

Pupil premium strategy statement

This statement details our school's use of pupil premium (PP) and recovery premium for the 2023 to 2024 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	Alderman Richard Hallam Primary School
Number of pupils in school	863 (798 – KS1 to KS2) 874 815 (706 – KS1 to KS2)
Proportion (%) of pupil premium eligible pupils	121 (14%) 126 (14%) 111 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021 December 2022 December 2023
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Ann-Marie Kedzior Head Teacher
Pupil premium lead	Ashka Karia
Governor / Trustee lead	Sanjay Thakrar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162, 640 £84457.50 (Sept to March)

	£168,807
Recovery premium funding allocation this academic year	£17,037.50 £8627.50 (Sept to March) £8,627.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£179,677.50 £177,434.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, will leave Alderman Richard Hallam Primary as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery. We intend our children to develop effective character strengths and the ability to succeed in an ever-changing world. We do this through our Ingredients for Success.

We use high quality teaching and our curriculum as a vehicle to empower pupils with knowledge and skills. We strive to immerse pupils in their topics which are designed to engage, provide real life links and progress all pupils' understanding especially those who are considered disadvantaged. We strive to offer and provide further enrichment activities and trips to develop Cultural Capital.

A key aim of our Pupil Premium funding is to support disadvantaged children to achieve in line with, or better than, all pupils nationally by:

- Reducing the gap between PP and non-PP in all areas of the curriculum, especially in reading and writing;
- Working to develop oral language and vocabulary for all our children;
- Using up-to-date data and our provision map to help implement the most effective interventions to meet pupils' specific learning needs;
- Removing any barriers to learning which impact on progress, attainment and attendance.

Further aims of our funding are to broaden the lived experiences of our PP pupils, to raise aspirations and to support the social and emotional needs of these pupils.

This strategy is a work in progress and will change / adapt to meet the needs of our disadvantaged pupils. We will use robust systems to analyse information and use research to inform future strategies

Challenges

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

Challenge number	Detail of challenge
1	From Reception through to KS2, pupils have under-developed oracy, vocabulary and language skills. Pupils can lack in confidence and ability when expressing their ideas and opinions.
2	Many pupils enter the school with skills below what is typical for their age. 0% of current Reception PP are at ARE from the school's baseline.
3	<p>Disadvantaged pupils can take longer to reach the pass mark of the Phonics Screening Check compared to non-disadvantaged.</p> <p>Year 1 (2019-20) 100% disadvantaged pupils passed in Year 2. Based on teacher judgement due to COVID 19.</p> <p>Year 1 (2020-21) 86.4% disadvantaged pupils passed in Year 2 (1 disadvantaged pupil did not pass the screening)</p> <p>Year 1 (2021-22) 50% disadvantaged pupils passed in Year 2 (3 disadvantaged pupil did not pass the PSC) 61% non-disadvantaged pupils passed in Year 2</p> <p>Year 1 (2022-23) 80% disadvantaged pupils passed in Year 2 (1 disadvantaged pupils did not pass the PSC) 73% non-disadvantaged pupils passed in Year 2</p>
4	<p>Whole school assessments and data indicate that attainment amongst disadvantaged pupils is below that of non-disadvantaged pupils in:</p> <p>Reading (24%), writing (22%) and maths (19%) (Based on 2021 data)</p> <p>Reading (18%), Writing (23%), GPS (20%) and Maths (22%). (Based on 2022 data)</p> <p>Reading (14%), Writing (23%), GPS (12%) and Maths (18%) (Based on 2023 data)</p>
5	School closures have had a greater impact on our disadvantaged pupils' mental health and well-being. This was further affected by the lack of enrichment and wider school opportunities during school closures.
6	Some disadvantaged pupils have found the transition back to school to be very challenging. (Pupil Survey)
7	<p>Attendance levels for our PP pupils is below the school's and national average.</p> <p>Y1-6 94.9%, PP 94% and Non-PP 95% (Sept - Nov 2021)</p> <p>Whole school - 94.7%, PP – 93.4% (2021-22) National average – 93.8% (2021-22)</p>

	Whole school attendance -95.7%, PP – 95.1% (Sept - Nov 2023)
8	Pupils have limited vocabulary; this is in part due to not being exposed to a wide variety of experiences and life opportunities.

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	Impact (review each term)
Narrow the gap between our disadvantaged pupils and non-disadvantaged pupils achieving the expected standard in Phonics Screening Check in Year 1.	<p>Reduce the percentage gap to 7% between disadvantaged and non-disadvantaged pupils in achieving the expected standard in PSC.</p> <p>Summer 2019 Year 1 - 10% gap Autumn 2020 Year 2 - 13% gap Summer 2022 Year 2 - 11% gap Summer 2023 Year 2 – 13% gap</p>	
Improved progress and attainment in the 3 core subjects amongst disadvantaged pupils.	<p>To narrow the percentage gap between disadvantaged and non-disadvantaged pupils in KS2.</p> <p>Reading (15%), Writing (+4%), GPS (5%) and Maths (7%). (Based on 2019-20 data)</p> <p>Reading (14%), Writing (17%), GPS (20%) and Maths (19%). (Based on 2021-22 data)</p> <p>Reading (9%), Writing (11%), GPS (12%) and Maths (10%). (Based on 2022-23 data from FFT)</p>	
To achieve and sustain improved well-being for all pupils in our school particularly our disadvantaged pupils.	<p>Positive data from pupil voice, pupil and parent surveys and teacher observations. A significant increase in participation in enrichment and wider school activities particularly amongst disadvantaged pupils.</p>	

To support disadvantaged pupils and their families' welfare needs including diet, social, emotional and health needs.	All parents requesting support gain assistance from the school through, Early Help, food support, clothes banks and technological support where applicable.	
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations show improved oracy and vocabulary among disadvantaged pupils.	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Improve attendance of disadvantaged pupils</p> <p>Y1-6 94.9%, PP 94% and Non-PP 95% (Sept - Nov 2021)</p> <p>Whole school - 94.7% PP – 93.4% (2021-22) National average – 93.8% (2021-22)</p> <p>Whole school – 94.9% PP – 91.3% (2022-23) National average – 93% (2022-23)</p>	
To continue to increase the percentage of disadvantaged pupils leaving the Foundation Stage acquiring GLD.	<p>Increase the percentage of disadvantaged pupils GLD to 77% (75% was achieved in 2019 6/8)</p> <p>(33% achieved GLD in 2022 5/15 children)</p> <p>(75% achieved GLD in 2023 6/8 children)</p>	

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: £97,130


Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure robust practices in place to allow for staff to implement and share good practice, including: peer observations; effective ECT induction practices; National College specialist CPD; staff spotlight CPD sessions; and, TeachMeet sessions.	<p>Collaborative learning Moderate impact for very low cost, based on extensive evidence. </p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>Feedback High impact for very low cost, based on moderate evidence. </p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence. </p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence. </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3, 4, 5, 8
Invest in materials in training to support with the development of oracy skills / language development, writing and to invest in improving reading across the school.	<p>Oral language interventions Very high impact for very low cost based on extensive evidence. </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Mastery learning High impact for very low cost based on limited evidence. </p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 2, 3, 4, 8

Ensure that disadvantaged pupils' attendance is monitored on a half termly basis and that is in line with the whole school attendance.	7
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)



Budgeted cost: £54,217 + £8,830.50 (additional amount)


Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ Level 2 / 3 TAs and class teacher (Recovery Funding being used) as Pupil Premium Champions. They can run targeted interventions for reading, writing and Maths as required; cover class teachers to enable high quality pupil conferencing; plan differentiated activities for PP children	<p>Feedback High impact for very low cost, based on moderate evidence.</p>  <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p>  <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p>  <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Teaching assistants Low impact for high cost, based on limited evidence.</p>  <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p> 	1, 3, 4, 8

they are supporting; assess and provide next steps for PP children.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Implement software to allow for tracking of pupils targeted support and interventions. Provision Map will enable PP lead and class teachers to further enhance and tailor provisions.	 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 3, 4, 6, 8

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing PP children with opportunities to develop and extend their curriculum access, build cultural capital and SEMH	<p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</p>  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ <p>Outdoor adventure learning Moderate impact for moderate cost, based on limited evidence.</p>  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-	4, 5, 6, 7

development through experiences, such as accessing additional trips, funded places on swimming etc.	learning/  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	
Access to school's breakfast club, extra-curricular activities, work with LCitC to develop children's enjoyment of school and enthusiasm for learning.		

Total budgeted cost: £150,000 (approx) £179,677.50

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, 2021 to 2022 and 2022 to 2023 academic year.

Covid-19 had a huge impact on our children which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching, targeted interventions and wider opportunities to the degree we had intended. However, throughout the year, we were able to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of Seesaw and online lessons via Zoom.

As a result:

- All disadvantaged pupils had access to a digital device;
- All pupils were provided with access to remote learning;
- All children had access to online lessons (English & Maths) on a daily basis;
- All pupils choosing not to access remote learning received paper copies and well-being phone calls;

- Pupils with Special Educational Needs received remote learning targeted at their specific needs;
- Food parcels were provided / delivered to families who requested help;
- Those who were technologically disadvantaged were given a place at school to access their learning.

As well as Covid-19 having an impact on disadvantaged pupils educationally, it also had an impact on their social, emotional and mental health. As a school we put the following strategies into place to support not only our disadvantaged pupils but all our pupils.

- Daily emotional check ins of all pupils
- SEMH interventions
- Mindfulness Mondays which enabled pupils to start their week positively
- Tailored PSHE lessons to support pupils' emotional needs

These strategies were incredibly successful and now have been adopted as good practice across the school.

A remote learning and engagement rate audit carried out at the beginning of the year, suggested that a majority of disadvantaged pupils (67%) attended online lessons and completed work set online.

A majority of disadvantaged pupils from Year 3-6 made good progress (68%) in reading. This was supported by teacher assessments, online moderation and pupil progress meetings.

As a school, we are aware that pupils working at age related expectation has decreased over the last two academic years. Whilst all the above priorities remain in place, we are ensuring an additional focus on core skills to support all pupils in meeting their age expected outcome by the end of Year 6. We hope that this focus will be an additional support to our disadvantaged pupils allowing us to diminish the difference in reading, writing and Maths.

Data: Reading (18%), Writing (23%), GPS (20%) and Maths (22%).
(Based on 2022 data)

Whole school:

Reading – 64% / 50% (14%)

Writing – 60% / 41% (19%)

Maths – 68% / 53% (18%)

Combined 51% / 32% (21%)

As a school, we are aware that the gap between disadvantaged and non-disadvantaged pupils in achieving the expected standard in Phonics Screen Check (PSC) has increased slightly. This is due to the fact that the cohort of children had to do two years of phonics within one year because of missing out a year of learning whilst they were in Reception (COVID year). Whilst all the above priorities remain in place, we are ensuring an additional focus on phonics to ensure the gap begins to decrease. We hope that this focus will be an additional support to our disadvantaged pupils allowing us to decrease and, in time, diminish the difference.

In terms of whole school assessments and data, the gap between non-disadvantaged and disadvantaged is decreasing. Compared to the previous year, the percentages for both Reading and Maths have decreased and writing has remained the same. This is something we will continue to work on using the strategies and additional support we have already put into place.

In comparison to the previous year, Pupil Premium has slightly decreased. The Pupil Premium Lead (Ms Karia), Attendance Officer (Mrs Johnson) and Assistant Head (Sam Gregory) are currently working on raising attendance for those pupils who are below 80%. They will be closely monitored and families will be supported as and when.