



## Halley House School Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	40.9% (National 23.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	1 <sup>st</sup> July 2024
Statement authorised by	Toby Mills-Bishop
Pupil premium lead	Soozii Lim/Toby Mills-Bishop
Governor / Trustee lead	Gurjinder Dhaliwal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,447
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,657.50
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£115,104.50

# Part A: Pupil premium strategy plan

## Statement of intent

*At Halley House School, there are two 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 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.*

*Alongside attendance and academic learning, our Pupil Premium strategy considers how enrichment activities that focus on pupil health and wellbeing are accessible to disadvantaged children. Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment (Bronfenbrenner, 1997<sup>1</sup>, 1995<sup>2</sup>; Bronfenbrenner and Evans, 2000<sup>3</sup>), informing our school's aspirations for all pupils to engage meaningfully with enriched and varied experiences. This includes designing a core curriculum that is rich in building children's cultural capital through a wide and diverse range of sports, art and music included within our whole school curriculum offer, as well as supporting disadvantaged children access after school clubs and offsite trips and visits. The implementation of this strategy utilises the efforts of the whole school and all members of our staff team in order to realise these objectives.*

*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*

<sup>1</sup> Bronfenbrenner, U. (1977). [Toward an experimental ecology of human development](#). American psychologist, 32(7), 513.

<sup>2</sup> Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüscher

<sup>3</sup> Bronfenbrenner, U., & Evans, G. W. (2000). [Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings](#). Social development, 9(1), 115-125.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1 Equality, Inclusion and Risk of Bias	The number of our disadvantaged pupils has increased significantly from 33% in 2022-23 to now over 40% in line with the national picture amidst a cost-of-living crisis. The education and wellbeing of many of our disadvantaged pupils continues to be adversely affected by these socioeconomic factors, resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
2 Pupil Wellbeing	Social, emotional and behavioural issues for pupils, and the need for additional support, have increased as a result of the pandemic and the effects of this and the events affecting our school community are disproportionate so for those who are disadvantaged when compared to their peers.
3 Language	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.
4 Teaching and Learning	Fewer PPG children achieve greater depth (compared to non-PPG children) in reading, writing and maths at the end of KS1. The gaps between PPG and non-PPG children working at greater depth is most prevalent in Y2-Y4. 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 Enrichment Experiences	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 the national cost of living crisis.
6 Attendance	More disadvantaged children have poor attendance (<90%) (compared to non-PPG children), in spite of high levels of in-school provision. 13.8% of PPG pupils fell into the Persistent Absentee category in 2022-23. The gap between disadvantaged and non-disadvantaged attendance (at PA levels) is closing, decreasing by 8.1% at the end of the academic year since the Autumn term. This is due to targeted work for families from the school and regular contact and monitoring from SEWS.

## 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
1. Equality, Inclusion and Risk of Bias	

<p>Staff and families have evident and consistently high aspirations for all of the children attending the school.</p> <p>No child is left behind due to financial constraints. No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual. Halley House School believes in and delivers a vision of success for all pupils.</p>	<ul style="list-style-type: none"> <li>• All staff receive ongoing unconscious bias training and have an increased awareness of potential unconscious bias towards PPG children.</li> <li>• Learning targets for PPG pupils are as ambitious as those set for their peers.</li> <li>• PPG families receive a 50% discount on school uniform.</li> <li>• PPG families are entitled to 1 free Afterschool Club of their choice per term</li> <li>• The school and multiagency professionals support families entitled to PPG to coordinate registering their entitlement.</li> </ul>
<h2>2. Pupil Wellbeing</h2>	
<p>Positive mental health and pupil wellbeing underpins the core curriculum offer for all children and behaviour for learning as a result is positive.</p> <p>The school has high levels of pastoral and wellbeing support to be able to provide early help and/or targeted support to specific pupils when needed. All school staff support pupil wellbeing effectively and work alongside a range of qualified and experienced multiagency teams.</p> <p>The school community effectively responds to the needs of our families and provides wellbeing support through a trauma-informed approach. Halley House School supports its staff, pupils and families through individual events affecting each of its stakeholders.</p>	<ul style="list-style-type: none"> <li>• PPG pupils experience improved and sustained mental health and wellbeing that supports their learning. This is demonstrated by qualitative data including pupil voice, surveys and feedback, observations and monitoring activities.</li> <li>• PPG pupils are aware of how to use effective strategies that support their wellbeing and know how to seek help and support when needed. Staff feel confident supporting pupils.</li> <li>• PPG pupils demonstrate a readiness to learn through feeling settled and regulated in school. There is no significant difference between behaviour for learning between PPG and non-PPG pupils.</li> <li>• The whole school community are resilient to changes and challenges that arise, working together collaboratively to address these.</li> </ul>
<h2>3. Language</h2>	
<p>Halley House School creates a language-rich environment for all pupils to learn. Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding. The school ensures that PPG children have equal access to a wide range of opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary.</p>	<ul style="list-style-type: none"> <li>• All staff model language in their teaching and interactions with pupils. Universal approaches to support language development (e.g. visual support) is used throughout the school.</li> <li>• Relevant pupils receive targeted language provision and support to accelerate their language development and PPG pupils demonstrate improved levels of expressive vocabulary across the curriculum, including the use of subject-specific terminology, as evidenced in the monitoring cycle.</li> </ul>

	<ul style="list-style-type: none"> <li>• Language gaps between PPG and non-PPG pupils are reduced.</li> <li>• Reading comprehension and writing standards are both improved, and disadvantaged pupils meet age-related expectations. PPG pupils achieve in-line with their peers in the Phonics Screening Check.</li> </ul>
4. Teaching and Learning	
<p>Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and gaps between PPG and non-PPG pupils are reduced at the end of each key stage.</p> <p>There is accelerated progress and higher attainment at greater depth for reading, writing and maths among disadvantaged pupils.</p> <p>All pupils are resilient and demonstrate a growth mind set to appropriate levels of challenge in their learning.</p>	<ul style="list-style-type: none"> <li>• Gaps between PPG and non-PPG children in reading, writing and maths identified during baseline assessments are closely tracked and monitored. Effective strategies to accelerate the progress of PPG learners is reviewed during pupil progress meetings and gaps in learning are reduced by the end of each key stage.</li> <li>• School progress and attainment for PPG pupils is at least in-line or better than the national average for this group.</li> <li>• Assessments, data and observations demonstrate an increased percentage of disadvantaged children working at greater depth in RWM</li> <li>• Qualitative data evidence PPG pupils are in-line with their peers in demonstrating positive behaviours for learning.</li> </ul>
5. Enrichment Experiences	
<p>All pupils, regardless of socioeconomic backgrounds, are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits as part of Halley House School's core curriculum offer.</p> <p>All children eligible for PPG engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.</p>	<ul style="list-style-type: none"> <li>• All pupils access enrichment learning opportunities and pupil engagement with these activities is high.</li> <li>• PPG families are entitled to 1 free Afterschool Club per term. Trips and visits, including residential journeys are subsidised.</li> <li>• An increased number of PPG families accessing extended school services that broaden their experience of, and involvement in school and the wider community is high.</li> </ul>
6. Attendance	
<p>Halley House School achieves and maintains improved attendance for all pupils including disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance for all pupils is at least 90% or higher.</li> <li>• The gap between attendance for PPG and non-PPG families diminishes.</li> </ul>

Halley House School provides targeted support for identified families who may benefit from additional attendance support.	<ul style="list-style-type: none"> <li>• Attendance and punctuality for disadvantaged pupils is in-line or higher than the national average for this group.</li> <li>• The school attendance team have regular attendance meetings, supporting by the Education Welfare Officer (EWO) to provide targeted attendance support for PPG families. Attendance and/or punctuality for focused families improves as a result.</li> </ul>
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## 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: £69,062.50

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 (Sept 2023)</a></p>	1,2,4
Ongoing professional staff development for all staff to support the inclusion of all pupils	<p>EEF guidance report on <a href="#">'Effective Professional Development'</a></p> <p>Dee, T., &amp; Gershenson, S. (2017). <a href="#">Unconscious bias in the classroom:</a></p>	1,2,3,4

	<p><a href="#">Evidence and opportunities</a>. Google's Computer Science Education Research.</p> <p>Campbell, T. (2015). <a href="#">Stereotyped at seven? Biases in teacher judgement of pupils' ability and attainment</a>. Journal of Social Policy, 44(3), 517-547.</p>	
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</i>, Doug Lemov (2014)</p> <p><a href="#">'Read all about it' report by GL Assessment</a> (secondary focused) (Feb 2020)</p>	2,3
Continue to work with the Maths Hub, Trust group consultants 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</i> (Feb 2020)</p>	3,4

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

Budgeted cost: £13,020.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading and language support for Reception and Key Stage 1 pupils delivered through school-led	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress)	1,3,4



tutoring, booster groups and speech and language interventions.	<p>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> <p>EEF <a href="#">One to One Tuition Report</a>, <a href="#">Small Group Tuition Report</a> and <a href="#">TA Interventions Report</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,022.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist allocation 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>	2,5
Implementation of ELSA programme as an early-support wellbeing intervention across the school and ongoing EP-led supervision for ELSAs.	<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>. <a href="#">EEF Teaching and Learning Toolkit: ‘Social and Emotional Learning’</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	2,5
Specialist teaching provision for Art and Sports Coach	<p>EEF Teaching and Learning Toolkit. <a href="#">‘Arts Participation’</a></p> <p>EEF <a href="#">Physical Activity Report</a></p>	2,5



Embedding the 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	DfE's <a href="#">Improving School Attendance</a> advice. DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
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**Total budgeted cost: £ 115,104.50**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details- the impact that our Pupil Premium strategy had on pupils in the 2022-2023 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 in the years following the outbreak of Covid-19 in 2020. Furthermore, the cost-of-living crisis across the UK resulted in a significant increase in the numbers of disadvantaged pupils in school, bringing our PPG numbers to over 40% for the first time in the school's history. The numbers of children eligible for the Pupil Premium Grant continues to rise, with 87 children across the school now receiving additional funding. This equates to 40.9% of the school population. The percentage of pupils entitled to PPG is particularly high in Year 4, with more than 50% of pupils eligible.

#### Implementation

In response to the rising level of need, the school maintained and in some areas, increased our commitment to supporting all pupils and in particular, our disadvantaged pupils are families through the following initiatives:

- Increasing our counselling and therapeutic provision by increasing our Play Therapy provision from 1 day to 1.5 days across the week.
- Facilitating ELSA CPD for 2 additional members of support staff to ensure our capacity to provide ELSA sessions was not negatively impacted by staff leavers (1 trainee teacher/ELSA left the school at the end of the academic year).
- Additional weekly 1:1 pupil sessions with specialist Art and P.E. teachers for individual PPG/SEND to mitigate barriers to their engagement during whole class specialist teacher lessons. These 1:1 (or 2:1 with supporting LSAs) are in addition to weekly whole class lessons.
- Delivery of a broad range of music, art and sports as part of our core curriculum. This includes music tuition and specialist music lessons with partnership organisations (Stretto) and Hackney music service to provide termly blocks of samba and African drumming and dance tuition to KS2 pupils, fencing and swimming lessons across the school and increasing participation in sports fixtures across the Trust and borough. Pupils in Y2 and Y6 completed the Arts Mark Award facilitated by the art specialist.
- Resumption of pre-pandemic levels of offsite trips and visits for all year groups including weekly provision such as Outdoor Adventures at Hackney Downs and the use of the outdoor ball court at Hindle House to develop pupil's fitness and enjoyment, and through Outdoor Adventures, follow a Forest School approach and direct their own learning and make links to subject-specific learning in school.
- Enriching after school club provision to a wide range of activities including the new addition of martial arts in the summer term.

#### Impact

- The gap between disadvantaged and non-disadvantaged attendance (at Persistent Absence levels) decreased by 8.1% between the start of September 2022 and the end of the academic year. This is due to targeted work for families from the school and regular contact and monitoring from SEWS.
- 83% (10 out of 12) PPG pupils passed the Phonics Screening Check in Y1.

- 90.48% of PPG pupils were working at or above ARE (Age Related Expectations) in Reading across the school.
- 98.41% of PPG pupils were working at or above ARE in Writing across the school.
- 96.83% of PPG pupils were working at or above ARE in Maths across the school.
- All pupils come to school in school uniform and enrolment in Afterschool Clubs for PPG children is high.

For more further PPG data please see [PPG Data Analysis 2023-2024](#)

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*