



## Halebank CE 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	100
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3 years 2023/2024 to 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Claire Warner Headteacher
Pupil premium lead	Claire Warner Headteacher
Governor / Trustee lead	Ms Haley Roach Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,300
Recovery premium funding allocation this academic year	£ 8,700
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£96,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Halebank C E Primary we have high aspirations for all of our children and believe that all should be provided with the opportunity to reach their full potential despite any challenges that they may be facing.

The focus of our Pupil Premium Strategy is to provide the learning opportunities and targeted support necessary for each child to flourish and progress. Although the pupil premium grant is allocated according to specific criteria, we reserve the right to allocate funding to support any of our children requiring it, as we recognise that we serve an area of socio-economic deprivation and children outside of the criteria may also be at significant disadvantage, including vulnerable children and those open to Social Care.

We ensure that quality first teaching is our primary approach to closing the disadvantage attainment gap of all children, regardless of their starting points. We use early identification strategies to target those children, disadvantaged and others, who require additional support and choose intervention programmes based on current research to focus on those areas.

Incorporated within our strategy is a recognition of the need for emotional as well as educational support. Many of our children have emotional or social barriers that can hinder their access to a rich and deep curriculum. We also recognise the need to provide cultural capital for our most deprived pupils. Limited life experiences outside of school impacts negatively on the aims and aspirations of our children and we believe that we must educate them to the point of future social mobility becoming a clear option.

To ensure our approaches are effective we will:

- Ensure we provide a level of challenge for all children including disadvantaged.
- Act early to intervene when need is identified.
- Create a culture where all staff take responsibility for high expectations of disadvantaged pupils' outcomes and achievements.
- Offer an enriched curriculum aimed at providing high levels of cultural capital for all pupils.

## Challenges

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

Challenge number	Detail of challenge
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1	Many children enter school with speech and language difficulties, and this is confirmed by low baseline assessments, WELLCOMM assessments and referrals to speech and language.
2	Generally poor literacy levels resulting from limited life experiences. A significant number of children enter school each year with development skills and life experiences below the expected level for their age. Disadvantaged pupils generally have greater difficulties with phonics than their peers. A significant number of parents have limited academic ability.
3	Low aspirations and perception of learning capability resulting in low self-confidence. This is particularly prevalent in maths and English where attainment of disadvantaged pupils is significantly below that of non-disadvantaged pupils in all assessments except those at the end of KS1.
4	Effective engagement of parents in children's learning is low, especially amongst disadvantaged children.
5	High proportion of SEND children amongst the disadvantaged children in the school – 22/34
6	Attendance is below national average, and lower amongst children receiving Pupil Premium – PP attendance = 92% Non-PP attendance = 96.4%
7	Some pupil premium children have complex family/living situations leading to vulnerability
8	Many pupil premium children have social and emotional needs which hamper their progress and attainment.
9	Poor health and fitness often resulting in poor attendance. The children in our school, especially the disadvantaged do not have the funding or ability to access to a wide range of out of school sports activities e.g., swimming, dance, rugby, football, gymnastics

## 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
The percentage of Pupil premium children reaching expected in all core subjects including mathematics will increase and children will make good progress from their starting points	<p>Progress and attainment will be assessed (using standardised scores from NFER, FRECKLE, STAR reader, White Rose tests and teacher assessment) from Y1 onwards and tracked on Insight Tracker termly.</p> <p>Evidence will show a reduction in the attainment gap between PP and non-PP children. Data compared on Insight tracker termly.</p> <p>Statutory assessment for Summer 2023 demonstrates that non-PP pupils perform almost twice as well in many subjects.</p> <p>Children receiving intervention/tuition will show accelerated progress.</p>

	Results in national tests will produce a year-on-year increase for all children and the % of PP children achieving RWM combined will increase.
To improve oral language skills and vocabulary across the school	This will be reflected in increased scores in reading and writing in the NFER data catches for Year 1 upwards. Wellcomm scores will show an increase in language skills in EYFS and KS1. Wellcomm intervention groups will result in improved oral language skills.
To improve reading attainment in disadvantaged pupils and others by the delivery of daily high-quality phonics, daily reading, reading interventions and individual reading programmes.	The percentage gap between disadvantaged and non-disadvantaged children in Phonics is reduced. Phonics results at end of Y1 and Y2 will increase from 2023 levels and match National/ LA. PP children will make at least expected progress through the Bug Club phonics groups (assessed half termly) Lowest 20% of readers will have increased intervention time and progress will improve
To improve and sustain emotional health and well-being outcomes for disadvantaged children and others.	A reduction in numbers of children having to access in-class emotional support, school counsellor and referrals to the MHST. Positive feedback from parents, children and Staff. Pupil Premium pupils will have greater opportunities to engage in enrichment activities including sporting events. All PP children will have access to extra-curricular activities throughout the year
The attendance gap between disadvantaged and non-disadvantaged pupils is reduced.	The percentage of children eligible for PP who have persistent absence or poor punctuality reduces significantly facilitating their opportunity to learn.



## 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: £22,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train staff to assess, teach and track pupil progress using the WELCOMM materials.</p> <p>To ensure that Pupil Progress meetings highlight those pupils who need further support with learning and identify appropriate interventions to be led by T</p>	<p>EEF toolkit suggests that regular intervention/support from TAs with developing oral language by discussing work and learning objectives, and immediate verbal feedback can impact positively on children's progress.</p> <p>In addition, the reduced pupil/adult ratio, lowers disruption in class and promotes a good working environment</p>	<p>1, 2, 3 &amp; 5</p>
<p>To ensure sufficient staffing for children to access small group high quality phonics delivered by trained teachers and TAs.</p>	<p>EEF toolkit shows that well delivered phonics can have an excellent impact on children's early reading and literacy skills and a positive impact on the accuracy of word reading.</p> <p>Prior to the pandemic, children had shown a rapid increase in phonics using Bug Club such that school was in line with the national average.</p>	<p>1, 2, 3 &amp; 5</p>
<p>Develop and embed the mastery approach to learning through releasing teachers to work with the NW Maths Hub.</p> <p>Work with the Maths Hub as part of the Halton Priority Investment Area project. A bespoke programme of support will be offered to meet the specific needs of the school as established through an initial audit.</p> <p>Continue to invest in White Rose pupil materials to provide continuity of approach throughout the school.</p>	<p>Maths Guidance Key Stage 1 and 2. Mastery approach has been shown to be very successful <i>in the long term</i> and is widely used nationally.</p>	<p>3 &amp; 5</p>
<p>Staff CPD focussed on reading. SHINE programme Are you really reading? Delivered by the North West Learning Alliance.</p>	<p>Reading is the gateway to learning, yet only 62% of disadvantaged children aged 6-11 meet the expected standard for reading, compared to 80% of their better-off peers.</p>	<p>1,2 &amp; 3</p>

	<p>Are You Really Reading? is an ambitious project that uses 5 innovative techniques, incorporating hashtags and emojis, to help children truly understand what they are reading.</p> <p>With support from SHINE, the project is improving the reading skills of thousands of children across the North West.</p>	
<p>Funding of Insight Tracker, Star Reader, Freckle, Maestro Curriculum and Wellcomm to ensure children can be tracked more efficiently and progress and attainment data analysed.</p>	<p>Evidence from standardised tests provides reliable data for choosing which children receive additional support through interventions and in class support.</p> <p>Insight Tracker allows for more interrogation of the data, while provides question level analysis.</p>	1, 2, 3 & 5
<p>To enhance the children's understanding of the curriculum by providing them with enrichment opportunities, including sports coaches, drama sessions, learning musical instruments, participation in sporting events, trips and visits and visitors to school.</p> <p>To provide subsidy for swimming lessons and school trips to reduce impact on disadvantaged families</p>	<p>DFE Guidance for a Broad and Balanced Curriculum for recovery</p> <p>Our curriculum identifies that some of our children have limited life experiences and we aim to provide a broad curriculum which enriches their learning.</p> <p>All PP pupils are provided with the opportunity to learn to play a musical instrument in KS2 beyond the requirements of the curriculum and engage with the Arts to enrich their cultural capital.</p>	3, 4, 7 & 8
<p>SENDCo to receive support through the SEND SLA to ensure best provision is given to SEND children. All staff to receive ELSA, Working Memory and Attachment CPD training to support strategies to enable SEND children to access their learning.</p>	<p>EEF Toolkit – Individualised Instruction</p> <p>Providing support at the individual level allows for all pupils to progress.</p> <p>EEF Toolkit – Individualised Instruction</p> <p>Providing support at the individual level allows for all pupils to progress</p>	3,4 & 5  3,4 & 5
<p>Whole school curriculum schemes for all subject areas.</p>	<p>Our aim is to use our expenditure to ensure fidelity in opportunities, skills and knowledge across the curriculum</p>	1,2,3
<p>Introduction of the Daily Mile to develop healthy minds and bodies. To encourage physical exercise through the use of the Walk to School programme and tracker.</p>	<p>EEF Toolkit - Allow children to have opportunities to access outdoor learning</p>	9
<p>To develop an attendance team in school to support families in</p>	<p>EEF</p>	9

understanding the importance of regular school attendance for their child. The team will also lead on tracking persistent absenteeism and rewarding good attendance.	We know that school absenteeism (missed attendance as well as fixed and permanent exclusion) has the potential to impact on students' attainment, but also on the likelihood of them becoming involved in violence. Many students with poor attendance and those being excluded from school are the most disadvantaged.	
To continue to develop Halebank as a wellbeing school that promotes mental good health. Employing a school counsellor to work alongside staff to improve young people's emotional wellbeing and to equip them with strategies to deal with challenges and difficulties.	EEF Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.	8

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

Budgeted cost: £ 38,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for children who require further phonics support led by qualified TA	Quality first teaching. EEF toolkit shows that well delivered phonics can have an excellent impact on children's early reading and literacy skills and a positive impact on the accuracy of word reading.	1 & 2
Purchase of Wellcomm online assessment tool for primary to improve listening skills for pupils with low spoken language skills, and to continue the interventions which started in Reception Colourful Semantics used for social communication for children with low	EEF Toolkit – Oral Language Interventions Explicit discussion of content or processes of learning benefit comprehension and reading skills	1, 2 & 4



language skills and limited vocabulary		
<p>Purchase Lexia licence to support targeted children with developing reading skills which parents can access at home.</p> <p>KS1 and KS2 TAs to deliver phonic and bespoke reading interventions Intervention for PP/PP+ children below the expected level.</p>	<p>EEF Toolkit – Reading Comprehension Strategies</p> <p>Recent studies have found that digital technology allows for individualised tasks and immediate feedback.</p>	1, 2, 3, 4 & 5
<p>Purchase IDL licence to support targeted children with literacy skills.</p>	<p>The IDL Literacy intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.</p>	2, 3, 5
<p>High quality maths fluency sessions run by Tas – including Freckle and Mastering Number</p>	<p>NCETM - THEY CAN SEE IT STRAIGHT AWAY: THE IMPACT OF MASTERING NUMBER</p> <p>Successful implementation of Mastering Number has brought huge benefits to pupils in a mixed-age class</p>	2, 3, 5

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

Budgeted cost: £ 35,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide nurture support for children including PP/PP+ with social and emotional difficulties.</p>	<p>EEF Toolkit – Social &amp; Emotional Learning</p>	7 & 8

<p>Provide designated time for Head/Office Manager/Office Support and Attendance TA to monitor attendance and engage with parents to lower poor attendance rates and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>DFE Guidance on Improving School Attendance</p> <p>Effective family engagement can significantly contribute to increasing the %age of parents who positively engage with school.</p>	4, 6
	<p>EEF Toolkit – Aspiration interventions</p> <p>Being in the highest quintile for socio-economic disadvantage, we recognise that a large proportion of our children may have low aspirations coupled with a lack of opportunity.</p>	3, 4 & 7
<p>Engagement with the Halton HIT to deliver sessions for pupils including healthy eating, drug and alcohol awareness and gambling.</p> <p><i>Invite speakers into school to inform pupils about different professions and jobs.</i></p>	EEF toolkit- Aspiration interventions	3, 5, 7 & 8
<p>Employ school counsellor for 1:1 support for pupils with anxieties or emotional worries</p>	<p>Anna Freud Centre for Children and Families</p> <p>More than one in 10 primary school children aged five to 10 has an identifiable mental health condition – that's around three children in every class.</p>	3, 6, 7, 8
Education Welfare SLA	<p>Evidence and our school data shows that PP children have lower attendance than other children. Therefore, implementing a rigorous attendance process provides children with the opportunity to access the full school curriculum.</p>	3,4,5,6, and 9
<p>Cultural capital and wellbeing opportunities e.g., Rock Kidz, storyteller, pantomime, poet visit and workshops. Enable children to participate in</p>	<p>The children in our school have limited opportunities to engage in cultural events e.g., theatre so subsidising these activities provides enhanced opportunity.</p>	1,3,8 & 9

Arts projects through HPAN.		
Contingency fund for dealing with unexpected issues	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 96,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year Group	Disadvantaged pupils (22/23)
R	7 (54% of class)
1	11 (69% of class)
2	11 (85% of class)
3	7 (50% of class)
4	8 (62% of class)
5	14 (74% of class)
6	9(64% of class)

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics and multiplication check results and our own internal assessments. Results of PP children are still below those of non PP

KS2 SATs – 14 pupils, 9 PP, 7 SEND

	PP	Non PP	Difference
Reading	37.5%	66.7%	29.2%
Writing	37.5%	83.3%	45.8%
Maths	37.5%	66.7%	29.2%
RWM combined	25%	33.3%	8.3%

KS1 SATs – 11 pupils

	PP	Non PP	Difference
Reading	80%	33%	+ 47%
Writing	60%	33%	+ 27%
Maths	60%	100%	40%

Internal data-

*Disadvantaged children who achieved expected or working towards the expected range.*

Year group	Maths	Reading	Writing
Y1	60%	60%	50%
Y3	43%	43%	43%
Y4	44%	33.3%	33.3%
Y5	31%	46%	39%

***The attendance gap between disadvantaged and non-disadvantaged pupils.***

Autumn 1 2023-2024

<b>Absence</b>	<b>Pupils</b>	<b>% attendance</b>	<b>% sessions missed</b>	<b>% of whole school</b>
<b>School</b>	<b>102</b>	<b>93.3</b>	<b>6.7</b>	
<b>PP</b>	<b>66</b>	<b>91.7</b>	<b>8.3</b>	<b>64.7</b>
<b>Non PP</b>	<b>36</b>	<b>96.4</b>	<b>3.6</b>	<b>35.3</b>
<b>Boys PP</b>	<b>29</b>	<b>91.3</b>	<b>8.7</b>	<b>43.9</b>
<b>Girls PP</b>	<b>37</b>	<b>92</b>	<b>8</b>	<b>56.1</b>
<b>SEND</b>	<b>29</b>	<b>90.5</b>	<b>9.5</b>	<b>28.4</b>
<b>SEND PP</b>	<b>24</b>	<b>89.6</b>	<b>10.4</b>	<b>82.8</b>
<b>SEND NON PP</b>	<b>5</b>	<b>95.4</b>	<b>4.6</b>	<b>17.2</b>

## Externally provided programmes

Programme	Provider
IDL Literacy	IDL
Lexia Reading Recovery	Lexia
Wellcomm	GL Assessment
Halton PEIA	varied
Musicianship	Early Music as Education

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around retrieval and researching effective teaching practice. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a DfE grant to implement the training received by a senior mental health lead. This will help to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Engagement with Halton Priority Education Improvement Area (PEIA) projects – maths in KS2 and EYFS, English in KS2 and EYFS, speech and language in the Early Years and Attendance.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.