

Halley House School Pupil Premium Action Plan 2020-2023

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 2020-2021, the following allocations will be made:

- £1,345 for each pupil in YR-Y6 registered as eligible for FSM at any point in the last 6 years
- £2,345 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
- £310 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, on the following dates:

- 08 July 2020
- 08 October 2020
- 11 January 2021
- 08 April 2021



Allocation 2020-21

Criteria	£ per pupil	Number of eligible pupils	% of school population	£ Total for HHS
FSM	£1345	54	26%	£72,630
LAC/Post-LAC	£2345	1	1%	£2,345
Service Child	£310	0	0%	£0
Total:				£74,975

Context

Halley House School opened in September 2015 with two Reception classes. Following a successful consultation, in June 2018 the school reduced its PAN to 1 form entry. There is currently a bulge year group in Year 2. The school now has a total of 190 pupils on roll (29 in EYFS, 76 in KS1 and 85 in KS2). 51 pupils have been confirmed to be entitled to Pupil Premium funding. In addition, one pupil in Year 5 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	3	29	10%
Year 1	9	29	31%
Year 2	18	48	38%
Year 3	9	29	31%
Year 4	8	28	29%
Year 5	7 + 1	27	30%
	55	190	29%

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, alongside The National Foundation for Educational Research's recommendations for school leaders on raising disadvantaged pupils' attainment². Halley House School is committed to upholding the following principles and practices:

1. Ensure that Pupil Premium (PP) funding is specifically allocated, and is 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 advisers on the Local Advisory Board (LAB) 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.

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

²https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf



6. Use research and case studies (such as Sutton Trust, Ofsted, Education Endowment Fund toolkit³) 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.

Planning for Pupil Premium support and funding is now mapped out across 3 years to more accurately monitor, review and assess impact of approaches. This plan is updated annually to account for any changes and developments.

The DfE indicates that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below, but focusing on teaching quality - investing in learning and development for teachers.

The Education Endowment Foundation's (EEF) pupil premium guide⁴ contains information about the tiered approach to spending, which is reflected in Halley House School's allocation details below.

Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

³ <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

⁴ <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>



The Leadership of the school, including Advisers, 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 and emotional/mental health 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 Attitudes to learning improves.

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



Strategies 2020-21

Total allocation: £74,975

Total spend: £75,000

Strategy	Cost allocated	Summary of intervention	Success Criteria	Measured impact
Tier 1 – Teaching				
Leaders to support and develop quality first teaching across the school. (A, B, D)	£17,000	Team teaching and planning, modelled lessons, coaching sessions and learning conversations for all teaching staff.	<p>Improved outcomes for pupils; PP pupils will be in line with their peers and in line with PPG pupils nationally.</p> <p>Expansion of the number of skilled leaders with the responsibility for coaching and improving teacher effectiveness across the school.</p> <p>Increased staff confidence.</p> <p>All teaching will be good or better.</p>	
Assistant Head Teacher (SENCo) and Deputy SENCo to provide support staff with training in order to further improve the quality of intervention in class for PP pupils, particularly those who fall into other vulnerable groups (A, D)	£9,000	<p>Provision of additional support for PP pupils who also fall into other vulnerable groups.</p> <p>Delivered through in-class support as well as through identified intervention programmes</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 children who are not entitled to the PPG (accelerated progress)</p> <p>Staff receive training and evidence of relevant training is seen in classrooms (e.g. lesson observations/learning walks)</p> <p>Improvements in the quality of provision run by support staff is reflected by external agencies (e.g. SaLT) and triangulated with SENCos.</p> <p>Staff confidence in supporting identified children increases.</p>	



<p>Ongoing teacher coaching and development; TDT and BPET CPD programmes and approaches embedded in school at all levels of staffing (B, D)</p>	<p>£4,000</p>	<p>Focus of all teachers and support staff continues to be on pupil outcomes</p> <p>Trial of Swivl technology to further develop QF teaching</p>	<p>Teaching and learning will have greater impact and will be fully inclusive, ensuring the best possible progress and outcomes for PPG children.</p> <p>Data will show that PPG children are making good or better progress and are closing the gap</p> <p>Staff at all levels will be confident in planning and delivering QF teaching to all children, and particularly PPG children.</p>	
<p>Invest in new curriculum resources to ensure pupils are exposed to challenging texts across the curriculum (A, B, D)</p>	<p>£2,500</p>	<p>English lead to attend CPD, buy additional resources for class libraries and reading lessons.</p> <p>Link texts to develop critical literacy skills linking to history and geography lessons.</p> <p>New AR books, library development</p>	<p>The profile of literacy is raised across the school for all stakeholders, and a love of books and reading for PPG children who may not have ready access at home is widely promoted.</p> <p>Progress tracking and data analysis demonstrates progress and attainment of PPG and non-PPG pupils to identify diminishing gaps; more PP children achieve GDS for reading and writing.</p> <p>Pupil conferencing indicates high levels of confidence and motivation, specifically in the literacy curriculum, but also across the wider school curriculum</p>	
<p>Tier 2 – Academic support</p>				
<p>Phase Leaders and SLT to carry out focused intervention to targeted groups of PP pupils, including RWI tutoring (A, B, D)</p>	<p>£5,500</p>	<p>Experienced staff lead small group/1:1 sessions to ensure children keep up with the demands of the new curriculum</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>Pupils make ARE or ARE+ progress over time</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.	
Specialists, Phase Leaders and SLT teach small groups in core subjects (including maths and literacy), and in the wider curriculum (A, B, D, E)	£9,000	Small group sizes across the school for curriculum subjects	<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>Quality First Teaching further improves to ensure that the PP pupils have the best possible learning opportunities.</p> <p>Pupil confidence increases</p>	
Tier 3 – Wider approaches				
Subsidised Breakfast and After School Clubs and activities (E)	£10,000	HHS will provide 1 free After School Club every week, and free Breakfast Club provision for pupils eligible for the PPG	<p>Access to before and after school clubs supports children’s learning and progress.</p> <p>A range of opportunities are provided to pupils eligible for the PPG which will broaden their skills and experiences of life</p> <p>PPG pupils access ASCs and the take-up on subsidised clubs is high</p> <p>Pupil voice feedback identifies high levels of self-esteem gained from joining clubs and activities</p>	
Educational psychologist/SALT/Professional Consultancy (such as play therapist) (A, C)	£8,000	To provide PP pupils with SEND and/or SEMH with the additional support they need in class	<p>Pupils make ARE or ARE+ progress over time</p> <p>Reduction of recorded behaviour incidences/exclusions over time</p>	



		through the development of EHCPs, where necessary	<p>Targeted/specialist SEND provision for relevant pupils ensures appropriate levels of support (in school and multi-agency)</p> <p>Data analysis demonstrates progress and attainment of PPG and non-PPG pupils to identify diminishing gaps</p>	
Subsidised trips and events (C, E)	£5,000	HHS will make a contribution towards the cost of trips and events for pupils eligible for the PPG	<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>PPG pupils have equal access to a broad and balanced curriculum as non-PPG pupils, and fully participate</p> <p>Data analysis demonstrates progress and attainment of PPG and non-PPG pupils to identify diminishing gaps</p>	
Support from Hackney Learning Trust Attendance Service and investment in additional time for SLT to focus on attendance (E, F)	£2,500	<p>Regular reporting and monitoring in conjunction with Attendance Service to identify trends and support vulnerable pupils.</p> <p>Staff to carry out regular 'late gate' monitoring to ensure that vulnerable pupils whose attendance is of concern have support to attend</p>	<p>Attendance increases for vulnerable pupils whose poor attendance is impacting negatively on their attainment and progress.</p> <p>Attendance for PPG pupils is in line with whole school expectations/targets</p> <p>Unauthorised absence attendance figures decrease.</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>	



		school on time and more regularly		
Access to other enrichment opportunities, including music tuition (E)	£1,000	HHS pays 50% of the cost of small group music tuition	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 PPG pupils have equal access to a broad and balanced extended curriculum as non-PPG pupils, and fully participate The self-confidence and esteem of pupils increases	
Support with uniform and equipment costs (E)	£1,500	HHS will pay for 50% of the cost of uniform and equipment	HHS is an inclusive school and no child feels different or isolated; the whole school community has a sense of belonging. All PPG pupils have access to school uniform and equipment	

