

Pupil premium strategy statement: 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Halebank CE Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	48%
Academic years that our current pupil premium strategy plan covers	2021/2022 and 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Harley, Headteacher
Pupil premium lead	Richard Harley, Headteacher
Governor lead	Barbara Hinds, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,215
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70,030

Pupil premium strategy plan

Statement of intent

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment, while also benefiting the non-disadvantaged pupils in our school. It is the school's intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for those pupils whose education has been most affected by the pandemic. Our school-led tutoring provision includes targeted support for both disadvantaged and non-disadvantaged pupils. Our approach will be responsive to pupils' individual needs and circumstances, and will be informed by accurate and robust assessment.

The approaches we have adopted complement each other to help pupils to excel. To ensure provision is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge	Detail of challenge
1 <i>SEMH needs/ wellbeing</i>	Assessments, observations and discussions with pupils indicate that social, emotional and mental health (SEMH) needs are more prevalent among our disadvantaged pupils than their peers.
2 <i>Early literacy/ maths</i>	Assessments and observations of pupils suggest disadvantaged pupils generally have lower levels of achievement on entry than their peers. This negatively impacts their development in communication, speech & language, literacy and mathematics.
3 <i>School closures/ knowledge gaps</i>	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in knowledge gaps leading to pupils falling behind age-related expectations, in reading, writing and maths.
4 <i>Enrichment</i>	Our observations and discussions with pupils and families have identified a lack of enrichment opportunities/limited experiences beyond their own homes, especially during the school closure/s. These challenges are particularly affecting disadvantaged pupils, including their attainment.
5 <i>Attendance and punctuality</i>	Our attendance data over the last 18 months indicates that attendance among disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils. 25% of disadvantaged pupils have been 'persistently absent' compared to 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Pupils' social, emotional and mental health (SEMH) needs are met	<p>Disadvantaged pupils with SEMH needs have fewer recorded behaviours. There are sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> → qualitative data from pupil voice, pupil/parent surveys and teacher observations → a significant reduction in reported behaviour concerns → a significant increase in participation in enrichment activities/after school clubs, particularly among disadvantaged pupils
Improved early literacy and maths outcomes among disadvantaged pupils in the EYFS	<p>Assessments and observations indicate significantly improved early language/communication, speech & language, literacy and mathematics among disadvantaged pupils. This is evident within other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading, writing and maths attainment among disadvantaged pupils	<p>Disadvantaged pupils access the full curriculum and make good/better progress in their basic skills. Pupils with retention, vocabulary and/or learning difficulties benefit from 'overlearning'. They engage fully in their learning across all areas of the curriculum. KS2 outcomes by July 2023 show that more than 80% of disadvantaged pupils meet the expected standard.</p>
Disadvantaged pupils benefit from a range of learning experiences as part of the school's extended curriculum	<p>Disadvantaged pupils benefit from the range of opportunities the school provides, particularly those outside/beyond the classroom. Pupils do not miss out on experiences and are given the same opportunities to develop their 'cultural capital' as their non-disadvantaged peers.</p>
Disadvantaged pupils attend school regularly and arrive on time each day	<p>Disadvantaged pupils' attendance is line with the whole school target of 96%. Individual/family support action plans and attendance/punctuality targets are in place and are met. The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to no more than 1%.</p>

Activity in this academic year (2021-2022)

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: **£2,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised assessments</p> <p>Training/analysis time for staff to ensure assessments are administered, analysed and correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p> <p>£790</p>
<p>Enhancement of our maths teaching and curriculum to embed key elements of guidance in school and to access NW Maths Hub resources and CPD (including Teaching for Mastery training in the EYFS and KS1).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p> <p>£1,500</p>

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

Budgeted cost: **£46,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the NTP to provide tuition and/or school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive 1:1 and small group tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3 £6,840</p>
<p>Providing small group tuition, teacher/teaching assistant-led intervention programmes and small group in-class support. A significant proportion of the pupils who receive support will be disadvantaged. Support will include pre/post teaching, and phonics/reading and maths interventions to identify and address 'gaps' in pupils' learning.</p>	<p>The delivery of high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, can be effective to support pupils' learning. Teachers and teaching assistants work together effectively can lead to increases in attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3 £29,070</p>
<p>Supporting Year 6 pupils to identify and address 'gaps' in their learning and missed areas of the curriculum through homework and revision club (after school provision). This is available to all pupils in the Year 6 cohort.</p>	<p>Homework clubs and study support can help disadvantaged pupils to overcome barriers (such as not having a quiet working space and a stable internet connection) by offering the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>3 £880</p>

<p>Providing early language and maths support to pupils in the EYFS. This will be delivered through a number of interventions and strategies:</p> <ul style="list-style-type: none"> → Nuffield Early Language Intervention (NELI) communication and language intervention (1:1 and small group) → Speech & language intervention (1:1 and small group) → Target readers → Reading, writing and maths support groups 	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>2 £9,690</p>
--	---	----------------------------

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

Budgeted cost: **£11,715**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on positive behaviour management with the aim of maximising learning time, promoting inclusion and reducing disruptions.</p> <p>This will involve working with a specialist teacher from HBC's Behaviour Support Service including modelling of strategies, team teaching/coaching and delivering a Y6-7 transition programme to upper KS2 pupils</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. Successful approaches may include social and emotional learning interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5 £360</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to monitor and improve attendance. It will also include regular liaison with the Education Welfare Service through a Service Level Agreement (SLA) with Halton Borough Council.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5 £390</p>
<p>Providing targeted nurture and wellbeing support to specific groups of vulnerable.</p> <p>This will be delivered through a range of strategies including:</p> <ul style="list-style-type: none"> → Night Stop counselling services → Handover time at the start/end of the school day → Targeted wellbeing support such as lunch club and alternative playtime provision → Class-based breakfast provision* in conjunction with the National School Breakfast Programme → Daily fruit/snack provision* <p><small>*Costs subsidised using PP funding</small></p>	<p>The NSBP is a government-funded initiative which states that a healthy breakfast helps pupils by 'improving concentration, behaviour, attendance, punctuality, wellbeing and educational attainment.'</p> <p>https://www.family-action.org.uk/content/uploads/2021/12/NSBP-final-impact-report.pdf</p>	<p>1 £8,365</p>

	<p>Social and emotional interventions can support pupils' wellbeing and improve their understanding and engagement of healthy relationships and emotional self-regulation; both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Promoting and providing enrichment opportunities by ensuring that all pupils have full access to the following:</p> <ul style="list-style-type: none"> → Weekly drama sessions to enhance speech, language, communication and confidence → A range of extra-curricular clubs (cost of clubs run by external providers subsidised by PP/Sport Premium funding) → The planned schedule of curriculum-led visits, experiences and residential visits (financial support offered to disadvantaged pupils as required) 	<p>The EEF summary indicates that 'there is intrinsic value in teaching pupils creative and performance skills.'</p> <p>Participation in some activities can be 'subject to financial barriers for pupils from deprived backgrounds'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p> <p>£2,600</p>

Total budgeted cost: **£60,455**

Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified; this may be used to extend our 1:1 tutoring provision if required.</p>	<p>All</p> <p>£9,575</p>
-----------------------------------	--	---------------------------------

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

School-based assessments (both formative and summative) during 2020/21 suggest that the performance of disadvantaged pupils was lower than in the previous year in key areas of the curriculum. Despite being on track for the first two terms of the academic year 2019/20, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

The reasons for these outcomes points primarily to the impact of Covid-19; the pandemic disrupted learning in all our subject areas to some degree. As evidenced in schools across the country, the school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our determination to maintain a high quality curriculum, including during the periods of partial closure. Curriculum delivery was supported by the use of online resources and daily lessons, which were recorded and broadcast each day by class teachers.

The school's overall absence figure of 5.2% in 2018-2019 had dropped to 4.8% in autumn 2020, following the implementation of new attendance monitoring systems. However, since the partial closure of school in spring 2021, attendance has been more challenging to monitor and absence rates have not yet dropped to pre-pandemic levels. During the times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. Attendance gaps are now larger than in previous years, which is why attendance is one of the focus areas of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are now building on these approaches with the activities detailed in this plan.