

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2026 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	Hale CE Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	42
Academic year/years that our current pupil premium strategy plan covers	2024-26
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Emma Fenton (Executive Headteacher)
Pupil premium lead	Emma Fenton (Executive Headteacher) Stuart Taylor (Acting Headteacher)
Governor	Mike Fry (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,160
Recovery premium funding allocation this academic year	£16960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,160
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	- previous years £83,065

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Grant is used for the following reasons:

1. Identification of the barriers to learning that children are facing
2. Identification of the learning priorities for our children by teachers and leaders
3. Supporting all children's mental health and wellbeing by ensuring that they can access specific cultural experiences that they would not otherwise.
4. Ensure Attendance is prioritised for PPG children.

School Performance

Pupil Progress meetings with teachers indicate how well provision is impacting and where re-alignment is necessary. Pupil voice is also gathered termly to gather evidence of how well children are flourishing, what is going well and what their hopes are moving forward.

We will achieve this by:

Half termly pupil progress meetings with the class teacher to discuss progress and ensure that high expectations are being maintained with regard to;

- a) Monitoring Quality First Teaching through school systems including lesson visits, book scrutiny and moderation.
- b) Robustly tracking impact of provision on performance
- c) Analysis of pupil assessment data (and question analysis data) that focuses on disadvantaged children
- d) Individual and personalised support and interventions agreed with the class teacher

Additional time and resources specifically to support PPG who has attendance classed as PA – below 90%

SLT is focused on professional development and supporting all teaching staff to raise their own levels of performance in uplifting quality first teaching.

We are an Early Career Framework Facilitator school, providing training for all ECF teachers in Halton as part of the Generate Teaching Hub and Teach First for 2024 to 2025

Challenges

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

Challenge number	Detail of challenge
1	Children have limited / no parental support for homework, reading or academic study. As a result of limited reading support children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.
2	Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations
3	PPG children have social and emotional needs requiring additional pastoral care and guidance.
4	Attendance and lateness can cause a significant loss of learning time for pupils
5	Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.

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
More (50%) PPG children to attain greater depth reading in attainment and progress.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national. More PPG children attain greater depth.
Greater (%) of pupils achieving ARE in writing, leading to better outcomes by end of Key Stage.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national.
Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and ensure children are on time for school.
Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole class reading, creating a consistent and coherent approach, raising standards and outcomes for all pupils.</p> <p>Provide tailored coaching sessions for teachers through expert support.</p> <p>Enhance phonics training and support for all teachers, resulting in better outcomes and diminishing the difference for PP children at KS1 end points.</p>	<p>Curriculum Enhancement and Teacher Training: Invest in developing a specialised curriculum that caters specifically to the needs of disadvantaged pupils. This could involve integrating more visual and experiential learning strategies, which have been shown to help with comprehension and retention. Additionally, provide ongoing professional development for teachers focused on differentiated instruction and mastery learning strategies to better support diverse learners. Evidence-based Assessment Tools: Implement advanced diagnostic tools to regularly assess pupil progress in key subjects (Insight). Use this data to adapt teaching methods and provide immediate feedback, a practice supported by the EEF to significantly boost achievement by ensuring that learning is constantly attuned to pupils' needs. Technology Integration: Increase the use of educational technology in classrooms, providing teachers with training on how to effectively utilise these tools to enhance teaching quality. Technologies such as interactive whiteboards and educational software can provide immersive learning experiences and better engage disadvantaged students (Literacy Shed units and Reading Plus).</p>	1,2,3

<p>Tailored coaching sessions for all staff linked to writing and QFT in English.</p> <p>Peer teaching reviews based on writing guidance.</p> <p>Support from English experts to create a writing culture across all classes.</p> <p>Providing opportunities for writing across the curriculum.</p>	<p>Writing Workshops and High-Quality Resources: Invest in regular, high-quality writing workshops that focus on various forms of writing, from creative to analytical. Equip classrooms with up-to-date resources that encourage writing practice, including technology that provides immediate feedback.</p> <p>Professional Development in Advanced Literacy Teaching Techniques: Offer extensive training for teachers in new pedagogies specific to the teaching of writing, such as genre approaches, use of literary models, and peer review techniques through coaching systems from experienced and confident staff who make rapid and sustained progress.</p> <p>Writing Across the Curriculum: Implement a program that encourages writing across all subjects not typically associated with writing, such as Science, to develop skills in various contexts and boost overall competence and confidence in writing.</p> <p>Writing Focus Groups: Small focus groups designed to tackle specific areas of writing, guided by a literacy specialist. These sessions help address common pitfalls in pupil writings, such as grammar usage, sentence structure, and stylistic elements (Pathways to Progress)</p>	1,2,5
<p>Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.</p>	<p>Attendance Improvement Programmes and Staff Training: Implement robust programmes designed specifically to address and improve attendance amongst disadvantaged pupils, supported by training for staff on strategies to encourage regular attendance.</p> <p>Use of Attendance Data Analytics: Invest in data analysis systems to scrutinize attendance data and identify patterns or systemic issues causing absences, allowing for targeted interventions (Insight Tracking) (EEF)</p> <p>Enhanced Communication Systems: Improve school-to-home communication channels using technology that allows for real-time updates, alerts on absences, and a platform for parents to communicate barriers to attendance (e.g., health, transportation issues).</p> <p>Targeted Counselling Services: Provide counselling services for pupils identified with persistent absenteeism, focusing on the underlying personal or social issues that may be affecting their school attendance.</p> <p>Incentive Programmes: Design incentive schemes that reward good attendance, linking them to school-wide recognition or privileges that incite interest and motivation among</p>	3,4,5

<p>Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help.</p>	<p>Enhanced Communication Systems: Improve school-to-home communication channels using technology that allows for real-time updates, alerts on absences, and a platform for parents to communicate barriers to attendance (e.g., health, transportation issues).</p> <p>Targeted Counselling Services: Provide counselling services for pupils identified with persistent absenteeism, focusing on the underlying personal or social issues that may be affecting their school attendance.</p> <p>ELSA support for pupils with linked sessions for parents to attend (EEF).</p> <p>Parent workshops linked to curriculum areas, primarily focusing on Core Subjects</p> <p><u>Empowering families through parent workshops Learning Village</u></p>	<p>3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Plus access for all pupils from Yr2 onwards.</p> <p>Tutoring sessions tailored to specific pupils.</p> <p>Rapid keep-up sessions for all pp children following behind in phonics (keep up not catch up).</p>	<p>i) EEF <u>one-to-one tuition</u> research</p> <p>ii) EEF <u>mastery learning</u> research</p> <p>iii) EEF <u>small group tuition</u> research</p> <p>iv) Sutton Trust <u>What Makes Teaching Great</u></p> <p>Small Group Interventions: Organize small group learning sessions for subjects like Maths and English, allowing more tailored and interactive instruction, which can be more effective than larger classroom settings (Rapid).Literacy Boost: Spearhead intensive catch-up courses for literacy and numeracy. Focus on foundational skills, utilising evidence-based resources and strategies to bring pupils up to age-related expectations quickly (Pathways to Progress and LW rapid catch-up).</p>	<p>1</p> <p>2</p> <p>4</p>

Wellcomm for pupils and training. Fluency Bee Pathways to Progress IDL		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	<p>Attendance Improvement Programmes and Staff Training: Implement robust programmes designed specifically to address and improve attendance amongst disadvantaged pupils, supported by training for staff on strategies to encourage regular attendance.</p> <p>Use of Attendance Data Analytics: Invest in data analysis systems to scrutinize attendance data and identify patterns or systemic issues causing absences, allowing for targeted interventions (Insight Tracking) (EEF)</p> <p>Enhanced Communication Systems: Improve school-to-home communication channels using technology that allows for real-time updates, alerts on absences, and a platform for parents to communicate barriers to attendance (e.g., health, transportation issues).</p> <p>Targeted Counselling Services: Provide counselling services for pupils identified with persistent absenteeism, focusing on the underlying personal or social issues that may be affecting their school attendance.</p> <p>Incentive Programmes: Design incentive schemes that reward good attendance, linking them to school-wide recognition or privileges that incite interest and motivation among</p>	3,4,5
Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help. Draw and Talk	<p>Enhanced Communication Systems: Improve school-to-home communication channels using technology that allows for real-time updates, alerts on absences, and a platform for parents to communicate barriers to attendance (e.g., health, transportation issues).</p> <p>Targeted Counselling Services: Provide counselling services for pupils identified with persistent absenteeism, focusing on the underlying personal</p>	3,4,5

ELSA Art therapy	<p>or social issues that may be affecting their school attendance.</p> <p>ELSA support for pupils with linked sessions for parents to attend (EEF).</p> <p>Parent workshops linked to curriculum areas, primarily focusing on Core Subjects</p> <p>Empowering families through parent workshops Learning Village</p>	
Parental Engagement and Support: Strengthen ties with parents of disadvantaged pupils through regular communication and educational workshops that provide strategies to support their children's learning at home. Extracurricular Engagement: Offer a range of extracurricular activities targeted at fostering engagement and motivation among pupils. These should include both academic clubs and physical activities, ensuring there is something to appeal to every student's interests, potentially increasing their engagement with school and willingness to attend regularly.	<p>Joseph Rowntree Foundation Physical and Mental Health research</p> <p>Joseph Rowntree Foundation Poverty and Children's Personal & Social Relationships research</p>	1,2,5
<p>Target attendance of disadvantaged pupils at extra-curricular activity.</p> <p>Provide additional ELSA / SEAL support for disadvantaged pupils.</p> <p>Home-School Liaison Officer: Employ a dedicated officer to work with families of pupils with poor attendance records, offering support and solutions tailored to individual circumstances.</p>	<p>Sutton Trust Closing Gaps Early research</p> <p>Sutton Trust Extra-curricular Inequality research</p> <p>Joseph Rowntree Foundation Physical and Mental Health research</p> <p>Joseph Rowntree Foundation Poverty and Children's Personal & Social Relationships research</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

Total budgeted cost: £62,160

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 2024-2025 academic year.

Target 1- More (50%) PPG children to attain greater depth reading in attainment and progress.

Whole school



Year 2- End of Key Stage 1



Year 6- End of Key Stage 2



Target 2- Greater (%) of pupils achieving ARE in writing, leading to better outcomes by end of Key Stage.

23-24 data

Key Stage 1



Key Stage 2



24-25 data

Key Stage 1



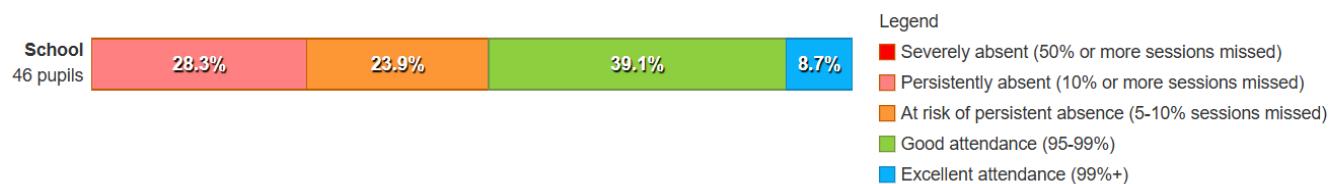
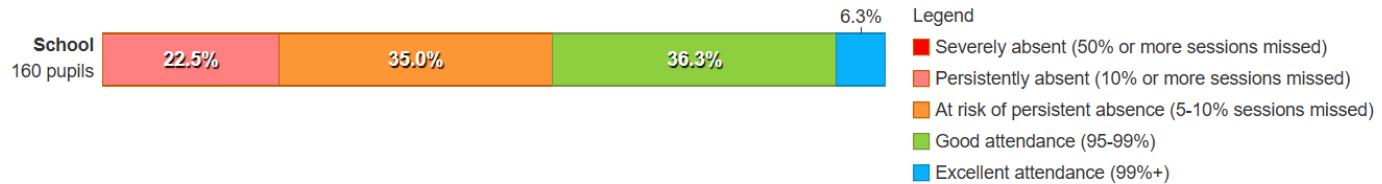
Key Stage 2



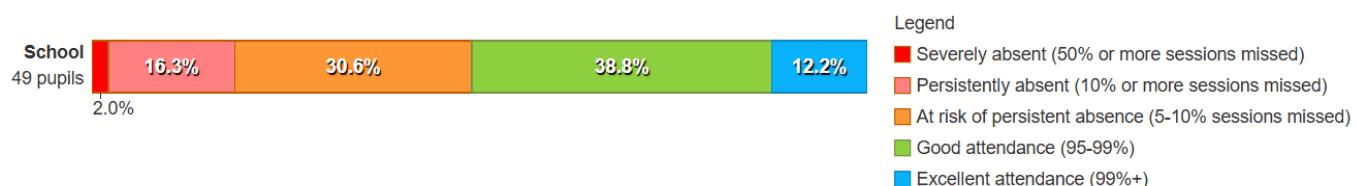
Higher % of pupils reaching ARE, moving from 58% to 71% and no disadvantaged working well below in writing.

Target 3- Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.

23-24 data



24-25 data



Excellent attendance has improved and persistence absence has almost halved. This is due to regular meetings with families, pastoral worker has worked with families closely to monitor attendance. Introduced calling cards and also attendance posters, attendance on report cards and parent's evenings. Any difficult pupils have the pastoral worker to support them with soft landings into school which has supported attendance.

Target 4- Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help.

Introduced Thrive to support PP children that required it. ELSA support is available for pupils across the school with trained staff. We now have a graduated approach that ensure PP children have the emotional support needed as well as their families. The graduated approach is...

- First point of call is Pastoral support with child and parents to get family voice

- This leads to any of these support mechanisms such as Thrive, EISA, Draw and talk therapy or MHST (Mental Health Support Team)