

Halley House School Pupil Premium Action Plan & Review 2016-2017

Person Responsible: Head teacher

Background

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and those that are not, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 after research demonstrated that children from disadvantaged backgrounds were far less likely to get good GCSE results. Attainment statistics published in January 2014 showed that in 2013 37.9% of pupils who qualified for free school meals achieved 5 GCSEs, including English and mathematics at A* to C, compared with 64.6% of pupils who do not qualify.

Eligibility

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings, and children who have been looked after continuously for more than six months. In April 2012, eligibility for the Pupil Premium was extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years (known as 'Ever 6 FSM'). As a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM. A premium is also available for children whose parents are currently serving in the armed forces, or who have served in the last 5 years.

Funding

Pupil premium funding has increased year on year.

For the financial year 2016-2017, the following allocations will be made:

- £1,320 for each pupil in YR-Y6 registered as eligible for FSM at any point in the last 6 years
- £1,900 for each pupil who has left local-authority care because of one of the following:
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order
- £300 for each pupil YR-Y11 whose parents have served or are serving in the armed forces ('Ever 5 Service Child'), or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Funding is paid in quarterly instalments to free schools, and on the following dates in 2016-2017:

- 6 July 2016
- 5 October 2016
- 5 January 2017
- 5 April 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
			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 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'*¹, 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 toolkit²) 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.

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/>



The Leadership of the school, including governors, have identified the following factors as barriers to future attainment and progress of children eligible for the Pupil Premium:

In school barriers to future attainment and progress			
	Barrier	Desired Outcome	Intended Impact
A	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
B	Fewer PP children achieve greater depth (compared to non-PP children)	To increase percentage of PP children working at greater depth	In school data demonstrates an increased percentage of children working at greater depth
C	Behaviour issues	To ensure that children's behaviour does not block their ability to learn	Fewer behaviour incidents recorded
D	Fear of failure and fear of challenge	To increase engagement with attitudes to learning	Attitude to learning improves Learning outcomes improve
E	Access to wider curriculum and school life, including enrichment activities	To increase engagement and provide equality of opportunity	Increased number of PP children access extended school services and trips/visits, broadening their experiences of, and involvement in, school and the wider community.
F	More PP children have poor attendance (<90%) (compared to non-PP children)	To increase attendance to at least 90% for all pupils	PP children access the curriculum and achieve at least in line with their peers Attitude to learning improves.

To address these barriers, the school has allocated funding in accordance with the following strategy plan:



Strategies 2016-2017

Total allocation: £17,740

Total spend: £17,933

Strategy	Cost allocated	Summary of intervention	Proposed impact	Measured impact
Targeted interventions (A, B)	£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	<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 Post-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 Post-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 (A, B, D)	£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	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



			data demonstrates an 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 time, part-funded (A, B, D)	£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	<p>Feedback from pupils</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 1 PP 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 (C)	£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. PP 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 Pupil 2: 'Emerging' in all areas (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. Pupil 5: 'Emerging' in reading, writing and science; 'at expected' in maths. 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 (E)	£500	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	Support with uniform costs totalled £526. Children identify with Halley House through their uniform and also are proud to represent the school off-site. Year 2 PP pupil: The uniform is really smart. The tie and blazer make me feel grown up and I think we are much smarter than schools that just have a sweatshirt! I like when people comment on our uniform when we are on trips. Year 1 PP pupil: I taught my mum how to tie my tie! All pupils feel part of the school community. Pupils are happy, confident and have high levels of self esteem
LAMDA tutoring (A, B, D, E)	£507	Subsidised 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 After School clubs and activities (E)	£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	Children were able to access a wide range of enrichment opportunities to broaden their experiences of life, culture and religion.
Subsidised trips and events (E)	£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	Feedback from EYFS pupils during 2016-2017: <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.' • Farm: 10 out of 10. 'I've never seen a brown cow before.'



Attendance (E, F)	£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	Average attendance data for 6 PP pupils for 2015-2016: 87.4% (When in EYFS) Average attendance data for 6 PP pupils for 2016-2017: 92.0% (When in Year 1) The represents an increase of 4.6% between 2015-2016 and 2016-2017 Hackney Learning Trust attendance support will be used in 2017-18 to continue to raise attendance and punctuality across vulnerable groups.
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