



Halley House School Pupil Premium Strategy Statement 2024-27

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	189
Proportion (%) of pupil premium eligible pupils	45% (National 24.6%)
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)	2024-2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	1 st July 2025
Statement authorised by	Toby Mills-Bishop
Pupil premium lead	Soozii Lim/Toby Mills-Bishop
Governor / Trustee lead	Adam Franklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124, 320.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£124, 320.00

Part A: Pupil premium strategy plan

Statement of intent

At Halley House School, there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. There is also a committed drive to raise the attendance levels of those pupils who are disadvantaged. Our Pupil Premium Plan identifies pupils who have fallen behind, or are at risk of falling behind, and uses a combination of quality first teaching, whole class strategies, structured targeted interventions alongside a key focus on improving attendance for identified pupils to ensure they receive the support they need to make rapid progress. Our strategy utilises a range of research, including the EEF Guide to the Pupil Premium.

Alongside attendance and academic learning, our Pupil Premium strategy considers how enrichment activities that focus on pupil health and wellbeing are accessible to disadvantaged children. Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment (Bronfenbrenner, 1997¹, 1995²; Bronfenbrenner and Evans, 2000³), informing our school's aspirations for all pupils to engage meaningfully with enriched and varied experiences. This includes designing a core curriculum that is rich in building children's cultural capital through a wide and diverse range of sports, art and music included within our whole school curriculum offer, as well as supporting disadvantaged children access after school clubs and offsite trips and visits. The implementation of this strategy utilises the efforts of the whole school and all members of our staff team in order to realise these objectives.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they are set*
- *act early to intervene at the point need is identified*
- *support children with emotional, social and behavioural needs to enable them to access learning more effectively*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

¹ Bronfenbrenner, U. (1977). [Toward an experimental ecology of human development](#). American psychologist, 32(7), 513.

² Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüscher

³ Bronfenbrenner, U., & Evans, G. W. (2000). [Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings](#). Social development, 9(1), 115-125.

Challenges

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

Challenge number	Detail of challenge
1 Equality, Inclusion and Risk of Bias	The number of our disadvantaged pupils has increased significantly year on year and now represents nearly of half of our school population and more than double the national average. The education and wellbeing of many of our disadvantaged pupils continues to be adversely affected by national socioeconomic factors, resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations.
2 Pupil Wellbeing	Social, emotional and wellbeing support for pupils has become increasingly more prominent and the effects of when pupil wellbeing is not positive are disproportionate so for those who are disadvantaged when compared to their peers.
3 Teaching and Learning	The school is working hard to close the gaps in learning between disadvantaged pupils and their peers. Currently, 85% of PPG children are working at target (compared to 88% of non-PPG peers). This represents a significant increase of 16% when compared to 2023-24. Fewer PPG children achieve greater depth (compared to non-PPG children) in reading, writing and maths at the end of KS1. The gaps between PPG and non-PPG children working at greater depth is most prevalent in KS2. Fear of failure and fear of challenge, coupled with low resilience levels compound the issues around poor mental health and lower educational attainment for this group.
4 Language	More in-year admissions to the school include a greater number of disadvantaged pupils with EAL. Developing English language skills are coupled with under-developed oral language skills and vocabulary gaps are more prevalent among disadvantaged pupils than their peers.
5 Enrichment Experiences	In general, disadvantaged pupils across the school have more limited access than their peers to cultural and enrichment experiences such as galleries, museums and exhibitions, sports provision and music lessons, which would otherwise enrich their vocabulary, knowledge and opportunities for self-development. Limited access to enrichment outside of school has been further exacerbated by the rising cost of living.
6 Attendance	More disadvantaged children have poor attendance (<90%) (compared to non-PPG children), in spite of high levels of in-school provision. 15.3% of PPG pupils are currently identified as Persistent Absentees (slightly below the national average of 16.1%). The attendance gap is closing due to targeted work for families from the school and regular contact and monitoring from SEWS.

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
1. Equality, Inclusion and Risk of Bias	
<p>Staff and families have evident and consistently high aspirations for all of the children attending the school.</p> <p>No child is left behind due to financial constraints. No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual. Halley House School believes in and delivers a vision of success for all pupils.</p>	<ul style="list-style-type: none"> ● All staff receive regular unconscious bias training and have an increased awareness of potential unconscious bias towards PPG children. ● Learning targets for PPG pupils are as ambitious as those set for their peers. ● PPG families receive a 50% discount on school uniform. ● PPG families are entitled to 1 free Afterschool Club of their choice per term ● The school and multiagency professionals support families entitled to PPG to coordinate registering their entitlement.
2. Pupil Wellbeing	
<p>Positive mental health and pupil wellbeing underpins the core curriculum offer for all children and behaviour for learning as a result is positive.</p> <p>The school has high levels of pastoral and wellbeing support to be able to provide early help and/or targeted support to specific pupils when needed. All school staff support pupil wellbeing effectively and work alongside a ride of qualified and experienced multiagency teams.</p> <p>The school community effectively responds to the needs of our families and provides wellbeing support through a trauma-informed approach. Halley House School supports its staff, pupils and families through individual events affecting each of its stakeholders.</p>	<ul style="list-style-type: none"> ● PPG pupils experience improved and sustained mental health and wellbeing that supports their learning. This is demonstrated by qualitative data including pupil voice, surveys and feedback, observations and monitoring activities. ● PPG pupils are aware of how to use effective strategies that support their wellbeing and know how to seek help and support when needed. Staff feel confident supporting pupils. ● PPG pupils demonstrate a readiness to learn through feeling settled and regulated in school. There is no significant difference between behaviour for learning between PPG and non-PPG pupils. ● The whole school community is resilient to changes and challenges that arise, working together collaboratively to address these.
3. Teaching and Learning	
<p>Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and gaps between PPG and non-PPG pupils are reduced at the end of each key stage.</p>	<ul style="list-style-type: none"> ● Gaps between PPG and non-PPG children in reading, writing and maths identified during baseline assessments are closely tracked and monitored. Effective strategies to accelerate the progress of PPG learners is reviewed during pupil progress meetings and gaps in

<p>All pupils are resilient and demonstrate a growth mind set to appropriate levels of challenge in their learning.</p>	<p>learning are reduced by the end of each key stage.</p> <ul style="list-style-type: none"> ● School progress and attainment for PPG pupils is at least in-line or better than the national average for this group. ● Assessments, data and observations demonstrate an increased percentage of disadvantaged children working at EXS and greater depth in RWM. ● Qualitative data evidence PPG pupils are in-line with their peers in demonstrating positive behaviours for learning. ● Developments in the KS2 English reading and comprehension curriculum (e.g. Master Readers) and a SDP focus on the quality of pupil's recorded learning has a positive impact on overall pupil learning and outcomes, including PPG children.
<p>4. Language</p>	
<p>Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and gaps between PPG and non-PPG pupils are reduced at the end of each key stage.</p> <p>There is accelerated progress and higher attainment at greater depth for reading, writing and maths among disadvantaged pupils.</p> <p>All pupils are resilient and demonstrate a growth mind set to appropriate levels of challenge in their learning.</p> <p>Halley House School creates a language-rich environment for all pupils to learn. Pupils with lower expressive vocabularies are supported in their language acquisition and make strong progress in their vocabulary and understanding. The school ensures that PPG children have equal access to a wide range of</p>	<ul style="list-style-type: none"> ● All staff model language in their teaching and interactions with pupils. Universal approaches to support language development (e.g. visual support) is used throughout the school. ● All staff have access to CPD for developing language through PDMs, multiagency professionals (e.g. SaLT) and SLCN platforms (e.g. Verbo). ● Relevant pupils receive targeted language provision and support to accelerate their language development and PPG pupils demonstrate improved levels of expressive vocabulary across the curriculum, including the use of subject-specific terminology, as evidenced in the monitoring cycle. ● Language gaps between PPG and non-PPG pupils are reduced.

<p>opportunities for new and varied language, and opportunities that promote the acquisition of vocabulary</p>	<ul style="list-style-type: none"> • Reading comprehension and writing standards are both improved, and disadvantaged pupils meet age-related expectations. PPG pupils achieve in-line with their peers in the Phonics Screening Check and end of Key Stage KPIs.
<p>5. Enrichment Experiences</p>	
<p>All pupils, regardless of socioeconomic backgrounds, are able to access a wide range of physical activities, creative arts, music, technology, residential journeys and educational visits as part of Halley House School's core curriculum offer.</p> <p>All children eligible for PPG engage in meaningful sporting and cultural activities, and enrichment experiences that develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the school.</p>	<ul style="list-style-type: none"> • All pupils access enrichment learning opportunities and pupil engagement with these activities is high. • PPG families are entitled to 1 free Afterschool Club per term. Trips and visits, including residential journeys are subsidised. Enrichment activities are well-attended by PPG families. • An increased number of PPG families accessing extended school services that broaden their experience of, and involvement in school and the wider community is high.
<p>6. Attendance</p>	
<p>Halley House School achieves and maintains improved attendance for all pupils including disadvantaged pupils.</p> <p>Halley House School provides targeted support for identified families who may benefit from additional attendance support.</p>	<ul style="list-style-type: none"> • Attendance for all pupils is at least 90% or higher. • The gap between attendance for PPG and non-PPG families diminishes and attendance and punctuality for disadvantaged pupils is in-line or higher than the national average for this group. • The school attendance team has regular attendance meetings, supported by the Education Welfare Officer (EWO) to provide targeted attendance support for PPG families. Attendance and/or punctuality for focused families improves as a result.

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: £69,062.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustaining high quality teaching, through the use of experienced staff and leaders to provide ongoing subject CPD and monitoring, planning support and coaching across the staff group.</p> <p>Collaboration between school and BPET/local authority consultants to support and further develop the quality of teaching and learning across the curriculum.</p>	<p>Hattie’s study of factors impacting student achievement highlighted the strong impact of quality first teaching, by stating the importance of teacher clarity (effect size 0.75). <i>John Hattie, Visible Learning (2008)</i></p> <p>Examination of the principles of how contextual coaching can act as a lever to build collaborative professionalism. <i>Collaborative Professionalism: When Teaching Together Means Learning for All, Andy Hargreaves and Michael T. O’Connor (2018)</i></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Guide to the Pupil Premium (Sept 2023)</p>	1,2,4
<p>Ongoing professional staff development for all staff to support the inclusion of all pupils.</p> <p>Ongoing participation in borough/Trust networking and CPD sessions for subject leads to support high quality teaching and learning across the curriculum.</p> <p>Moderation opportunities (both in-school and across the borough/Trust) to support teacher assessments and pupil progress.</p>	<p>EEF guidance report on ‘Effective Professional Development’</p> <p>Dee, T., & Gershenson, S. (2017). Unconscious bias in the classroom: Evidence and opportunities. Google’s Computer Science Education Research.</p> <p>Campbell, T. (2015). Stereotyped at seven? Biases in teacher judgement of pupils’ ability and attainment. <i>Journal of Social Policy</i>, 44(3), 517-547.</p>	1,2,3,4
<p>Embedding of new curriculum resources across KS2 English that develops literacy comprehension, vocabulary acquisition and application, and cross-curricula understanding.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. EEF Toolkit. Oral language interventions</p>	2,3

<p>Increased focus on SLCN in staff CPD and training to strengthen the quality of universal approaches to language development and adaptive teaching strategies.</p> <p>Embedding the use of SLNC resources (e.g. Verbo) to support staff subject and skills knowledge in supporting needs across the school.</p> <p>Continuing collaboration with multiagency professionals (e.g. SaLT) to support SLCN across the school.</p>	<p>Reading aloud is critical, not least because pupils encounter more vocabulary in print than they hear. <i>Teach Like a Champion 2.0</i>, Doug Lemov (2014)</p> <p>‘Read all about it’ report by GL Assessment (secondary focused) (Feb 2020)</p>	
<p>Continuing collaboration with the Maths Hub, BPET and local authority consultants to develop staff subject knowledge and utilise high quality CPD opportunities.</p>	<p>The EEF guidance is based on a range of the best available evidence. Improving Mathematics in Key Stages 2 and 3</p> <p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on. <i>Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students (Feb 2020)</i></p>	3,4

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

Budgeted cost: £13,020.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular reading and language support for Reception and Key Stage 1 pupils delivered through school-led tutoring, booster groups, SaLT</p>	<p>EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months’ progress respectively), EEF Toolkit, Phonics and reading comprehension strategies</p>	1,3,4

<p>interventions, accelerated reader comprehension (Y2) and Guided Reading (Y2) lessons.</p> <p>Daily Master Reader lessons for all KS2 children to develop reading comprehension and extend opportunities for writing.</p> <p>Booster groups, 1:1 tutoring (e.g. Precision Teaching) and SaLT interventions provide reading and language support in KS2.</p> <p>Continuing collaboration with a local authority Specialist Teacher (for Dyslexia and literacy difficulties) as part of the school's contracted SEND integrated offer to support specific children.</p>	<p>EEF guidance reports on 1) ‘Improving literacy in KS1’ and 2) ‘Preparing for Literacy’</p> <p>EEF One to One Tuition Report, Small Group Tuition Report and TA Interventions Report</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,022.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Therapist contract and links other external professionals (e.g. WAMHS) supports pupil wellbeing.</p>	<p>Research from the University of Roehampton supports the impact of targeted counselling on pupils, reducing psychological distress in the long term. The Lancet: Child and Adolescent Health</p> <p>EEF Teaching and Learning Toolkit: ‘Social and Emotional Learning’, (+4 months’ additional progress in academic outcomes over the course of an academic year)</p>	<p>2,5</p>

	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). EEF guidance report_Social_and_Emotional_Learning.pdf</p>	
<p>Continued implementation of ELSA programme as an early-support wellbeing intervention across the school and ongoing EP-led supervision for ELSAs.</p> <p>Extension of ELSA training across the school to broaden the capacity for delivery.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. EEF, Behaviour interventions The Lancet: Child and Adolescent Health. EEF Teaching and Learning Toolkit: 'Social and Emotional Learning' EEF Social and Emotional Learning.pdf</p>	2,5
<p>Specialist teaching provision for Art and Sports Coach support the delivery of a broad and balanced curriculum with high quality enriching experiences.</p> <p>Regular sports competitions across the local authority and Trust widen the scope for enrichment opportunities. There is a focus on including vulnerable pupils.</p> <p>Enrichment trips to museums, galleries and exhibitions include art curriculum opportunities for all children. Cross-curricular art opportunities are identified across relevant trips.</p>	<p>EEF Teaching and Learning Toolkit. 'Arts Participation'</p> <p>EEF Physical Activity Report</p>	2,5
<p>Ongoing practice of the principles of good practice set out in the DfE's Improving</p>	<p>DfE's Improving School Attendance advice. DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

School Attendance advice. Weekly attendance meetings held between DHT/DSL, school Operations Manager and EWO.		
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Total budgeted cost: £ 115,104.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details- the impact that our Pupil Premium strategy had on pupils in the 2023-2024 academic year.

The school has seen a year-on-year rise in the number of disadvantaged pupils. Following the outbreak of Covid-19 and the subsequent rise in cost of living standards, the school recorded over 40% of pupils receiving PPG in 2023-24. This continues to increase with 45% of all pupils on roll receiving additional funding, well above the national average (24.6%) and the Hackney average of primary school pupils receiving FSM (38% in 2023).

Implementation

In response to the rising level of need, the school has maintained our commitment to our pastoral, wellbeing and enrichment curriculum support and has also looked to further development curriculum learning provision for disadvantaged pupils and families including:

- Providing free-to-access counselling and therapeutic provision from our linked Play Therapist who provides 1.5 days support per week. This includes 1:1 play therapy, parent/carer supervision, staff supervision and where relevant, whole class support.#
- Increasing our ELSA capacity (to cover extended staff absences) with 1 additional member of staff due to start training in January 2025. When both current ELSAs return to work, the school will have 3 trained practitioners.
- Additional weekly 1:1 pupil sessions with specialist Art and P.E. teachers for individual PPG/SEND to mitigate barriers to their engagement during whole class specialist teacher lessons. These are in addition to weekly whole class lessons.
- Delivery of a broad range of music, art and sports as part of our core curriculum. This includes music tuition and specialist music lessons with partnership organisations (Stretto) and Hackney music service to provide blocks West African drumming and dance tuition to KS2 pupils, fencing and swimming lessons across the school. Additional sports fixtures across the Trust and borough are led by the P.E. Coach. Pupils in Y2 and Y6 completed the Arts Mark Award facilitated by the art specialist.
- Regular offsite trips and visits as part of the core curriculum. This includes fortnightly
- Resumption of pre-pandemic levels of offsite trips and visits for all year groups including weekly provision such as Outdoor Adventures at Hackney Downs and the use of the outdoor ball court at Hindle House to develop pupil's fitness and enjoyment, and through Outdoor Adventures, follow a Forest School approach and direct their own learning and make links to subject-specific learning in school.
- Enriching after school club provision to a wide range of activities including the new addition of martial arts in the summer term.

Impact

- The gap between disadvantaged and non-disadvantaged attendance (at Persistent Absence levels) decreased by 8.1% between the start of September 2022 and the end

of the academic year. This is due to targeted work for families from the school and regular contact and monitoring from SEWS.

- 83% (10 out of 12) PPG pupils passed the Phonics Screening Check in Y1.
- 90.48% of PPG pupils were working at or above ARE (Age Related Expectations) in Reading across the school.
- 98.41% of PPG pupils were working at or above ARE in Writing across the school.
- 96.83% of PPG pupils were working at or above ARE in Maths across the school.
- All pupils come to school in school uniform and enrolment in Afterschool Clubs for PPG children is high.

For more further PPG data please see [PPG Data Analysis 2023-2024](#)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.