



Hallfield Primary School
Growing, Learning, Achieving Together

Pupil Premium Grant Strategic Plan: 2020 – 2021

1. Summary information					
School:	Hallfield Primary School				
Academic Year:	2020-21	Total Pupil Premium Grant:	£174,850 (tbc)	Date of most recent PPG Review:	20.07.19
Total number of pupils:	343	Number of pupils eligible for PPG:	130 (tbc)	Date for next internal review of this strategy:	Apr 2021

Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

2. Current attainment		
Y6 2018-2019	<i>Disadvantaged Pupils (Hallfield Primary School)</i>	<i>Non Disadvantaged Pupils (National average)</i>
% reaching age related expectations in Reading, Writing and Maths	62%	71%
% meeting standard or above in reading	85 %	78%
% meeting standard or above in writing	81%	83%
% meeting standard or above in maths	92%	84%
Y2 2018/2019		
% reaching age related expectations in Reading, Writing and Maths	82%	69%
% meeting standard or above in reading	82%	78%
% meeting standard or above in writing	82%	73%
% meeting standard or above in maths	82%	79%



3. Barriers to future attainment (for Disadvantaged Pupils)	
In-school barriers	
A.	Under developed language skills impede disadvantaged children’s access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required. Communication and language needs are identified in home language and English e.g. 69% of disadvantaged pupils are categorised as ‘developing competency’ in their proficiency of English.
B.	Attainment and progress for disadvantaged pupils is an uneven picture across the school. Year groups with historically high mobility (Year 1, 3, 4) are also year groups that transition between key stages
External barriers	
C.	Certain disadvantaged cultural groups demonstrate disengagement with learning e.g. Disadvantaged Kurdish boys, White British boys.
D.	Limited access to wider enrichment activities
E.	Historically, attendance of the group disadvantaged is below non-disadvantaged
F.	Mobility – inward and outward



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4. Desired Outcomes		Success criteria
A.	<ul style="list-style-type: none"> • To secure quality first teaching for disadvantaged pupils with identified communication and language needs. • Disadvantaged pupils are identified in each year group within 'class profiles', including information from Proficiency in English Audit, screening and Communication and Language Audit. • Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles. • Disadvantaged children with under developed language receive targeted intervention to accelerate progress. 	<ul style="list-style-type: none"> • Combined reading writing and mathematics outcomes of disadvantaged pupils for 2020 are above the floor standard and in line with identified year group targets. • Children who receive targeted intervention for SCLN, make the expected progress and maintain the gains post intervention.
B.	<ul style="list-style-type: none"> • Target setting reflects children's Early Years attainment in Mathematics and Literacy as well as GLD and KS1 results. • Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. • Targeted support from leaders and school based interventions for key year groups including early support for new starters is effective. 	<ul style="list-style-type: none"> • The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5% within Hallfield. • Disadvantaged pupils' attainment is in line with national 'other'. • All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of homegrown children making accelerated progress. • Accelerated progress for children in receipt of interventions and other targeted support.
C.	<ul style="list-style-type: none"> • Children in these groups are identified in class profiles. • Identified cultural groups receive targeted support across school in lessons and through pastoral interventions. • Increased engagement with home learning e.g. homework. • Parents from identified cultural groups access the increased parental engagement on offer. 	<ul style="list-style-type: none"> • Identified cultural groups, which have a larger than school average proportion of disadvantaged children, attain in line with other ethnic groups and national. • Return of homework and completion of reading records for this group is consistent. • Book looks show increased engagement and productivity.



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D.	<ul style="list-style-type: none">• Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents.• Classroom coverage of the curriculum reflects the intent to increase cultural capital	<ul style="list-style-type: none">• Maintained and increased access and participation in wider curriculum opportunities.• Book looks show that children are using language and vocabulary across the curriculum.
E.	<ul style="list-style-type: none">• Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average.	<ul style="list-style-type: none">• Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96%.
F.	<ul style="list-style-type: none">• Reduce the impact of mobility on PPG outcomes.	<ul style="list-style-type: none">• Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.



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5. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
1. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A, B, C	Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups, more able and potentially more able.	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Pupil voice and teacher reports for example CPOMS indicates disengagement with learning from children in specific cultural groups.</p>	<p>Termly pupil progress meetings that use a range of language audits to track and identify individuals and groups to set key actions.</p> <p>Maintaining standards for interventions including SaLT through monitoring by the Inclusion lead and SLT.</p> <p>Use of screener tool in Early Years to direct additional targeted teaching to enable readiness for national curriculum.</p> <p>Early interventions for new arrivals to the school and country.</p>	HT, DHT, AHT, LOLs, Inclusion Lead	Dec 2020 April 2021



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B, C	Targets are set at the beginning of the academic year for end of year outcomes.	<p>Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress.</p> <p>To ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished.</p>	<p>Leaders of learning supported by DHT set robust, individual and cohort targets.</p> <p>PPRs on a termly basis. Subject leads and LoLs support in targeting pupils early and providing opportunities in class and through wider experiences.</p>	DHT, AHT Most Able Lead LoLs	Dec 2020 April 2021
A, B, C, D	Maintaining enrichment opportunities across the school, including through Children’s University and Forest School	<p>Learning is contextualised in concrete experiences and language rich environments. Feedback from moderation suggested more trips in KS1 for experiences to draw from and recount.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	<p>Educational visits planned in advance. Termly monitoring of wider curriculum provision across year groups.</p> <p>Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary.</p> <p>Evidence in book scrutiny of children drawing on broader experiences and related language.</p>	DHT, AHT, LoLs	April 2021



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A,B,C,D	<p>Professional development meetings, partnership working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders.</p> <p>For example ensuring whole class guided reading provides challenging texts and vocabulary to apply in their writing across subjects. Additionally, supporting teachers to use robust teacher assessment and gap analysis in all subjects so knowledge is being developed and secured by all learners.</p>	<p>Whole class guided reading has been observed at Hallfield and in other local schools to be highly effective in improving vocabulary and challenging the most able regularly.</p> <p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and ‘the same knowledge and cultural capital they need to succeed in life’</p>	<p>Training for SLT in whole class reading. Whole school supported trial and feedback in staff meeting. Alliance observations and team teaching.</p> <p>Drawing on the strengths in writing at KS1 of partner school through observations and year group meetings.</p> <p>Book scrutiny, learning walks and observations termly will maintain standards and consistency. Enabling prompt and timely intervention for teachers and children.</p>	LoLs	Termly
Total budgeted cost					£60,851



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2. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A, B	Reading intervention team to support targeted PPG pupils in all year groups from Y1 to Y6.	<p>Adopted reading interventions have had a proven impact on narrowing the gap (FFT, BRP)</p> <p>Secure expected standards for those PPG pupils who were only just at expected standards or emerging.</p> <p>Extension and stretch activities provided for Most Able Disadvantaged previously expected and exceeding.</p>	Monitoring on a termly basis through data collection.	HT, AHT, LoLs	April 2021 July 2021
B, C	Additional support for disadvantaged pupils in key year groups, particularly transition years, to ensure they are closing the gap to their peers through boosters and clubs. Targeting of specific cultural groups with historic lower attainment and progress through group work and gap analysis.	Summative and ongoing assessment data demonstrates that disadvantaged pupils in these year groups are working below their peers. This is linked to proficiency in English and language development, which impedes their access to the curriculum as well as disengagement of certain groups.	<p>Monitoring on a termly basis through data collection and PPRs</p> <p>Booster provision. Targeted LoL support and subject leader support.</p>	DHT, AHT, LoLs, subject Leads,	December 2020 April 2021 July 2021



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A, B, C	Dedicated TA support delivering interventions.	<p>Early and continuous assessment, such as SALFORD reading baseline, which target children for established and proven interventions.</p> <p>Including:</p> <ul style="list-style-type: none"> ➤ 5minute box ➤ Talk boost ➤ Narrative speech and language boosts ➤ Reading recovery intervention ➤ FFT / BRP ➤ Homework club after school 	<p>Analysis of data collection.</p> <p>Pre and post assessments of interventions accompanied by maintaining the gains checks after completion of interventions.</p> <p>Training for TA's in September (e.g. supporting 1:1 reading) and monitoring of provision across the year.</p> <p>Training for volunteers to ensure quality 1:1 support.</p>	DHT, English Lead, Inclusion Lead, RR TAs	December 2020 April 2021
B,C,D	Parental engagement embedded across the whole school to target parents in key disadvantaged cultural groups.	<p>Internal data shows that certain year groups are not making expected or accelerated progress – particularly at Year 1 and lower KS2.</p> <p>Parental survey (Autumn 18) showed a need for support in the curriculum.</p> <p>Feedback from teachers is that children in these groups are not completing homework or reading at home.</p>	<p>LoLs overseeing the parental engagement project.</p> <p>Termly review against targets (appraisal).</p> <p>Parental surveys and feedback from teachers.</p> <p>PPRs show how children are making progress.</p>	LoLs HT Teachers	December 2020 April 2021
Total budgeted cost					£83,939



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3. Welfare					
Desired outcom	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A, B, C, E	Welfare team – target to disadvantaged families to improve attendance and punctuality above national average of 96%	Welfare team targeted to maintain and improve levels of attendance to impact upon their academic achievement.	This will be monitored termly through attendance and punctuality reviews.	HT, Inclusion Lead	December 2020 April 2021 July 2021
A, B, C, D	Heavily subsidised trips and visits (including year 6 residential), workshops and performances. Proactive seeking of funding and free / low cost opportunities.	Our pupils need a context for learning and a stimulus to trigger their interest. This has led to huge improvements in writing in particular and we wish to pursue this strategy.	Each trip or visit will be evaluated according to its effectiveness.	HT, AHT, DHT, LoLs	Ongoing April 2021
A, C, E, F	Pupils have access to therapeutic services and a designated family support team in school	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, etc.	Targeted pupils will be tracked through data collection cycles Increase in the engagement of disadvantaged children’s families through outreach support.	Inclusion Lead	April 2021 July 2021



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A,B,C, E	Heavily subsidised breakfast and after school clubs	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.	Outcomes and attendance for those pupils will be tracked on a termly basis.	Inclusion Lead	April 2021 July 2021
B,C,E,F	Supported lunchtimes (TA), nurture and haven provision.	Children struggling to engage with the curriculum and school life are absent or unproductive in their learning. Support with engaging in classroom and school life through these clubs enables children to be more focused in lessons times.	DH oversees the training and monitoring of providers. Termly observations and reviews. Feedback from teachers.	DH, Inclusion Lead	April 2021 July 2021



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A, B, C	Become a trauma informed school	<p>Children who have experienced trauma may lead to a barrier with their learning.</p> <p>Appropriately trained staff can achieve successful results in supporting children that have experienced trauma</p>	<p>All staff have received Attach Aware training.</p> <p>All staff to receive ARC training to be more trauma aware</p> <p>Strategies are used successfully by staff to respond effectively and support children and families who have experienced trauma</p>	<p>HT Inclusion Lead DHT AHT LOLs</p>	
Total budgeted cost*					£44,007
Overall Spend					£188,797

**Identified costs are an approximation and are subject to change. Costs will be updated in the PPG Review 2020-2021 which will be published in September 2021.*