

## Halley House School Pupil Premium Action Plan 2017-2018

**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**

For the financial year 2017-2018, 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 2017-2018:

- 6 July 2017
- 9 October 2017
- 9 January 2018
- 10 April 2018



## Allocation 2017-18

Criteria	£ per pupil	Number of eligible pupils	% of school population	£ Total for HHS
FSM	£1320	16	38%	£21,120
LAC/Post-LAC	£1900	1	1.5%	£1,900
			<b>Total:</b>	<b>£23,020</b>

### Context

Halley House School opened in September 2015 with two Reception classes. The school now has a total of 105 pupils on roll (37 in EYFS, 39 in Year 1 and 29 in Year 2). 24 pupils have been confirmed to be entitled to Pupil Premium funding. In addition, one pupil in Year 2 is entitled to post-LAC funding.

Year group	Number of PP pupils/ LAC	Number of pupils in cohort	Percentage of PP in the cohort
EYFS	8	37	<b>21.6%</b>
Year 1	9	39	<b>23.0%</b>
Year 2	7 + 1	29	<b>24.1%</b>
	25	105	<b>22.8%</b>

### 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/>



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	Writing outcomes are improved for PPG children through high quality 'talk for writing' PPG children make at least expected progress and in many cases, better than expected progress, in Reading due to a focus on higher order comprehension skills 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 in Yrs 1 & 2 and higher numbers of children than in previous years are exceeding the EYFS outcomes relative to their starting points
C	Behaviour issues and emotional/mental health issues	To ensure that children's behaviour does not block their ability to learn	Fewer behaviour incidents recorded with PP children actively engaged in lessons therefore making good or better progress
D	Fear of failure and fear of challenge	To increase engagement with attitudes to learning	Attitude to learning improves with PP children demonstrating a 'can do' attitude as seen in lesson observations, learning walks and evidenced in work in books. Learning outcomes improve for PP children across the school so that their achievement is in line with non-PP children's outcomes
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's attendance is at least in line with non-PP children meaning they access learning regularly 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 2017-2018

Total allocation: £23,020

Total spend: £23,200

Strategy	Cost allocated	Summary of intervention	Proposed impact	Success Criteria	Measured impact
Assistant Head Teachers to carry out or oversee focused intervention to targeted groups of PP pupils (A, B, D)	£8,000	<p>To facilitate more personalised learning opportunities for PP pupils in focused, guided groups.</p> <p>Data analysis used to compare progress and attainment of PPG and non-PPG pupils to identify diminishing gaps. Where this is not occurring, review meetings held with relevant staff to identify next steps required or relevant interventions.</p>	<p>Pupil Premium pupils who are supported during the focused interventions make accelerated progress in reading, writing, maths and spelling, punctuation and grammar.</p> <p>Attainment and progress data demonstrates that the gap is closing between children entitled to the PPG when compared to children who are not entitled to the PPG.</p>	<p>92% of PP children make ARE or ARE+ progress from August 2017 to August 2018</p> <p>Next steps for individuals are identified through gap analysis of data and curriculum objectives</p> <p>Gaps diminish between PP pupils and their peers in all core subjects</p> <p>In school data demonstrates an increased percentage of children working at greater depth in Yrs 1 &amp; 2 and higher numbers of children than in previous years are exceeding the EYFS outcomes relative to their starting points</p>	



<p>Assistant Head Teachers to oversee high quality teaching of small groups in maths and literacy (to support reduced class sizes for core subjects) (A, B, D)</p>	<p>£6,620</p>	<p>To further improve Quality First Teaching to ensure that the PP pupils have the best possible learning opportunities.</p> <p>Vulnerable groups are standing agenda in SLT meetings/staff briefings to ensure their needs are being regularly addressed and impact assessed</p> <p>Vulnerable groups/pupils identified in pupil progress meetings with next steps identified including a review of the impact of interventions offered</p>	<p>Improved outcomes for PP pupils, particularly those who also fall into other vulnerable groups (ie. SEND/ EAL)</p> <p>Attainment and progress data demonstrates that the gap is closing between children entitled to the PPG when compared to children who are not entitled to the PPG.</p> <p>Attainment and progress data demonstrates that the gap is closing between children entitled to the PPG when compared to children who are not entitled to the PPG.</p>	<p>Attitude to learning improves with PP children demonstrating a 'can do' attitude as seen in lesson observations, learning walks and evidenced in work in books.</p> <p>Attainment and progress for PP children shows improvement across the year in all year groups so that it is in line with non-PP children's outcomes</p>	
<p>Assistant Head Teacher (SENCo) to provide support staff with training in order to further improve the quality of intervention in class for PP</p>	<p>£2,000</p>	<p>To provide additional support for PP pupils who also fall into other vulnerable groups</p> <p>Staff receive training and evidence of relevant training is seen in classrooms (e.g. lesson observations/learning walks)</p>	<p>Improved outcomes for PP pupils who also fall into other vulnerable groups (ie. SEND/ EAL)</p> <p>Attainment and progress data demonstrates that the gap is closing between children entitled to the PPG when compared to</p>	<p>Writing outcomes are improved for PPG children through high quality 'talk for writing'</p> <p>PPG children make at least expected progress and in many cases, better than expected progress, in Reading due to a focus on higher order comprehension skills</p>	



<p>pupils, particularly those who fall into other vulnerable groups (A, D)</p>		<p>Class profiles identify pupils who fall into other vulnerable groups</p> <p>Vulnerable groups/pupils identified in pupil progress meetings with next steps identified</p> <p>Quality of provision run by support staff monitored by external agencies (e.g. SaLT) and triangulated with SENCo and is included within TA performance management</p>	<p>children who are not entitled to the PPG.</p>	<p>PP children contribute more fully in class discussions and are able to articulate their views and opinions</p>	
<p>Educational psychologist/SALT /Professional Consultancy (REU) (A, C)</p>	<p>£2,400</p>	<p>To provide PP pupils with SEND with the additional support they need in class through the development of EHCPs, where necessary</p> <p>Progress tracked across core subjects and updated by CTs weekly. Pupils make ARE or ARE+ progress over time</p> <p>Targeted/specialist SEND provision for relevant pupils ensures appropriate levels of</p>	<p>Improved outcomes for PP pupils who also fall into other vulnerable groups (ie. SEND/ EAL)</p> <p>Specialist support for PP pupils who have significant behavioural and/or mental and emotional health issues to ensure behaviour is not a barrier to learning.</p>	<p>Fewer behaviour incidents recorded with PP children actively engaged in lessons therefore making good or better progress</p> <p>Analysis of the impact of interventions demonstrates PPG children make good or better progress particularly for children receiving support for SaLT or EP</p>	



		support (in school and multi-agency)			
Support with uniform and equipment costs (E)	£700	HHS will pay for 50% of the cost of uniform and equipment	To ensure that HHS is an inclusive school in order than no child feels different or isolated	All PPG pupils have access to school uniform and equipment	
Support PPG families with LAMDA tutoring (A, B, D, E)	£500	HHS will make a contribution towards LAMDA activities for PPG pupils who are working towards examinations  PPG pupils are included in G&T register and provision	PPG pupils have access to learning experiences that they may otherwise not have access to. They are able to develop their talents with high levels of self-esteem	Pupil voice surveys identify high levels of self-esteem  Learning walks/lesson observations evidence high levels of self-esteem  Evidence from parents whose children are involved with LAMDA say their children feel more confident and happy at school	8 PPG children accessed LAMDA and are due to be entered for initial examinations during the Autumn term.
Subsidised before/ after school clubs and activities (E)	£1,000	HHS will pay 25% of the cost of before and after school clubs for pupils eligible for the PPG  All PPG families are aware of the subsidised clubs	Access to before and after school clubs supports children's learning and progress. A range of opportunities are provided to pupils eligible for the PPG which will broaden their skills and experiences of life	Increased number of PP children access extended school services and trips/visits, broadening their experiences of, and involvement in, school and the wider community.  Pupil voice feedback identifies high levels of self-esteem gained from joining clubs and activities	54% of PPG children take up one or more extended day clubs. Children and parents state that they enjoy the opportunities and it enhances their social skills, motivation and self esteem
Subsidised trips and events (E)	£1,000	HHS will make a contribution towards the cost of trips and events for pupils eligible for the PPG	The parents of pupils eligible for the PPG are under less pressure to pay	All PPG pupils participate in trips/events and pupil voice questionnaires demonstrate their enjoyment and inclusion	



			<p>the full amount for trips and events.</p> <p>HHS is an inclusive school and the pupils eligible for the PPG are able to broaden their skills and experiences of life alongside their peers</p>		
<p>Support from Hackney Learning Trust Attendance Service and investment in additional time for AHTs to focus on attendance (E, F)</p>	<p>£1,000</p>	<p>Regular reporting and monitoring in conjunction with Attendance Service to identify trends and support vulnerable pupils. AHTs to carry out regular 'late gate' monitoring to ensure that vulnerable pupils whose attendance is of concern have support to attend school on time and more regularly</p>	<p>Attendance increases for vulnerable pupils whose poor attendance is impacting negatively on their attainment and progress.</p> <p>Unauthorised absence attendance figures decrease.</p>	<p>Attendance for PPG pupils is in line with whole school expectations/targets</p> <p>Unauthorised absence attendance figures decrease over time</p> <p>Persistent absence/lateness reduces</p> <p>Families with persistent absence/lateness take up subsidised BC offers (and any other relevant support offered) to improve attendance and punctuality</p> <p>Number of pupils on school office 'watch list' (to contact by 8:30am every morning) reduces</p>	<p>Attendance for PPG children continues to improve with children arriving on time due to free access to Breakfast Club meaning they are ready to learn.</p> <p>Incidents of low level behaviour have reduced.</p>

