

Pupil Premium Strategy Statement

This statement details our school's strategy plan for spending pupil premium and recovery premium funding to help improve the attainment of our all 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	Hallam Primary School
Number of pupils in school	636
Number of Pupils in IR	16
Proportion (%) of pupil premium eligible pupils	10% (63 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-26
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025 and annually thereafter
Statement authorised by	Jenna Ramsden - Headteacher
Pupil premium lead	Stacey Hughes – Inclusion Manager
Governor / Trustee lead	Andrew Matthews

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£86,555
Recovery premium funding allocation this academic year	£0
National Tutoring Programme funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,555

Section A; Pupil Premium Strategy Plan

Statement of intent

Hallam Primary is a 3-form entry primary school with over 630 pupils on roll. We are located in a predominantly affluent suburb of Sheffield and is a school of choice with a number of pupils travelling from outside the school's catchment area to attend. We are a fully inclusive school and staff work hard to ensure that all pupils feel happy and safe and have a sense of belonging to our school. This is driven through our DREAMS (Diversity, Resilience, Enquiry, Aspiration, Memories and Smiles) curriculum in which all pupils are challenged to achieve their full potential – both academically and socially.

Our aim is to use pupil premium funding to sustain higher attainment for all pupils. We aim to have provision that is fluid and child-led alongside research-based interventions to address gaps in learning for individual pupils. We also aim to ensure that all pupils have a true sense of belonging to our school and develop positive attitudes to learning to enable them to succeed in education in primary school and beyond. Leaders consider ways in which all pupils receive a broad and balanced curriculum, have access to extra-curricular activities and have opportunities to broaden their knowledge, skills and awareness of their local and wider context

Our expectation at Hallam Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. We feel this will enable them to read to learn, broaden horizons and be interested and interesting citizens. During the period of this strategy, we will be continuing to embed our whole school approach to early reading, ensuring that the strategies of Read Write Inc. are consistently and effectively implemented throughout school and at home. It is anticipated that this approach will develop the basic reading skills and, enable pupils to read for pleasure.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. We recognise the impact of disadvantage on our pupils' learning and all staff share our ambition for the achievement of all our pupils. Leaders focus on the quality of pupils' learning experiences and evaluate progress through rigorous, supportive monitoring and quality assurance. Through a typicality approach to monitoring and a robust CPD offer, leaders support teaching through shared planning, modelling and coaching of quality first teaching strategies.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. Our CPD opportunities for all staff will be focused around developing their skills of teaching vocabulary, ensuring that they develop opportunities within their classrooms for children to engage in planned opportunities for talk, so that they can embed and practice the vocabulary that they have been learning. In addition to this, Over the next three years, Hallam Primary school, will focus on ensuring that all children are secure in early transcription skills and that accuracy is emphasised in all areas of learning to ensure that we develop confident and accurate writers. As a result of highly effective monitoring and evaluation, CPD has been delivered to all on effective scaffolding, modelling and questioning and it is expected that adults will use these techniques on daily basis in classrooms. To further develop adults' confident and expertise, we have enrolled on a 2-year Embedding Formative Assessment project which is acknowledged by the EEF as one of the three key strategies for promoting accelerated pupil progress.

During the next three years of this strategy, school will embed the ARK maths curriculum, ensuring that the teaching and understanding of mathematical language is embedded and consistent from EYFS through to Y6. We will ensure that all pupils are confident in using the most efficient mathematical calculation methods and have the vocabulary to be able to unpick and explain their mathematical thinking. During the first year of this strategy, CPD will incorporate coaching, CPD and team-teaching strategies to ensure consistency in the delivery of maths teaching throughout school.

Leaders recognise the importance of preparing pupils for adulthood and staffing structures have been amended to introduce a Diamonds integrated resource provision for our most vulnerable children with SEND. This provision focuses on the development of key skills including an emphasis on social, communication and interaction skills as well as valuable speech and language support. Pupils accessing this provision maintain a sense of belonging to their peer group and access the delivery of the wider curriculum in the classroom. We have also employed our own NHS speech and language therapist so that we can identify pupils who require additional support and guarantee that staff have access to the highest quality CPD.

This strategy will be in place for three years however it will be reviewed annually and amended to meet the changing needs of our context. During the period of this strategy plan, we will focus on the key challenges that are preventing our pupils from attaining well: a rich vocabulary and reading fluency. These barriers are key to ensuring our pupils are able to access the broad and balanced DREAMS curriculum and therefore are not achieving their full potential.

Challenges

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

Challenge number	Detail of challenge
1.	There are a high number of disadvantaged pupils who have other significant needs which impact on their progress and attainment. Out of the 63 disadvantaged pupils on roll, only 15 have no other trigger with 33% (21) SEND, 37% (23) EAL, 24% persistent absenteeism, 6% previously looked after.
2.	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some pupils. This is the case from EYFS through to KS2. 25% of the current Y1 cohort received speech and language intervention during their EYFS year and only 78% disadvantaged pupils achieved a Good Level of Development at the end of last academic year.
3.	64% of disadvantaged pupils (7 out 11 pupils) passed the Y1 phonics check in 2024 compared to 85.7% of non-disadvantaged pupils.
4.	2023-24 data indicates that attendance among disadvantaged pupils (93.5%) was 2.5% lower than for non-disadvantaged pupils (96%). Current autumn term 2023 data suggests this figure is reducing by 1% than previous year. 30% of disadvantaged pupils in 2022-23 were judged to be persistently absent compared to 13% of non-disadvantaged pupils. Again, current autumn 2023 data shows an improvement at 18% however this remains a concern and an area of high priority.
5.	Writing outcomes in 2024 were lower than reading for all pupils however this was significantly lower for disadvantaged pupils. 58% of disadvantaged pupils (7 out of 12 pupils) achieved the expected standard in writing compared to 81% non-disadvantaged pupils and 0% achieved GDS.
6.	Maths outcomes in 2024 were lower than reading for all pupils and particularly for disadvantaged pupils. 83% of disadvantaged pupils (10 out of 12 pupils) achieved the expected standard in maths compared to 92% non-disadvantaged pupil and only 17% achieving GDS.
7.	Pupils enter Hallam from different starting points and as a result have different life-experiences which can impacts on their sense of belonging, self-esteem and aspiration.

Intended outcomes

This section 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
All pupils will have improved oral language skills and as a result, can articulate and respond to higher order reading comprehension questioning	<ul style="list-style-type: none"> • Pupils have an increased confidence and are more willing to speak in class and answer questions • A greater number of pupils are able to access higher order reasoning and problem-solving questions • 75% (6/8) of disadvantaged children are targeted achieve EXS in KS2 reading assessment 2023-24 • The ESCAL tracker is used to identify groups of children who require pre-teach vocabulary session. As a result, more pupils will achieve the higher standard at the end of KS2 in all subjects
All pupils have developed a rich and broad vocabulary and are able to implement this in their independent writing	<ul style="list-style-type: none"> • Pupils have a wide and rich vocabulary and have the confidence to contribute during whole class writing session • Pupils are lived experiences are incorporated and developed within the curriculum in order to develop context for spoken language • Pupils have time to consolidate their understanding of tier 2/3 vocabulary across the curriculum • Pupil outcomes at the end of KS2 is narrowed between different groups. • A greater proportion of disadvantaged pupils achieve the higher standard in writing at the end of KS2 • 88% of disadvantaged children (7/8) achieve EXS in maths
All pupils leave Hallam Primary as strong readers and have developed a love of reading	<ul style="list-style-type: none"> • All pupils develop a love of reading as they develop through school • Pupils are able to read fluently and most children will be free readers by the end of Y5 • All pupils are able to access higher order reading comprehension questions <ul style="list-style-type: none"> ○ Over 85% of children are targeted for achieving EXS in KS2 reading outcomes 2024-25 ○ 88% of disadvantaged children are targeted achieve EXS in KS2 reading outcomes 2023-24 • All Disadvantaged children (100%) targeted to achieve phonics pass
All pupils leave Hallam with maths skills that prepare them for the next stage in their life	<ul style="list-style-type: none"> • All pupils achieve there times-table badge by the end of Y6 • All pupils develop a love of maths and can talk confidently about there maths learning • 88% of disadvantaged children at the end of KS2 2024-25 will achieve EXS in maths • 86% of children will achieve 22+ marks in MTC • All children will be accessing daily ARK maths sessions
Whole school attendance for all groups of pupils is improved	<ul style="list-style-type: none"> • The gap between the attendance of different groups of pupils is closed. • Whole school attendance is above the Sheffield average and is at least 97% • Strong partnerships are made with professionals in the Inclusion and Attendance Team and the Complex Inclusion and Learning Service (CILS) so that children who were previously persistent absentees are no longer.
All pupils have a sense of belonging and recognise their worth and the importance of their role in the school.	<ul style="list-style-type: none"> • Pupil voice questionnaires reflect that all pupils feel happy, safe and able to learn at Hallam Primary School.
Children can speak confidently about the key knowledge within the curriculum and make comparisons with prior learning	<ul style="list-style-type: none"> • More children achieve the expected standard in wider curricular subjects. • All children have access to a broad and balanced curriculum and have equity in all subjects • All disadvantaged children access at least one extra-curricular activity and 1 other event for the year 2023-24

Data outcomes: *The children in Y3 will be tracked to monitor the impact of this strategy (these are our current Y3 cohort)*

	Reading	Writing	Maths
Disadvantaged children Y3 entry data	28% 2/7	28% 2/7	42% 3/7
Disadvantaged children predicted outcomes for Y6	88% 7/8	50% 4/8	88% 7/8
Non- disadvantaged children Y3 entry data	75% 69	72% 66	83% 76
Non-disadvantaged children predicted outcomes for Y6	85% 76	69% 63	78% 71

Activity in this academic year 2024-25

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

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As part of the Embedding Formative Assessment Project, all staff will use dialogic/structured talk in their teaching across school.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise.</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching/	1,2,5,6
<p>All teaching assistants will participate in “Walk Thru” training to develop the pedagogy and QFT strategies</p>		all
<p>Staff will receive CPD on the Reciprocal Reading approach and this will be used to support pupils’ comprehension skills in KS2</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise.</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/	2,3
<p>All staff will receive Word Aware (Vocabulary across the curriculum) CPD to support and develop pupils’ vocabulary in KS1 and KS2.</p> <p>As we are in year two of this cycle: This will include professional development, instructional coaching</p>	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	2,3,7
<p>A whole school approach to the teaching of reading is embedded throughout school. This will result in:</p> <ul style="list-style-type: none"> • consistency of teaching of early reading and phonics • Pupil access to high quality and appropriate reading books (decodable) that match their developing phonic knowledge. • Pupils access regular high-quality texts during ERIC time • Teaching assistant sublet knowledge to be continued to developed in regards to running of Fresh start and 1:1 tuition <p>This will include professional development, instructional coaching and teacher release time.</p>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	3
<p>Staff will embed the use of effective modelling in order to develop vocabulary and metacognition for all children</p> <p>This will include professional development, instructional coaching and teacher release time to observe each other and develop consistently good practice across school</p>	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	All
<p>Staff will embed the use of formative assessment through full engagement in the Embedding Formative Assessment project</p> <p>This will include professional development, instructional coaching and teacher release time to observe each other and develop consistently good practice across school as part of the teaching learning communities</p>	Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	ALL
<p>Staff will have bespoke training on the new approach to ARK maths scheme, which will focus on developing fluency and reasoning skills; as well has developing a consistent structure and use of vocabulary in all lessons.</p> <p>Staff will then have bespoke coaching, joint teaching and continued and regular CPD opportunities over the year</p>	<p>Number sense Ark Maths</p>	6

Pre and post teaching to be effectively embedded in all year groups to ensure that children keep up rather than catch up.		all
---	--	-----

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)

Total budgeted cost: £30,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
LEAP (Language Enrichment Activity Programme) and VIP (vocabulary improvement programme) will be introduced in EYFS (and Y1 where relevant) – to ensure early vocabulary and language support for pupils as part of QFT	This is an NHS programme and is recommended by the Speech and Language therapy service for children who have limited speaking and listening skills	1
Pre-teaching of vocabulary will be introduced across the curriculum to ensure all pupils are able to access learning	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	1
Additional phonics sessions will be introduced for targeted pupils in KS1 and KS2. This will include the use of appropriate RWInc intervention KS1 and LKS2 – 1:1 Tuition UKS2 – Fresh start Phonics	In school data conveys that children who access additional phonic sessions are 50% more likely to achieve the phonics check	2
Staff will receive continued coaching on the Reciprocal Reading (focusing on teaching of vocabulary) which will be introduced to enable pupils who have difficulties with reading comprehension	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/	2,3
Support staff will receive bespoke CPD, linked to their Performance Development Cycle to ensure they have the appropriate subject knowledge and skills to support all pupils. Leaders will amend the provision map in line with pupil outcomes, progress throughout the year and need of pupils Pre and post teaching will be identified as main intervention across school to support children in keeping up with the curriculum Teaching assistants will have fortnightly CPD sessions to ensure that teaching skills are developed and effective in meeting the needs of all learners	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	ALL
All staff will receive ARK training. This will include formal CPD, coaching and targeted support with planning All staff will have support in developing teaching skills in relation to ARK math's vocabulary and structure		6
School have purchased additional speech and language support (0.2 FTE) to ensure early identification of vulnerable pupils and provide appropriate provision. Staff will also receive relevant CPD on Word Aware, LEAP, VIP and NIP programs and individual Communication Plans	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf	1,2

Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Total budgeted cost: £6,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils are offered free Breakfast club provision in order to improve attendance and punctuality	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/	5,6
Attendance Ambassadors to promote and increase attendance for all pupils	previous data outcomes convey that pupils were highly motivated to attend school and attendance for our most vulnerable increased, whilst the number of Persistent Absenteeism decreased to less than 5%	5
In order to promote a sense of belonging to all pupils, disadvantaged pupils are offered: <ul style="list-style-type: none"> • A free school uniforms • One free term of an after-school club or music tuition • Reduced charge for residentials and trips • Access to additional swimming lessons if they do not meet the National curriculum Standard in Swimming Leaders will conduct pupil interviews and monitoring activities to evaluate how well pupils integrate within Hallam and how these impact on their confidence and self-esteem	<u>Extra-curricular Inequalities - Sutton Trust</u> : Research from the Sutton trust shows that disadvantaged children are 20% less likely to attend extra-curricular clubs	All
School will hold a minimal contingency fund to support families on an individual basis. This will enable leaders to respond to any are barriers as they arise.	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

Section B: Review of outcomes in 2023-24

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Data outcomes for 2023-24 academic year were significantly improved on previous years outcomes and changes to the curriculum have had a positive impact

- 64% achieved the phonics check and all pupils are on track to achieve it by the end of KS1
- An increase in children achieving EXS in maths in KS1, with 43% achieving EXS
- 100% of our disadvantaged children achieved EXS in reading 83% in maths and 58% in writing in KS2
- Progress measures were higher than national other
-

Observations and pupil interviews conveyed that children continue to enjoy attending Hallam Primary School with over 100% of children reporting Hallam to be a friendly and safe environment, which they would recommend to their friends. All pupils reported feeling like they belonged at Hallam Primary School and that they were able to access all parts of school life. School experienced their highest uptake of extra-curricular activities and 95% of disadvantaged children attended a club before or after school.

To develop language and vocabulary skills of all children at Hallam have introduced Word Aware strategies in all classrooms as part of the curriculum. This is having a positive impact on quality first teaching and is enabling all children to access the lesson. School will continue to build on this in the 24/25 plan. The school will embed the use of talk partners to ensure that all children have a chance to develop their speaking and listening skills. The school will continue to employ and work alongside a speech and language therapist, in order to ensure that our early intervention meets the needs of all learners and is progressive through school.

Data outcomes showed that on average a pupil accessing LEAP or VIP, made at least one level progress and that they were able to apply grammar constructs when speaking.

In FS2 all children are identified for SALT support in the autumn term and appropriate pathways are put in place. In 2021/22, ten pupils were identified as needing specific S&L support and 4 pupils needing 1:1 intervention. These children are now reviewed annually as part of the SEND plan, do review cycle.

Writing continues to be a key are of development for this academic year and has been the area most impacted since covid19. Outcomes showed that 58% (s in KS2 achieved EXS in writing and in KS1 14% of pupils achieved EXS in writing. School leaders continue to develop the writing curriculum, with specific training into transcription and composition and ensure that all learners develop stamina for writing. There will be a focus on developing accuracy in writing within KS1, so that learners are ready to move into the KS2 and can continue to develop their composition skills. School will continue to use technological aids to support for SEND learners and ensuring that the curriculum is accessible to all.

Attendance continues to be a barrier to learning and whilst data is above Sheffield comparatives it continues to be a focus of the 2024/25 strategy. The attendance for disadvantaged children at the end of the last academic year was 93% and others was 96 %, this is a gap of 3%. School have put MAST support in place for families where attendance is an area of concern.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	N/A
What was the impact of that spending on Service Pupil Premium eligible pupils?	N/A

Externally provided programmes (if applicable)

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reciprocal Reading	FFT