

Pupil premium strategy statement – Hallwood Park Nursery and Primary School

This statement details our school's use of pupil 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	73
Proportion (%) of pupil premium eligible pupils	71.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 (one year plan to stabilise after joining MAT July 2024)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Flora Graham
Pupil premium lead	Russell Fletcher
Governor / Trustee lead	Rachael King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£75,660

Part A: Pupil premium strategy plan

Statement of intent

At Hallwood Park Primary School, we are committed to breaking down the barriers to achievement and creating an inclusive, high-quality education for every pupil, particularly our disadvantaged learners. With a significantly high percentage of pupils eligible for Pupil Premium (71%, well above the national average), our Pupil Premium strategy is a crucial part of our whole-school mission to enable each child to reach age-related expectations, develop strong foundational skills, and become well-rounded, resilient individuals prepared for their future.

Student attainment at Hallwood Park is currently below national average, especially in writing, with no significant statistical difference between PP and non-PP groups. As such, our main focus for development and funding is ensuring a model of excellent, quality-first whole-class teaching to raise attainment across the board. Combined with targeted support for individuals or groups of pupils who need bespoke support in closing the gaps, our vision is to raise attainment at Hallwood Park so that it is in line with national averages.

Our long-term intentions are:

- ✓ For all pupils, irrespective of their background or the challenges they face, to make good progress or reach age related expectations by the time they leave Y6.
- ✓ To provide life experiences and opportunities to our students to ensure that they are well-rounded and well-adjusted young people, with varied interests.
- ✓ To nurture and support our pupils' health and wellbeing, to ensure they continue to access learning and opportunities provided for them at school.
- ✓ To foster an enjoyment and life-long love of learning, that will stay with our pupils

In line with the 3-tiered approach in EEF's pupil premium guide, activities:

- ✓ support the quality of teaching, including staff professional development, assessment materials & resources
- ✓ provide targeted academic support, including in class support, interventions and clubs
- ✓ tackle non-academic barriers to academic success, like attendance, behaviour, safeguarding and social and emotional support

In addition to this, we aim to ensure that all students at Hallwood Park can access the extra-curricular activities on offer, including a range of trips and visits that supplement learning as well as opportunities for children to develop their soft skills and independence.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Pupils enter school at a level significantly below national average in all areas, with language and communication skills being particularly weak.
2	Attainment - Global Attainment in all measures is below national averages, with 33% of students achieving ARE in reading, writing and maths by the end of KS2.
3	Attainment – Writing Attainment in writing is especially low across the board due to limited vocabularies, poor grammatical models, low speech and language levels and low stamina.
4	Social and Emotional Needs Children have emotional or pastoral needs which can sometimes prevent them from making progress in the curriculum, and can also lead to poor attainment.
5	Cultural Capital Economic/financial barriers which can result in limited experiences, lack of cultural capital and consequently impacts on pupils eligible for PPs access to and understanding of the curriculum.

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
Improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ✓ Assessments and observations indicate significantly improved oral language. ✓ Children have a broader and more developed vocabulary ✓ Children use correct models of spoken and written English ✓ Writing data is improved as a result
Improved reading attainment by the end of KS2, and for internal measures.	<ul style="list-style-type: none"> ✓ Attainment in reading measures for KS2 SATs will be within national expectations ✓ The gap between PP and Non-PP attainment will decrease ✓ The number of children achieving the reading ELG will increase ✓ Reading data in the Year 3 cohort will align with whole school data
Improved writing attainment by the end of KS2, and for internal measures.	<ul style="list-style-type: none"> ✓ Attainment in writing will increase in all year groups, including Year 6 ✓ The number of children achieving the writing related ELG will increase ✓ Children will improve presentation and stamina for writing

Improved maths attainment by the end of KS2, and for internal measures	<ul style="list-style-type: none"> ✓ The gap between PP and non-PP attainment will be reduced in mathematics in the end of KS2 SATs results ✓ The attainment in maths will increase in all year groups
Increased punctuality and attendance in all year groups	<ul style="list-style-type: none"> ✓ Attendance will be within national expectations ✓ The gap in attendance rates between PP and non-PP pupils will close ✓ There will be a reduction in the number of students who are considered persistently absent
Improved wellbeing for all pupils in the school, particularly disadvantages pupils	<ul style="list-style-type: none"> ✓ Sustained high levels of well being demonstrated through pupil voice, parent surveys and teacher observations ✓ Improved behaviour and reduced instances of perceived, or actual bullying ✓ An increase in parent and pupil engagement in school-related activities
Pupils have access to a well-rounded curriculum that includes opportunities for them to develop their cultural capital or have experiences that support the development of their soft skills	<ul style="list-style-type: none"> ✓ All pupils attend and enjoy school trips and related activities ✓ Children are encouraged to develop independence, to enable them to access the school residential in Y5/6 ✓ Children enjoy the curriculum and are able to articulate the benefits of the extra-curricular activities they have engaged in

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff on Rosehshine's Principles of Instruction and SEND 5 a-day strategies</i>	<p>"Good teaching is the most important lever school's have to improve outcomes for disadvantaged pupils".</p> <p>Whole school CPD will focus on quality first, inclusive practice which will support all students, especially those with SEND or those from disadvantaged backgrounds. The 5-a day approach, which is in line with Rosenshine's Principles of instruction and all recent cognitive science, will be used to drive high quality teaching and learning.</p>	1,2,3

<i>ELS subscription, training and books (previously purchased but some topping up required)</i>	<p>The EEF has found that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The ELS phonics programme is one of the DFE approved synthetic systematic phonics programmes, and has been in place at Hallwood Park for two years.</p> <p>So far, the implementation of the scheme has improved results, but continued training is required to ensure that this trend continues, and that all staff in the school know and understand the systems so that children can continue to be supported throughout KS2 as well.</p>	1,2,3
<i>White Rose Maths and Mastering Number</i>	<p>The EEF finds that a mastery curriculum can provide an additional 5 months of learning. The White Rose Maths curriculum and resources are a mastery curriculum. The Mastering Number programme is also used at Hallwood Park to ensure a good understanding of core concepts and develop number sense.</p>	1,2,3
<i>Other Curriculum subscriptions</i>	<p>Hallwood Park is a mixed aged group setting, and as such planning can be onerous and time consuming. In order to ensure that time can be spent appropriately on adapting learning resources to suit the needs of learners, and providing high quality feedback to students which promotes accelerated progress, schemes of work have been purchased in all curriculum areas.</p>	1,2,3

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

Budgeted cost: £46,449

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistants to teach recovery interventions during the afternoons, including IDL, Numberstacks</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. This is especially beneficial for students who are working below ARE.</p> <p>Small Group Teaching</p>	1,2,3
<i>Time out of class for EYFS lead to perform WELLCOMM assessments, and intervention time 3 times a week for Talk Boost sessions</i>	<p>On average children made between nine and 18 months progress in language levels over the ten-week period. Up to 80% of these children made good progress with language development, helping to narrow the gap between them and their peers.</p> <p>https://speechandlanguage.org.uk/wp-content/uploads/2024/08/Getting-in-early-report-FINAL.pdf</p>	1,2,3

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

Budgeted cost: £ [£22,660]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance League, monitoring and support, including EWO hours</i>	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	4
<i>Supporting with the cost of school trips</i>	Whilst the cost of school trips is always kept to a minimum, given the location of the school, coaches are required for any trips outside of walking distance. We know the importance of developing cultural capital, and given the students opportunities to access the wider curriculum, therefore, where grants are not available, the cost of trips, including the Y5/6 residential, will be supplemented by the school to ensure disadvantaged pupils can attend. https://www.headteacher-update.com/content/best-practice/the-many-benefits-of-school-trips-and-outdoor-adventure-residentials/	4,5
<i>Thrive Approach- time to deliver the programme</i>	Thrive training and one day a week needed for Thrive practitioner to work with students. “Schools that have adopted the Thrive Approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results.”	4,5
<i>Free Breakfast Club- Open to all pupils without booking.</i>	“Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report” (March 2017) It is generally accepted that Breakfast Clubs can overcome hunger and address issues of punctuality and attendance for some pupils. At Hallwood Park, 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. Breakfast Club will also include a range of academic games and activities, run by adults, and older children, which will support students attainment and retention of core curriculum facts.	2,4

Total budgeted cost: £ [71,525]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school was opened on 1st July 2024, and so no review of previous actions has been taken.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Pathways to Write	The Literacy Company
White Rose Maths	My Maths
TTRockstars & Numbots	Maths Circle Ltd
Knowsley Computing Scheme of Work	Knowsley City Learning Centre
Oxford Owl E-Library	Oxford University Press
ELS	Oxford University Press
EdShed and Spelling Shed	EdShed
IDLS – Literacy and Numeracy	International Dyslexia Learning Solutions
Phonics Play	Phonics Play
Letter Join Handwriting	Letter Join
Numberstacks	Numberstacks
Kapow – Multi curriculum	Kapow
SCARF – PSHE curriculum	Coram Life Education
Developing Experts – Science curriculum	Developing Experts
Picture News	Picture News Ltd