

Halley House Primary School

Pupil Premium Action Plan 2016-2017

Allocation for 2016-2017

Criteria	£ per pupil	Number of eligible pupils	%age of school population	£ Total for HHS
Free School Meals	£1,320	12	19%	£15,840
Looked After Children/ Post-LAC	£1,900	1	2%	£1,900
Total:				£17,740

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 the Pupil Premium Grant (PPG), one of whom is post-LAC. 4 children in YR are currently entitled to receive the PPG.

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*'¹, leaders at Halley House School are committed to upholding the following principles and practices:

1. Ensure that the Pupil Premium Grant (PPG) is ring-fenced so it is not subsumed into the school budget and that it is always spent on pupils that it is intended to support. Leaders at Halley House School recognise that resources and activities put in place as a result of PP funding may also benefit the wider school population.
2. Ensure that governors at Halley House School are thoroughly involved in the decision making and evaluation process.
3. Avoid confusion between entitlement to the PPG and perceptions of lower ability; maintain high expectations of pupils eligible for the PPG.
4. Focus on core learning in reading, writing and maths and recognise the importance daily, high-quality teaching so that PPG children 'keep up' rather than 'catch up'
5. Ensure that relevant staff know which children are eligible for the PPG so that they are able to take responsibility for accelerating their progress; ensure that this is part of the school's performance management system.
6. Use research and case studies (such as *The Sutton Trust, Ofsted, Education Endowment Fund Toolkit*²) to guide planning and implementation and spend the funding in ways known to be most effective.

¹https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-How_Schools_are_spending_the_funding.pdf

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



7. Track the effectiveness of the strategies in use by robustly monitoring and measuring the impact on a frequent basis, thus allowing for expedient adjustments as necessary.
8. Seek and provide high-quality continuous professional development opportunities to all staff.
9. Ensure the PP funding is spent to raise standards and broaden opportunities for those entitled to the PPG.
10. Ensure that there is a demonstrable impact of each aspect of the spending on outcomes for the PPG pupils.
11. Provide transparent reporting processes so that the Halley House school community (ie. our parents, governors, 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.

Our 2016-2017 Action Plan follows. This now also includes an evaluation of the measured impact (Autumn term 2017).



2016-2017 Pupil Premium Action Plan

Total allocation: £17,740

Total spend: £17,933

Strategy	Funding allocated	Aims	Proposed impact	Measured impact
Targeted interventions	£5,200	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 high-quality teaching	<p>EYFS outcomes in the summer term 2017: (Our current Year 1 pupils) GLD outcomes for the cohort: 83% GLD outcomes for the PP pupils: 75%</p> <p>Year 1 outcomes in the summer term 2017: (Our current Year 2 pupils) <i>The data below includes the pupil who is LAC and 6 current PP pupils. It does not include a PP pupil who joined the school at the end of the summer term 2017. 4 pupils are PP without SEND. One of these pupils is the LAC pupil.</i></p> <p><u>At expected level+:</u> Reading: All: 85% PP pupils: 75% PP pupils without SEND: 100% Writing: All: 78% PP pupils: 62.5% PP pupils without SEND: 100% Maths: All: 85% PP pupils: 75% PP pupils without SEND: 100%</p> <p><u>Exceeding:</u> Reading: All: 33% PP pupils: 25% PP pupils without SEND: 67% Writing: All: 26% PP pupils: 12.5% PP pupils without SEND: 33% Maths: All: 26% PP pupils: 12.5% PP pupils without SEND: 33%</p> <p>The PP pupils without SEND are performing well across the board. This includes the pupil who is LAC. We are working to boost the 'exceeding' outcomes so that they are in line with all pupils.</p> <p><u>Phonics outcomes at the end of Year 1:</u> Whole cohort: 93% PP pupils: 87.5% (One PP pupil didn't achieve the threshold)</p>
Reduced class sizes for core subjects	£6,800	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	All PPG pupils working at age-related expectations or working above age-related expectations in reading and maths made required progress from the end of EYFS to the end of Year 1. Four PPG pupils working at age-related expectations or working above age-related expectations in writing made required progress from the end of EYFS to the end of Year 1



Strategy	Funding allocated	Aims	Proposed impact	Measured impact																																																																																									
			increased percentage of children working at greater depth.	<p>PPG Pupils' Data (Year 2 cohort)</p> <table border="1"> <thead> <tr> <th rowspan="2">Pupil</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th>EYFS</th> <th>EoYr1</th> <th>Yr2*</th> <th>EYFS</th> <th>EoYr1</th> <th>Yr2*</th> <th>EYFS</th> <th>EoYr1</th> <th>Yr2*</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>WB</td> <td>WB</td> <td>1</td> <td>WB</td> <td>WB</td> <td>1</td> <td>WB</td> <td>WA</td> </tr> <tr> <td>B</td> <td>1</td> <td>WB</td> <td>WB</td> <td>1</td> <td>WB</td> <td>WB</td> <td>1</td> <td>WB</td> <td>WB</td> </tr> <tr> <td>C</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WB</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> </tr> <tr> <td>D</td> <td>3</td> <td>WBe</td> <td>WBe</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> </tr> <tr> <td>E</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> </tr> <tr> <td>F</td> <td>3</td> <td>WBe</td> <td>WBe</td> <td>3</td> <td>WBe</td> <td>WA</td> <td>3</td> <td>WBe</td> <td>WA</td> </tr> <tr> <td>G</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> <td>2</td> <td>WA</td> <td>WA</td> </tr> </tbody> </table> <p>Yr2*: December 2017 data WB – Working below WA – Working at WBe – Working beyond</p>	Pupil	Reading			Writing			Maths			EYFS	EoYr1	Yr2*	EYFS	EoYr1	Yr2*	EYFS	EoYr1	Yr2*	A	1	WB	WB	1	WB	WB	1	WB	WA	B	1	WB	WB	1	WB	WB	1	WB	WB	C	2	WA	WA	2	WB	WA	2	WA	WA	D	3	WBe	WBe	2	WA	WA	2	WA	WA	E	2	WA	WA	2	WA	WA	2	WA	WA	F	3	WBe	WBe	3	WBe	WA	3	WBe	WA	G	2	WA	WA	2	WA	WA	2	WA	WA
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Support staff training and part time funded	£2,000	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	<p>(Feedback gathered October 2017)</p> <p><u>Year 2 PP pupil:</u> If I can't do something, I ask my partner, others on the table and then the teacher. I like to work on my own. I want my brain to know maths.</p> <p><u>Year 2 PP pupil:</u> I am most proud of RWI this term because I try my hardest.</p> <p><u>Year 1PP pupil:</u> I enjoy reading</p> <p><u>Year 1 PP pupil:</u> I edit my own work</p> <p><u>Year 1 PP pupil:</u> I am proud of my self-portrait</p>																																																																																									
Educational psychologist/SALT	£1,200	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	<p>EYFS (during 2016-2017):</p> <p>Pupil 1: 'Emerging' in all areas</p> <p>Pupil 2: 'Emerging' in all areas</p> <p>(Pupil 3: is also a PP pupil with SEND but he was not at HHS during the summer term 2017).</p> <p>Further focused support will be provided to these three pupils during the 2017-2018 academic year.</p> <p>Year 1 (during 2016-2017):</p> <p>The following pupils were PP with SEND at the end of Year 1 (summer term 2017)</p> <p>Pupil 4: 'Emerging' in reading, writing, maths and science.</p> <p>Pupil 5: 'Emerging' in reading, writing and science; 'at expected' in maths.</p>																																																																																									



Strategy	Funding allocated	Aims	Proposed impact	Measured impact
				<p>Pupil 6: 'At expected' for reading, writing, maths and science (Pupil 7 is also a PP pupil with SEND but he joined HHS at the very end of the summer term 2017).</p> <p>Further focused support will be provided to these four pupils during the 2017-2018 academic year.</p>
Support with uniform and equipment costs	£400 allocated; £526 spent.	HHS will pay for 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	Support with uniform costs totalled £526. All pupils feel part of the school community. Pupils are happy, confident and have high levels of self esteem
London Academy of Music and Dramatic Art (LAMDA) tutoring	£1,000 allocated; £507 spent.	Subsidized LAMDA tutoring for eligible children to work towards examinations	Pupils are happy, confident and have high levels of self-esteem	7 out of the 10 pupils who participated in this programme in the summer term 2017. For those pupils involved, there is an increase in skills of: confidence, listening, responding to questions, empathy and team work, as evidenced in tutor reports and child questionnaires.
Subsidised before/after school clubs and activities	£1,000	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	Children were able to 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	<p>Feedback from EYFS pupils during 2016-2017:</p> <ul style="list-style-type: none"> • Science Museum: 10 out of 10. 'The play bit with the lights that we changed by pressing buttons.' • Science Museum: 10 out of 10. 'I liked the role play and dancing bit best' • Science Museum: 10 out of 10. 'I liked that we took the bus.' • Farm: 10 out of 10. 'The best thing about the trip was feeding the chickens.'



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			vocabulary and develop their character	<ul style="list-style-type: none"> • Farm: 10 out of 10. 'I've never seen a brown cow before.'
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	<p>Average attendance data for 6 PP pupils for 2015-2016: 87.4% (When in EYFS)</p> <p>Average attendance data for 6 PP pupils for 2016-2017: 92.0% (When in Year 1)</p> <p>The represents an increase of 4.6% between 2015-2016 and 2016-2017</p>

TOTAL: £17,933

