

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	Hallwood Park Primary School & Nursery
Number of pupils in school	96 (R → Y6)
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs K Goodwin (Headteacher)
Pupil premium lead	Mrs K Goodwin
Governor / Trustee lead	Mr M West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,945
Recovery premium funding allocation this academic year	£11,745
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	£121,690

Part A: Pupil premium strategy plan

Statement of intent

A very high percentage of our pupils are identified as being disadvantaged, but others are also socially disadvantaged who are not registered or who do not qualify for free school meals. In addition, some pupils are considered vulnerable, such as those who have a social worker. The strategies being used are intended to support these pupils also, whether they are classed as disadvantaged or not.

Common barriers to learning for disadvantaged pupils can be less support at home, weak language and communication skills, lack of confidence, attendance and punctuality issues, and more frequent behaviour difficulties. There may be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”, which is why our pupil premium funding is used to support different aspects of pupils’ development in school.

Our long-term intentions are:

- ✓ For all pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas;
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils;
- ✓ To nurture and support our pupils’ health and wellbeing, in order to enable them to access learning and maximise their potential.

We aim to achieve these objectives by:

- ✓ Putting high quality teaching at the heart of our approach for all pupils;
- ✓ Referring to EEF research outcomes when making decisions about the allocation of resources and the choice of strategies.
- ✓ Boosting staff to pupil ratios in some classes, thus improving opportunities for effective teaching and accelerating progress.
- ✓ The use of effective interventions for individuals and small groups of pupils to address specific gaps in learning.
- ✓ Supporting pupils’ emotional and social development through the school’s Nurture provision.
- ✓ Providing a free Breakfast Club to encourage good punctuality and provide a nourishing meal at the start of the day.
- ✓ Supporting the funding of specialist learning software and additional learning resources;
- ✓ Providing a range of activities, visits and cultural opportunities, to broaden pupils’ first-hand experiences of life and develop their aspirations.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Objectives are closely aligned with those included in the School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school at a level significantly below the national average in all areas, with language and communication skills being particularly weak.
2	Lack of parental engagement and/or capacity to support learning. This has limited some disadvantaged pupils' learning outcomes during the periods of remote learning and beyond, particularly in Key Stage 1.
3	Pupils lack stamina and resilience in learning tasks, also affected by the periods of remote learning.
4	Pupils' retention and use of basic skills in reading (including phonics), writing and maths is weak.
5	Emotional and social needs that impact on learning outcomes, mental health and wellbeing.
6	Poor attendance and punctuality for some pupils, often reflecting social issues and attitudes in the home.
7	Limited family income is a barrier to taking part in a wider range of cultural and sporting activities, as well as being able to travel beyond the local community in Runcorn.

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 attainment in Early Years	GLD outcomes are closer to national averages. Assessments demonstrate progress in communication and language
Improved attainment in Phonics	Achieve national average expected standard in Phonics at the end of Year 1
Improved attainment at the end of KS1, particularly reading	KS1 outcomes in reading, writing and maths are closer to national averages. Pupils demonstrate greater resilience and stamina for learning.
Improved achievement at the end of KS2, particularly reading	KS2 outcomes in reading writing and maths are in line with national averages for ARE and closer to national averages for GD. Progress scores are consistently closer to national averages.

Achieve and sustain improved attendance and punctuality	<p>The absence rate is consistently no more than 4%.</p> <p>The percentage of pupils who are persistently absent is no more than 10%.</p> <p>Attendance and punctuality of disadvantaged pupils is in line with non-disadvantaged pupils.</p> <p>50% of the school attend Breakfast Club on a regular basis.</p>
Sustain improved wellbeing for all pupils, particularly the disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys and teacher observations • Low levels of bullying and disruptive behaviour. Issues addressed in a timely and effective manner. • Boxall Profile data for pupils in the Nurture Group.
Ensure all pupils are able to take part in first-hand enrichment learning experiences	All pupils who wish to take part in clubs, visits and residential trips are able to.

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: £71,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain high staff to pupil ratios, particularly in Early Years and Year 6. Focus on key aspects of quality-first teaching such as giving feedback, developing pupils' metacognitive processing and the small steps mastery approach. (£68,630)	<p>EEF Reducing Class Size (+2 months of progress)</p> <ul style="list-style-type: none"> • EEF Phonics (+5) • EEF Mastery Learning (+5) • EEF Metacognition and Self-regulation (+7) <p>“The evidence suggests that significant effects of reducing class size are not seen until the number of pupils has decreased substantial (to fewer than 20 or even 15 pupils – <i>which is the case at Hallwood Park</i>). Crucially, a reduction in class size is only likely to be effective if it permits teachers to change their teaching approach to the extent that this changes the learning behaviours of pupils.</p>	1,2,3,4

	<p>High quality implementation of reducing class size might consider:</p> <ul style="list-style-type: none"> • Additional opportunities to provide feedback on pupils • Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils.” 	
High quality CPD (£3,000)	<p>EEF Phonics (+5) EEF Mastery Learning (+5)</p> <p>Working with the English Hub, the school will select and purchase a new synthetic phonics programme that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>All staff in school will receive training to ensure they have the necessary linguistic knowledge and understanding</p> <p>Other planned CPD includes maths mastery (include the Mastering Number programme).</p>	1,2,3,4

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

Budgeted cost: £11,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring - 75% NTP funded (£2,970)</p> <p>Targeted at KS1 (during the school day) and Y6 (after school) in particular.</p>	<p>EEF Small Group Tuition (+4)</p> <p>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</p>	2,3,4
<p>Targeted interventions for groups of pupils and individuals, including purchase of related resources (£8,657)</p>	<p>EEF Teaching Assistant Interventions (+4)</p> <p>“Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs.</p>	2,3,4

<p>Targeted at LKS2 and Y5 in particular. 2x TA every afternoon for one term.</p>	<p>In order to have the desired effect schools might consider:</p> <ul style="list-style-type: none"> • Careful assessment of pupils' needs so that teaching assistants support is well targeted • Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes • Ensuring that any interventions are well-linked to classroom content and do not reduce high quality interactions with teachers” 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture provision (£17,033)</p> <p>2 TA's working every afternoon for two terms, under the direction of the SENCo.</p>	<p>EEF Social and Emotional Learning (+4)</p> <p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment....</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores....</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”</p> <p>Nurture Groups – Classic Boxall Model is a short-term intervention grounded in Bowlby’s attachment theory, which aims to address barriers to learning arising from unmet attachment needs. At Hallwood Park in recent years, the combination of time spent in the main class, combined with afternoon sessions in the Nurture Group, has been very successful in addressing pupils’ SEL needs and longer-term academic progress.</p>	<p>2,5</p>
<p>Free Breakfast Club (£12,500)</p> <p>Open to all pupils without booking.</p>	<p>“Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report” (March 2017)</p> <p>It is generally accepted that Breakfast Clubs can overcome hunger and address issues of punctuality and attendance for some pupils. At Hallwood Park,</p>	<p>2,5,6</p>

	attendance is very high (over 50% of the school) and the social benefits are very evident, as pupils are able to mix with friends across the school and engage in a range of quiet games.	
Input from Education Welfare Service (£1,950)	See https://www.gov.uk/government/publications/school-attendance DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. By purchasing a service level agreement with the EWS, the school ensures that significant concerns around punctuality and attendance are addressed formally, but supportively, with parents and carers. Evidence suggests that good attendance and punctuality result in fewer gaps in learning, and help pupils to develop positive attitudes towards their learning.	2,5,6
Access for all pupils to an enriched curriculum. (£6,900)	EEF Arts Participation (+3) <p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”</p> <p>At Hallwood Park, we believe passionately in providing all pupils with a range of cultural and life experiences, so that they may develop into well-rounded individuals who will make a positive contribution to society. All pupils learn to play the recorder and the flute whilst in KS2 and a range of day visits and residential trips are organised (when Covid restrictions permit). No pupils are barred from activity on the basis of ability to pay.</p>	7

Total budgeted cost: £121,690

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Academic Outcomes:

Despite the school closure period between January and March 2021, the high levels of staffing in Early Years, combined with the teaching strategies being pursued, were effective in achieving an improvement in GLD outcomes in Summer 2021 (69%).

Tracking of termly standardised scores in Key Stage 1 and Key Stage 2 demonstrates that whilst the school closure period had a detrimental effect on end-of-year age related outcomes, pupils across the school made accelerated progress in the autumn and summer terms, and over the year as a whole. (In Year 6, 81% of pupils made accelerated progress in reading, and 88% in maths. For disadvantaged pupils, 85% made accelerated progress in reading and 85% in maths.) The school closure was most detrimental to our disadvantaged pupils, even if they participated in the online learning sessions provided by their teacher, and they were not able to benefit from our teaching and targeted interventions to the degree we had intended. Further work on building resilience, working with parents, and targeting the gaps in pupils' learning is planned for 2021/22 onwards.

Well-being:

Boxall profiles demonstrate positive impact of the provision in our Nurture Group for the pupils who attended. Overall, behaviour across the school was very settled and focused, particularly in the autumn term, as evidenced by a very low rate of behavioural incident records. In the summer term, following the school closure, it was evident that for a few pupils, their behaviour, wellbeing and mental health were significantly impacted due to Covid-19 related issues. Staff were deployed to support this minority of pupils and wellbeing support was provided in all classes. Negative behaviours were not copied by other pupils.

Attendance during the autumn term 2020 (97% excluding Covid-19 related absences) was significantly higher than in previous years, and compares favourably with the national average of 95.3%. Attendance following the school closure was lower (95%) with disadvantaged pupils' attendance being 1% lower than their peers. The input of

the Education Welfare Officer was generally successful in bringing about improvement in targeted pupils' attendance. Consistent input, and contact with parents and carers, is key to maintaining higher rates of attendance and punctuality, and so attendance remains a focus in the current plan.

Breakfast Club continued to be successful in terms of providing a settled start to the school day and in providing healthy nutrition. Over 50% of the school attended the club regularly, and ongoing observations provided evidence of a very swift transition from Breakfast Club to learning activities in the classroom at the start of the day. Breakfast Club is valued by many parents/carers and for some pupils has helped to improve their attendance and/or punctuality.

Curriculum Enrichment and Engagement:

Pupils in Year 2 and lower Key Stage 2 continued to receive class lessons in recorder or flute, taught by a specialist music tutor. During the school closure, some input was provided but there was little uptake and so progress was not as great as in previous years. In terms of overall objectives, however, pupils learned to play and perform on instruments they would not otherwise have access to, and they developed their skills and enjoyment of music.

Residential trips were not booked during 2020-21 due to Covid-19 restrictions, but pupil premium funding was used instead to enable Year 6 to participate in a "Young Stars" award programme, with a focus on outdoor activity and personal challenge. All pupils took part in a camping experience at the end of the programme and the objectives were realised in terms of building increased confidence, self-esteem and independence. This was particularly important in terms of preparing the pupils for transition to high school.

Externally provided programmes

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
Pathways to Write	The Literacy Company
White Rose Maths	White Rose Maths
TTRockstars & Numbots	Maths Circle Ltd
Knowsley Computing Scheme of Work	Knowsley City Learning Centre