

# Halley House School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Halley House School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	01/11/2021
Date on which it will be reviewed	January 2022 June 2022
Statement authorised by	Claire Syms
Pupil premium lead	Claire Syms
Local Advisory Board lead	Gurjinder Dhaliwal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,460
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,305



## Part A: Pupil premium strategy plan

### Statement of intent

At Halley House School, there are a number of fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. There is also a committed drive to raise the attendance levels of those pupils who are disadvantaged. Our Pupil Premium Plan identifies pupils who have fallen behind, or are at risk of falling behind, and uses a combination of quality first teaching, whole class strategies, structured targeted interventions, small group and 1:1 tuition, alongside a key focus on improving attendance for identified pupils to ensure they receive the support they need to make rapid progress. Our strategy utilises a range of research, including the EEF Guide to the Pupil Premium.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- support children with emotional, social and behavioural needs to enable them to access learning more effectively
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These areas and themes have been identified through analysis of a range of data sources, which comprise assessments, observations, surveys and discussions with stakeholders (including pupils, parents, staff and local advisers).

Challenge number	Detail of challenge
1	Under-developed oral language skills and vocabulary gaps for many disadvantaged pupils; these are evident from Reception through to KS2 and in general, are more prevalent among disadvantaged pupils than their peers.
2	Fewer PP children achieve greater depth (compared to non-PP children) in reading, writing and maths at the end of KS1.
3	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Social, emotional and behavioural issues for pupils, and the need for additional support, have increased as a result of the pandemic and disproportionately so for those who are



	disadvantaged. Fear of failure and fear of challenge, coupled with low resilience levels compound the issues around poor mental health and lower educational attainment for this group.
5	In general, disadvantaged pupils across the school have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Limited access to enrichment outside of school has been further exacerbated by partial school closures and restrictions.
6	More disadvantaged children have poor attendance (<90%) (compared to non-PP children), in spite of high levels of in-school provision during partial school closures. The gap between disadvantaged and non-disadvantaged attendance (at PA levels) is closing but still at 3.6% at the end of 2020-2021.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary use among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged children demonstrate improved levels of expressive vocabulary across the curriculum, including the use of subject-specific terminology, as evidenced in the monitoring cycle.</li> <li>Reading comprehension and writing standards are both improved, and disadvantaged pupils meet age-related expectations.</li> <li>Disadvantaged children achieve in line with their peers in the phonics screening check</li> </ul>
Accelerated progress and higher attainment at greater depth for reading, writing and maths among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments, data and observations demonstrate an increased percentage of disadvantaged children working at greater depth in RWM</li> </ul>
Improved physical and mental health and well-being for all pupils, and particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>Sustained high levels of wellbeing and improved resilience and independence demonstrated by qualitative data from pupil voice, parent surveys, teacher observations and monitoring activities</li> <li>Increased engagement with physical activities, enrichment opportunities and healthy lifestyle choices</li> <li>Reduction in behaviour incidents, and behaviour reports indicate an improvement in attitudes to learning</li> </ul>
Improved access to enrichment activities and assured equality of opportunity for all	<ul style="list-style-type: none"> <li>Increased number of disadvantaged children access extended school services, including music tuition, broadening their experiences of, and involvement in, school and the wider community.</li> <li>Disadvantaged children attend all school trips and residential</li> </ul>
Achieve and sustain improved attendance for all pupils and particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance for all pupils is at least 90%</li> <li>The attendance gap between disadvantaged and non-disadvantaged pupils diminishes</li> <li>Attendance and punctuality for disadvantaged pupils is at least in line with national attendance and punctuality rates for this group.</li> </ul>



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining high quality teaching, through the use of experienced staff and leaders to provide bespoke planning, coaching and teaching support across the staff group	<p>Hattie’s study of factors impacting student achievement highlighted the strong impact of quality first teaching, by stating the importance of teacher clarity (effect size 0.75). <i>John Hattie, Visible Learning (2008)</i></p> <p>Examination of the principles of how contextual coaching can act as a lever to build collaborative professionalism. <i>Collaborative Professionalism: When Teaching Together Means Learning for All, Andy Hargreaves and Michael T. O’Connor (2018)</i></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” <a href="#">EEF Guide to the Pupil Premium (Nov 2021)</a></p>	1, 2, 3
Invest in new curriculum resources to ensure pupils are exposed to challenging texts across the curriculum, to promote vocabulary acquisition and application, and develop cross-curricula understanding	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. <a href="#">EEF Toolkit, Oral language interventions</a></p> <p>Reading aloud is critical, not least because pupils encounter more vocabulary in print than they hear. <i>Teach Like a Champion 2.0, Doug Lemov (2014)</i></p> <p><a href="#">‘Read all about it’ report by GL Assessment (secondary focused) (Feb 2020)</a></p>	1, 2
Continue to work with the Maths Hub, Trust group and Hackney Education to develop teacher- and support-staff subject knowledge and utilise high quality CPD opportunities	<p>The EEF guidance is based on a range of the best available evidence. <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on. <i>Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students (Feb 2020)</i></p>	2, 3
Further develop Thinking Matters approaches to improve metacognition and self-regulated learning, particularly in upper KS2	<p>The potential impact of metacognition and self-regulation approaches is high, for low cost (7+ months). <a href="#">EEF toolkit, Metacognition and Self-regulation</a></p>	1, 4



### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentors, via the National Tutoring Programme, to deliver tuition to targeted pupils with a focus on reading comprehension and fluency, and maths, in Upper Key Stage 2	<p>EEF Teaching and Learning Toolkit, 'Small Group Tuition' (on average +4 months of progress). Small group tuition is most effective when targeted at pupils' specific needs. <a href="#">EEF Toolkit, Small group tuition</a>.</p> <p>The EEF guidance is based on a range of the best available evidence. <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1, 2, 3
Regular reading and language support for Reception and Key Stage 1 pupils delivered through school-led tutoring	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively), <a href="#">EEF Toolkit, Phonics and reading comprehension strategies</a>.</p> <p>EEF guidance reports on 1) <a href="#">'Improving literacy in KS1'</a> and 2) <a href="#">'Preparing for Literacy'</a></p>	1, 2, 3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased allocation of play therapist hours and other external professionals (including involvement in borough WAMHS project)	<p>Research from the University of Roehampton supports the impact of targeted counselling on pupils, reducing psychological distress in the long term. <a href="#">The Lancet: Child and Adolescent Health</a>.</p> <p><a href="#">EEF Teaching and Learning Toolkit: 'Social and Emotional Learning'</a>, (+4 months' additional progress in academic outcomes over the course of an academic year).</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). <a href="#">EEF guidance report Social and Emotional Learning.pdf</a></p>	4
Implementation of ELSA programme and social skills groups in Key Stage 2	<p>Both targeted interventions and universal approaches can have positive overall effects. <a href="#">EEF, Behaviour interventions</a></p> <p><a href="#">The Lancet: Child and Adolescent Health</a>.</p> <p><a href="#">EEF Teaching and Learning Toolkit: 'Social and Emotional Learning'</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	4



Participation in Children's University trial (2 years)	Reports from the initial efficacy trial indicated +2 months' of progress in reading and maths, and a number of non-cognitive positive outcomes. The re-grant allows a much larger group of schools to participate in the analysis of the effectiveness of the approach. <a href="#">EEF, Children's University Trial</a>	5
Subsidised: <ul style="list-style-type: none"> <li>• extended school provision</li> <li>• trips and events, including residential</li> <li>• access to other enrichment opportunities such as music tuition</li> <li>• uniform costs</li> </ul>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. Coinage of 'capital' - <i>Pierre Bourdieu, (1973, 1986)</i></p> <p>Leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. <i>Education Inspection Framework</i></p> <p>The 'vocabulary gap' proves a crucial factor in determining school success. Children with a restricted vocabulary at 5 years old are more likely to be poor readers as adults, experience unemployment and have more mental health issues. Providing real-life experiences gives pupils the tools to develop their receptive vocabulary. <i>Closing the Vocabulary Gap, Alex Quigley (2018)</i></p>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice, including training and release time for staff to develop and implement new procedures	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF/NFER research shows there is a large attainment gap for disadvantaged pupils, which appears to have extended due to the pandemic/remote learning provision</p>	6

**Total budgeted cost: £100,305**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In-school assessments, evaluations, observations and conversations with pupils and families have indicated that a high number of disadvantaged pupils were considerably affected by the global pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Progress measures indicate that disadvantaged pupils did not make progress in line with their peers. The impact was mitigated by our resolution to maintain a high quality, broad curriculum, including during periods of partial closure, which was aided by extensive remote learning provision. This included regular remote sessions with teaching staff across the curriculum, support with access to technology, books and 'hard copy' resources for home learning and significant provision in-school for identified children during partial closures. An academic mentor for reading in KS2 secured notable progress for targeted pupils, and we continue to build on this approach during this academic year, making extensive use of the National Tutoring Programme. Counselling and therapeutic care continued throughout the year, either online or in-person, and had a positive impact on pupils' ability to regulate their emotions and access learning. The impact on mental health was particularly acute for disadvantaged pupils and the continued expansion of mental health and well-being services within the school remains critical.

