1 |
| <p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge.</p> <p>This will include professional development and teacher release time.</p> <p>There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Interventions to support 1-1 and small groups</p> | <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learningtoolkit/phonics/</p> <p>https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy</p> | 2, 3 |
| <p>Develop reading comprehension skills through highly structured approaches and interventions.</p> <p>Children to be able to read widely and fluently across the curriculum.</p> <p>The reading strategies are modelled and practised in the classroom and during any</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>The teaching of reading relies on explicit teaching of 7 key reading skills (EEF research): Predict, Question, Clarify, Summarise, Vocabulary Strategies, Grammar and Activate Prior Knowledge.</p> | 2, 3 |

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| <p>intervention, as well as in class.</p> <p>Interventions to support 1-1 and small groups</p> | | |
| <p>Embedding Spelling shed to support all children's spelling and vocabulary across school. This will include professional development through our Literacy leads. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | 2, 3 |
| <p>Writing CPD delivered to all staff regarding best practise in teaching writing.</p> <p>Subject release time to ensure writing long term plan is well balanced and sequenced.</p> <p>Implemented Handwriting Nelson Program to standardise handwriting expectations across the school.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | 5 |
| <p>Children feel well supported with their emotional development. Emotion coaching CPD linked to our behaviour policy and a consistent approach across the school.</p> | <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Emotion coaching based on the research of John and Julie Gottman 1990's</p> | 4 |
| <p>To improve attendance for disadvantaged pupils we will meet regularly with the EWO.</p> <p>Use Trust letters/initiatives to support good attendance</p> <p>Meet with parents regarding attendance concerns in a timely manner</p> <p>Fund wrap around care for PP children to support good attendance</p> | <p>Macleod, S., Sharp, C., Bernardinelli, D., Skipp, A. and Higgins, S., 2015. Supporting the attainment of disadvantaged pupils: articulating success and good practice: Research report November 2015. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> | 6 |

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

Budgeted cost: £17,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Speech and language for those pupils with a greater need. The school have employed a private speech and language therapist to work with small groups and on a 1-1. Activities from these sessions are then delivered across the week by trained LSAs.</p> | <p>Office for Standards in Education, Children’s Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists.</p> <p>School-employed SALT/specific S&L training for whole staff: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> | <p>1</p> |
| <p>Nuffield early language intervention.</p> | <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p> | <p>1</p> |
| <p>Nessy reading and spelling programme to continue.</p> | <p>Nessy (2021) Research evidence [online]. Available from: https://www.nessy.com/uk/research-testimonials/research-evidence. [Accessed 30/7/21.]</p> <p>Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf</p> <p>Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/ [Accessed 8/3/21.]</p> <p>Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool & Primary Education</i>.</p> <p>Vincent, K., (2020) Closing the gap: supporting literacy through a computer-assisted-reading-intervention. <i>Support for Learning</i>. 35(1), 68-82.</p> | <p>1, 2, 3</p> |
| <p>Phonic groups Intensive support in small groups and 1-1 with the aim to supporting pupils to catch up with their peers.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 2, 3</p> |

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| Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs. | https://educationendowmentfoundation.org.uk/evidence-summaries/teachinglearning-toolkit/small-group-tuition/ https://www.helenarkell.org.uk/documents/files/What-works-for-children-andyoung-people-with-literacy-difficulties5th-edition.pdf | 1, 2, 3, 4 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,278

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Forest Schools</p> <p>Having a forest school practitioner is a new initiative for Hallam Fields. Forest schools will help support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.</p> | <p>Successful 'forest school' intervention: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. <i>Education 3–13</i> 44(1):19–31.</p> <p>Slade, M., Lowery, C. and Bland, K.E.N., 2013. Evaluating the impact of Forest Schools: a collaboration between a university and a primary school. <i>Support for Learning</i>, 28(2), pp.66-72.</p> <p>O'Brien, L., 2009. Learning outdoors: the Forest School approach. <i>Education 3–13</i>, 37(1), pp.45-60.</p> <p>Tiplady, L.S. and Menter, H., 2021. Forest School for wellbeing: an environment in which young people can 'take what they need'. <i>Journal of Adventure Education and Outdoor Learning</i>, 21(2), pp.99-114.</p> | 1,4,6 |
| <p>Relate counsellor 1-1 support for wellbeing</p> | <p>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</p> | 4, 6 |
| <p>ELSA trained LSA</p> | <p>Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.</p> | 4, 6 |
| <p>Character award</p> | <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? <i>Education 3–13</i> 44(1):8–18.</p> | 1, 2, 3, 4 |

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| | <p>(Effectiveness of 'enrichment' activities offering 'middle class' experiences to children who can't access them through home)</p> <p>Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> | |
| <p>Other support e.g clubs, uniform, school trips, breakfast clubs and after school clubs</p> | <p>Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18.</p> <p>Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.</p> <p>Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.</p> <p>Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding' Schools." Education 3-13 44</p> | <p>1, 4</p> |

Total budgeted cost so far: £ £65,278

Part B: End of year review of outcomes

Pupil premium strategy outcomes

| Intended outcome | Success criteria | Impact |
|--|------------------|--------|
| Improve communication, oral language and vocabulary for disadvantaged pupils. | | • |
| Develop phonological skills from EYFS through to KS2. | | |
| Develop reading comprehension skills through highly structured approaches and interventions. Children to be able to read widely and fluently across the curriculum. Stretch our more able disadvantaged pupils to reach greater depth. | | |
| Children feel well supported with their emotional development. | | |
| To improve attendance for disadvantaged pupils | | |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

| Aim | Outcome |
|---|--|
| <p>To improve quality teaching for all.</p> | <p>CPD timetabled throughout the year becoming more proficient at delivering; speech and language programmes, high quality reading sessions/ lessons, bespoke maths interventions. Increased staff knowledge in speech and language.</p> <p>A cohesive, structured and sequenced curriculum to ensure progression and written collaboratively across the primary schools in the trust.</p> <p>Implementation of Instructional Coaching to support teachers reflective practice</p> <p>Parental involvement – information evenings across the year linked to reading, writing and maths</p> |
| <p>To narrow the gap for all through targeted intervention and support.</p> | <p>Speech and language progress evident in clarity of speech, expressive language used, improved understanding.</p> <p>Targeted interventions took place. 1-1 and group planning was informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, and monitoring the progress. Assessment data (end of year) shows positive impact.</p> <p>Books purchased to support PP readers in every classroom.</p> <p>Use of the newly implemented Sonar assessment system has supported teachers in identifying ch for intervention.</p> |

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|---|---|
| <p>To improve the wellbeing, health and welfare of pupils and their families.</p> | <p>All PP children tracked by the wellbeing checklists and case studies showing progress. Attendance is higher than national and interventions put in place when needed to support families.</p> <p>Relate counselling being accessed to support vulnerable children.</p> <p>ELSA and Forest School running effectively to support vulnerable children across school.</p> |
| <p>To ensure access to all extra curricula opportunities</p> | <p>Children have had access to a variety of cultural opportunities including drumming, STEM activities, Lego play, inclusive sports, energise clubs, online theatre productions, interviews with scientists, Participation and high levels of engagement have been observed in these sessions.</p> <p>PP children have had access to breakfast club / after school club provision through school funding.</p> <p>PP children have had access to half term/summer clubs through Council funding.</p> |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
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