

Pupil premium strategy statement – Hallgate Primary School

This statement details our school's use of pupil premium (and recovery 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	322 (including 25 Nursery pupils)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	May 2023
Date on which it will be reviewed	December 2025
Statement authorised by	Philip Hardcastle Headteacher
Pupil premium lead	Philip Hardcastle
Governor / Trustee lead	Chris Whitfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58085
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£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	£58085

Part A: Pupil premium strategy plan

Statement of intent

Children at Hallgate Primary School are treated as individuals and they are supported in the most appropriate ways for them as individuals, regardless of being disadvantaged. Children will receive equal opportunities to a broad, balanced and engaging education. We believe that there should be no barriers to ambition or high aspiration for any child at our school; improved wellbeing and self-esteem will ensure possibilities can be opened to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Consistency in provision of high-quality teaching
2	Lack of experiences affect curriculum access
3	Lack of aspiration limits desire and drive
4	Limitations in basic skills inhibits learning

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
Teaching and curriculum delivery is at a consistently high standard across the curriculum.	A monitoring schedule will be in place and shows the current standard of teaching across the curriculum is at least good in more than 80% of lessons.
Children are provided with rich and varied experiences (including outdoor learning, wow events and celebration events) closely linked to curriculum delivery, which engage pupils and provide examples from	Curriculum plans for Cycle A will be reviewed to ensure there is a wow event / celebration event each half term. These will link closely to / enrich the curriculum and will engage children in their learning.

which to draw upon to better access the curriculum.	
Offer children a wide range of extracurricular activities and events, to raise aspirations and further engage children.	A review of clubs will be carried out (parent / pupil voice) and a wider range of opportunities will be made available.
Improved attainment for disadvantaged pupils in all subjects, relative to the attainment of their peers.	Increased attainment for all children and the gap between those in receipt of PPG and their peers will be smaller than previously, as demonstrated by our end of year data. Alternative methods of staffing to support PPG children will be considered.

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of current teaching, inclusion of adaptive teaching approaches	EEF guidance / blog on Adaptive Teaching https://educationendowmentfoundation.org.uk/news/ef-blog-assess-adjust-adapt-what-does-adaptiveteaching-mean-to-you	1, 2, 3
Curriculum monitoring to identify opportunities for wow events / celebrations / firsthand experiences	Cultural Capital Toolkit, HERE for Schools: https://www.hereforschools.co.uk/Pages/Download/c7683b25-8c79-4f36-b61e-8471c528ef90/PageSectionDocuments	

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

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of approach to interventions	<p>Review use of Support Staff, EEF research / guidance https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Use of Edukey for monitoring and in-school research and information https://www.edukey.co.uk/</p>	1, 3, 4
Pupil Progress Meetings	School-Based Evidence: Pupil Progress Meetings in school are used to identify pupils who are considered vulnerable; interventions and support strategies are planned as a result of PPMs.	

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

Budgeted cost: £4900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of outdoor learning	<p>https://outdoorplayandlearning.org.uk/wpcontent/uploads/2021/10/The-Case-For-Play-InSchools-web-1-1.pdf</p> <p>Involvement in Early Excellence ‘Outdoor Provision Project’ https://earlyexcellence.com/get-equipped/transformyour-outdoor-environment/</p> <p>https://earlyexcellence.com/latest-news/pressarticles/the-outdoor-curriculum-in-all-its-glory/</p> <p>Guidance from local authority Educational Visits Officer</p>	2, 3, 4

Improve social media presence	School-Based Evidence: Work towards PSQM, guidance on use of social media to record / celebrate curriculum achievement and engage parents. https://www.hereforschools.co.uk/Page/18864
Review range of clubs and activities	Nuffield Foundation Research: https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf
	Learning Hive Guidance: https://www.learninghive.co.uk/blog/benefits-ofafter-school-and-extracurricular-activities Sports Partnership and work towards Games Mark: https://www.sportengland.org/funds-andcampaigns/active-partnerships https://www.yourschoolgames.com/about/schoolgames-mark/
Develop support strategies in relation to wellbeing	Senior Mental Health Lead training (Leeds Beckett University) and supporting guidance: https://www.gov.uk/guidance/senior-mentalhealth-lead-training https://www.annafreud.org/schools-andcolleges/5-steps-to-mental-health-andwellbeing/leading-change/prepare-for-change/ https://www.worthit.org.uk/guidesresources/senior-mental-health-lead Local authority training and support provided by EPS.
Review approach to ELSA	Local authority training and support provided by EPS. https://www.elsa-support.co.uk/about-elsasupport/
Revisit Active Learning Structures	Kagan Cooperative Learning: https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-AStarting-Point-for-Kagan-Cooperative-Learning

Total budgeted cost: £ 95000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increasing attendance and engagement in extracurricular and enrichment activities; enthusiasm for learning, children experiencing a broad and balanced curriculum.

More clubs and activities have been available to all pupils this year and the uptake by those in receipt of PPG has been good; individual pupils have been encouraged / supported to attend. The curriculum has been revised and provides more enrichment activities; there is, however, room for further improvement.

Targets in place for all children across school to support progress; interventions in place to provide support.

End of year targets are now in place for all children and the assessment system has been revised / adapted. Pupil progress meetings (termly) identify underperformance and there is a comprehensive timetable in place to provide intervention and support.

Emphasis placed on Super Learner skills across school. Robust procedures for logging concerns. Effective use of ELSA support to target individuals.

ELSA support ensures that children are effectively supported and a waiting list enables prioritisation. Additional ELSA training is taking place to provide more support across school.

Improved attendance at events and activities, increased communication with parents.

We have had some events in school this year, but this continues to be an area for school development (e.g. in line with curriculum development).

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Little Wandle	Oxford
White Rose Maths	White Rose Learning