



Halebank Church of England Primary School

Pupil Premium Strategy Statement

Aims

In allocating Pupil Premium funding, Halebank CE Primary School aims to ensure that appropriate provision is made to:

- raise attainment for vulnerable pupils and close the gap between this group and their peers;
- support disadvantaged pupils in achieving at least age-related expectations in reading, writing and mathematics and ensuring their progress is at least good in these areas of the curriculum;
- equip all pupils with the necessary skills needed to access the full curriculum;
- support families in need of financial assistance with regard to school-related activities;
- support pupils in their personal, social and emotional development and help address any related barriers which may affect their learning;
- maximise opportunities to enrich and enhance the curriculum where pupils show a particular talent or interest.

Current Allocation

The school's Pupil Premium allocation for **2019-2020** is **£64,680**.

Barriers to Educational Achievement

The main barriers to educational achievement faced by eligible pupils at this school are:

- Social, Emotional and Mental Health (SEMH) needs
- low levels of achievement on entry: communication, speech & language, literacy and mathematics
- limited experiences of pupils beyond their own homes
- attendance and punctuality: persistent absenteeism and lateness

Desired Outcomes	Strategies/intervention/support	Success Criteria
The Social, Emotional and Mental Health (SEMH) needs of disadvantaged pupils are met	1) Specialist support through a counselling service and/or behaviour support teacher 2) Nurture support: Mental Health First Aid specialists, nurture breakfast, lunch club, Lego Therapy and ELSA (Emotional Literacy Support Assistant)	Disadvantaged pupils with SEMH needs have fewer recorded behaviours; their progress improves across all subjects
Disadvantaged pupils access the full curriculum and make good/better progress in their basic skills	1) Targeted small group (TA) support within lessons 2) Pre/post teaching interventions (teacher/TA) 3) Phonics/reading and maths intervention programmes to identify and address 'gaps' in pupils' learning (eg IDL) 4) Targeted verbal/written feedback given to pupils 5) Homework club (KS2 pupils) 6) 'Booster' support and revision workshop for Year 6 pupils	Disadvantaged pupils with retention/vocabulary/learning difficulties benefit from 'overlearning'; they engage fully in their learning in all areas of the curriculum
Disadvantaged pupils attend school regularly and arrive on time each day	1) Attendance support through the Educational Welfare Officer (EWO) 2) Regular monitoring and target setting by Office Manager and headteacher 3) Breakfast club and Early Morning Tasks	Disadvantaged pupils' attendance is line with the whole school target of 96%; support/action plans are in place for pupils who are regularly absent/late
Disadvantaged pupils benefit from a range of learning experiences as part of the school's extended curriculum	1) Andrew Curphey Theatre Company: weekly drama sessions to enhance speech, language and communication 2) 'Passport Days' built into 2 year curriculum plan to promote cultural/heritage/spiritual/global learning; financial support offered to disadvantaged pupils 3) Additional enrichment opportunities including educational/residential visits	Disadvantaged pupils are given a range of opportunities to experience learning outside/ beyond the classroom; these support the development of pupils 'cultural capital'