

## Halley House School Pupil Premium Action Plan 2016-2017

### Allocation 2016-17

Criteria	£ per pupil	Number of eligible pupils	% of school population	£ Total for HHS
FSM	£1320	12	19%	£15,840
LAC/Post-LAC	£1900	1	2%	£1900

### Context

Halley House School opened in September 2015 with two Reception classes. The school now has a total of 64 pupils on roll (30 in Y1 and 34 in YR). 9 children in Y1 have been confirmed as being entitled to Pupil Premium Funding (1 of whom is Post-LAC) and 4 children in Reception are currently confirmed as being entitled to funding (all FSM).

### Halley House School Principles

In line with many of the recommendations from the Ofsted report, *'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'*<sup>1</sup>, Halley House School is committed to upholding the following principles and practices:

1. Ensure that Pupil Premium (PP) funding is ringfenced so it is not subsumed into the school budget, and is always spent on pupils it is intended to support. Halley House School recognises that resources and activities as a result of PP funding may *also* benefit the wider school population.
2. Ensure governors are thoroughly involved in decision making and evaluation processes.
3. Avoid confusion between entitlement to PP support and perceptions of lower ability; maintain high expectations of pupils eligible for PP including via individual success criteria.
4. Focus on core learning in Reading, Writing and Mathematics and recognise the importance of daily high-quality teaching so that children 'keep up' rather than 'catch up'.
5. Ensure that relevant staff know which children are eligible for PP and so can take responsibility for accelerating their progress; ensure this is part of the school's performance management system.
6. Use research and case studies (such as Sutton Trust, Ofsted, Education Endowment Fund toolkit<sup>2</sup>) to guide planning and implementation and spend funding on ways known to be most effective.
7. Track effectiveness of the strategies in use by robustly monitoring and measuring impact on a frequent basis, thus allowing for expedient adjustments as necessary.
8. Seek and provide high-quality CPD opportunities for all staff.
9. Ensure that funding is spent to raise standards and broaden opportunities.
10. Ensure demonstrable impact of each aspect of spending on the outcomes for pupils.
11. Provide transparent reporting processes so that our parents, governors, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
12. Break down barriers to learning (including poor attendance, behaviour or links with families) to ensure that every PP pupil learns, enjoys and succeeds.

<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413197/The\\_Pupil\\_Premium\\_-\\_How\\_schools\\_are\\_spending\\_the\\_funding.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf)

<sup>2</sup><https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>



Strategies 2016-2017

Total allocation: £17,740

Total spend: £18,300

Strategy	Cost allocated	Summary of intervention	Proposed impact	Measured impact
Targeted interventions	£5200	Designated time for identified staff (including SLT) to run maths and literacy interventions, and support other teaching staff.	Improved outcomes for individuals and groups Maintenance of quality first teaching	
Reduced class sizes for core subjects	£6800	Children will be taught in group sizes of 15 or fewer for core subjects	Targeted support in class. Children have greater access to adult support during sessions. In school data demonstrates an increased percentage of children working at greater depth	
Support staff training and time, part-funded	£2000	Training and monitoring for teaching assistants to provide precision support in class and/or tutoring; strong focus on communication, literacy and language	Pupils can access personalised learning opportunities through increased adult support Children can articulate their learning and development needs	
Educational Psychologist / SALT	£1200	The school will use specialist support in order to assess pupils who may need an EHCP or an individual education plan.	Pupils will receive additional support. Pupils who are receiving SEN support will make progress in line with their peers nationally.	
Support with uniform and equipment costs	£400	HHS will pay 50% of the cost of uniform	All pupils feel part of the school community Pupils are happy, confident and have high levels of self esteem	
LAMDA tutoring	£1000	Subsidised LAMDA tutoring for eligible children to work towards examinations	Pupils are happy, confident and have high levels of self esteem	



Subsidised After School clubs and activities	£1000	HHS will pay 25% of the cost of After School clubs	Children can access a wide range of enrichment opportunities to broaden their experiences of life, culture and religion	
Subsidised trips and events	£500	Subsidise cost of educational visits and events. Target parents and families for consent.	Post trip interviews demonstrate sense of achievement and increased engagement from children. Develop children's experience, improve their vocabulary and develop their character	
Attendance	£200	First day absence reporting; follow up support implemented as necessary; free or subsidised Breakfast Club places	Children are in school, on time, every day and do not miss vital learning opportunities Families feel well supported in helping their child/ren to attain and progress	



### Allocation 2015-16

Criteria	£ per pupil	Number of eligible pupils	% of school population	£ Total for HHS
FSM	£1320	7	23%	£9240
LAC/Post-LAC	£1900	1	3%	£1900

### Measuring Impact 2015-16

Progress and attainment of Pupil Premium funded children are (or will be as the school expands year on year) summarised as in the examples below, with clear comparisons to borough and national figures, and the school's non Pupil Premium children. Both attainment and progress will be measured.

#### EYFS

	GLD	Hackney	National
<b>ALL (31)</b>	77.4%	%	69.3%
<b>PP (9)</b>	66.7%	%	%
<b>Non PP (22)</b>	86.3%	%	%

- Of the 9 children eligible for PPG funding in YR, 6 made a Good Level of Development.
- Of the 3 children that did not make a Good Level Development, all three were working below in all Reading, Writing and Maths strands – these areas will remain a focus for these children moving into Year 1.
- Of the 3 children that did not make a Good Level of Development, all have at least one other possible barrier to learning, including Summer Born (all 3), SEND (2) and low attendance (2).
- The PPG focus for pupils with SEND included developing bespoke timetables, and extensive work as part of the PSED curriculum to build relationships to meet individual needs.
- Of the 6 PPG children at GLD, 1 child was exceeding in Reading, Writing and Maths, and an additional child was exceeding in Reading. Transition to Y1, and maintaining good or better progress, will be essential through targeted support and close attainment and progress tracking.
- To close the gap and be broadly in line with PPG, 2 children at emerging levels would need to move to expected or above during Y1. Interventions and support are already in place, and will be regularly reviewed during the next academic year.

#### In school barriers to future attainment

Barrier	Desired Outcome	Intended Impact
Oracy. Oral language skills for some PP children are lower as the children struggle with poor sentence structure and limited vocabulary. This limits reading comprehension, writing standards and understanding of other areas of the curriculum	To improve literacy and, specifically, oracy skills	Reading and Writing both demonstrate age related expectations PP children contribute more fully in class discussions and are able to articulate their views and opinions



Fewer PP children achieve greater depth	To increase percentage of PP children working at greater depth	In school data demonstrates an increased percentage of children working at greater depth
Behaviour issues	To ensure that children's behaviour does not block their ability to learn	Fewer behaviour incidents recorded
Fear of failure and fear of challenge	Increased engagement with attitudes to learning	Attitude to learning improves Learning outcomes improve

### Y1 Phonics Screening Check

	Pass	Hackney	National
<b>ALL (number)</b>	%	%	%
<b>PP (number)</b>	%	%	%
<b>Non PP (number)</b>	%	%	%

*[Summary, including gaps analysis. Note – Y2 recheck data will be included in summary form unless pupil numbers warrant tabulation]*

### End of KS1 Results

		ALL (number)			PP (number)			Non PP (number)		
		HHS	Hackney	National	HHS	Hackney	National	HHS	Hackney	National
<b>Reading</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%
<b>Writing</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%
<b>Maths</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%

*[Summary, including gaps analysis]*



### End of KS1 Progress

		ALL (number)			PP (number)			Non PP (number)		
		HHS	Hackney	National	HHS	Hackney	National	HHS	Hackney	National
<b>Reading</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%
<b>Writing</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%
<b>Maths</b>	Expected	%	%	%	%	%	%	%	%	%
	Exceeding	%	%	%	%	%	%	%	%	%

### [Summary, including gaps analysis]

#### Reporting impact

- Halley House School Pupil Premium funding allocation and pupil results are published annually on the school website. Anonymised case studies are included in the reporting, as appropriate, to share details of good practice.
- All pupils are tracked using Classroom Monitor and ongoing assessments, to ensure pupil progress is at the forefront of our approach. Pupils entitled to the Premium will be closely tracked as individuals, and comparatively against their non-PP peers; evaluation of strategies will be conducted regularly to ensure adjustments can be made to secure maximum impact.
- Pupil Progress Meetings are held every half term, and Pupil Progress reports are issued to parents and carers.
- Reports on the attainment and progress of pupils are presented at local governing body meetings, which are held half-termly. Reports are also issued to the Bellevue Place Education Trust board every half term.
- The performance management system of the school explicitly references the need to secure good or better attainment and progress for all children, and highlights a sharp focus on children entitled to PP, thus ensuring the staff team is highly proficient in identifying and modifying strategies for children in their care.

#### Targets 2016-2017

1. All children entitled to Pupil Premium support make at least expected progress
2. All children entitled to Pupil Premium support to achieve the expected standard of phonic decoding in the Y1 test.
3. Little or no gap in progress between those children entitled to PP support and other children

#### Medium Term 2017-

1. The PP achievement gap to remain closed.

