



Halling Primary School: Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Halling Primary School
Number of Pupils in School	372 (Sept 22) 378 (July 23)
Proportion (%) of pupil premium eligible pupils	15% (Sept 22) 19% (July 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement Authorised by	Lisa Taylor Headteacher
Pupil Premium Lead	Shona Eakins Assistant Headteacher
Governor / Trustee Lead	Ethos and Welfare Committee

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,940
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£67.755

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their progress and development as readers where reading attainment (EXS) among disadvantaged pupils moves from below that of non-disadvantaged pupils at KS1 to significantly below at KS2.
2	Assessments indicate that writing attainment (EXS) among disadvantaged pupils is below that of non-disadvantaged pupils at both KS1 and KS2. Maths attainment (EXS) among disadvantaged pupils is below that of non-disadvantaged pupils at KS1 and significantly below at KS2.

3	<p>Our assessments, observations, discussions and Wellbeing Surveys with pupils and their families have identified social and emotional issues for many pupils, notably due to anxiety. These challenges particularly affect disadvantaged pupils and have a notable impact on their attainment.</p> <p>In 2021-2022, there were 16 requests to the SEND Team for emotional and wellbeing support. 56% of these pertained to disadvantaged pupils.</p>																																																															
4	<p>2021-2022 attendance data shows that attendance among disadvantaged pupils was 4% lower than for non-disadvantaged pupils.</p> <table border="1" data-bbox="416 501 1353 860"> <thead> <tr> <th colspan="7">2021 – 2022: Whole School Attendance – Groups</th> </tr> <tr> <th>National FFT Primary: 92.8% (2021-2022)</th> <th>% All</th> <th>% Year R</th> <th>% KS1</th> <th>% KS2</th> <th>% Disadvantaged</th> <th>% Non – Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Term 1</td> <td>95.1 (324)</td> <td>93.9 (47)</td> <td>95.5 (101)</td> <td>95.1 (176)</td> <td>94.1 (44)</td> <td>95.2 (280)</td> </tr> <tr> <td>Term 2</td> <td>95.3 (325)</td> <td>95.9 (48)</td> <td>94.5 (101)</td> <td>95.6 (176)</td> <td>90.5 (46)</td> <td>96.1 (279)</td> </tr> <tr> <td>Term 3</td> <td>94.8 (326)</td> <td>95.6 (49)</td> <td>94.6 (101)</td> <td>94.5 (176)</td> <td>91.8 (46)</td> <td>95.3 (280)</td> </tr> <tr> <td>Term 4</td> <td>93.9 (332)</td> <td>95.6 (49)</td> <td>92.2 (101)</td> <td>94.3 (182)</td> <td>89.2 (50)</td> <td>94.7 (282)</td> </tr> <tr> <td>Term 5</td> <td>93.1 (332)</td> <td>90.9 (49)</td> <td>92.5 (100)</td> <td>94.0 (183)</td> <td>91.3 (49)</td> <td>93.4 (283)</td> </tr> <tr> <td>Term 6</td> <td>91.7 (339)</td> <td>92.9 (51)</td> <td>89.9 (102)</td> <td>92.5 (186)</td> <td>87.5 (52)</td> <td>92.5 (287)</td> </tr> <tr> <td>Terms 1 - 6</td> <td>94.0</td> <td>94.2</td> <td>93.2</td> <td>94.3</td> <td>90.6</td> <td>94.5</td> </tr> </tbody> </table> <p>Attendance for disadvantaged pupils in 2021-22 was 90.6% compared to 94.5% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and attainment over time.</p>	2021 – 2022: Whole School Attendance – Groups							National FFT Primary: 92.8% (2021-2022)	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged	Term 1	95.1 (324)	93.9 (47)	95.5 (101)	95.1 (176)	94.1 (44)	95.2 (280)	Term 2	95.3 (325)	95.9 (48)	94.5 (101)	95.6 (176)	90.5 (46)	96.1 (279)	Term 3	94.8 (326)	95.6 (49)	94.6 (101)	94.5 (176)	91.8 (46)	95.3 (280)	Term 4	93.9 (332)	95.6 (49)	92.2 (101)	94.3 (182)	89.2 (50)	94.7 (282)	Term 5	93.1 (332)	90.9 (49)	92.5 (100)	94.0 (183)	91.3 (49)	93.4 (283)	Term 6	91.7 (339)	92.9 (51)	89.9 (102)	92.5 (186)	87.5 (52)	92.5 (287)	Terms 1 - 6	94.0	94.2	93.2	94.3	90.6	94.5
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Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2025)**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>Children in receipt of Pupil Premium will achieve the expected standard in the phonics screening check in Year 1.</p> <p>Year 2 children in receipt of Pupil Premium will achieve the expected standard in their phonics screening recheck.</p>	<p>Attainment of pupil premium learners in phonics in Years 1 and 2 will be broadly in line with other learners.</p>
<p>To narrow the attainment gap between the disadvantaged and non-disadvantaged pupils:</p> <ul style="list-style-type: none"> - Improved EXS and GDS writing attainment for disadvantaged pupils at the end of KS1 and KS2. - Improved GPaS outcomes for disadvantaged pupils, narrowing the gap in all year groups. - Improved EXS and GDS maths attainment for disadvantaged pupils at the end of KS1 and KS2. 	<p>Pupils make at least expected progress in reading, writing and maths and narrow the attainment gap between the disadvantaged and non-disadvantaged.</p> <p>A greater percentage of disadvantaged pupils attain EXS and GDS in reading, writing and maths at the end of KS1 and KS2.</p>

- Improved EXS and GDS reading attainment for disadvantaged pupils at the end of KS1 and KS2.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from pupil voice, pupil and parent/carer surveys and staff surveys - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2021-2022)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,783

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Quality First Teaching in all classes and year groups.	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact on pupil outcomes.	1, 2 and 4
Use of Kagan Structures in all classes and year groups.	<p>“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.” (EEF: <i>Collaborative Learning Approaches</i>)</p> <p>“Kagan structures have proven themselves to be effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.” (Kagan Online)</p>	2, 3 and 4
Little Wandle: DFE approved, systematic, synthetic phonic program, will continue to be embedded across the school.	<p>“Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.” (Phonics - Toolkit Strand, EEF)</p>	1 and 2

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

Budgeted cost: £19,017

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Purchase of standardised diagnostic assessment: National Test Style Standardised Assessments (NTS).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>“Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.” (<i>Standardised Tests - Assessing and Monitoring Pupil Progress, EEF</i>)</p>	1 and 2
<p>Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>“Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.” (<i>Phonics - Toolkit Strand, EEF</i>)</p>	1 and 2
<p>Nurture Club: Teaching pupils explicit skills and strategies to develop their social and emotional wellbeing.</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.” (<i>Social and Emotional learning pdf, EEF</i>)</p>	3 and 4
<p>National Tutoring Programme</p>	<p>“Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.” (<i>National Tutoring Programme: guidance for schools, 2022 to 2023</i>)</p>	2 and 4

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

Budgeted cost: £ 32,955

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>‘Time for Toast’: Breakfast Club specifically aimed at supporting the transition into school for disadvantaged/anxious pupils.</p>	<p>“The EEF funded project (Magic Breakfast) that supported schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1. Although an impact on attainment was not seen for Key Stage 2 pupils, schools that provided a Breakfast Club also saw an improvement in pupil behaviour and attendance. Breakfast Club is also considered to effectively prepare pupils for learning.” (<i>Magic Breakfast Report, EEF</i>)</p>	<p>3 and 4</p>
<p>A range of extra-curricular clubs available to all pupils throughout the academic year.</p> <p>School trips and year group enrichment activities.</p> <p>Additional enrichment opportunities to develop skills and talents e.g. music lessons (1-1 tuition), Young Voices etc.</p>	<p>“The EEF suggests that outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. In addition, the EEF states that outdoor learning can also provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</p> <p>“The EEF also states that enriching education has intrinsic benefits. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning is on average an additional three months’ progress. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits include a more positive attitude to learning and increased wellbeing.” (<i>EEF - Arts Participation</i>)</p>	<p>3 and 4</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance Advice.</p> <p>Key members of staff will be appointed to support and improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3 and 4</p>

Total budgeted cost: £67,755

Part B: Review of Outcomes

Pupil Premium Strategy Outcomes

This table details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Intended Outcome	Success Criteria and Outcome																																								
<p>Children in receipt of Pupil Premium will achieve the expected standard in the phonics screening check in Year 1.</p> <p>Year 2 children in receipt of Pupil Premium will achieve the expected standard in their phonics screening recheck.</p>	<p>Attainment of pupil premium learners in phonics in Years 1 and 2 will be broadly in line with other learners.</p> <table border="1" data-bbox="587 613 1281 846"> <thead> <tr> <th>Phonics (Year 1):</th> <th>Met the Required Standard 2023</th> </tr> </thead> <tbody> <tr> <td>Number of Children (53)</td> <td>44</td> </tr> <tr> <td>% All</td> <td>83</td> </tr> <tr> <td>% Boys (19)</td> <td>74</td> </tr> <tr> <td>% Girls (34)</td> <td>88</td> </tr> <tr> <td>% Disadvantaged (9)</td> <td>67</td> </tr> <tr> <td>% EAL (5)</td> <td>80</td> </tr> <tr> <td>% SEND (4)</td> <td>25</td> </tr> <tr> <td>% National 2022</td> <td>75</td> </tr> <tr> <td>% Halling 2022</td> <td>66</td> </tr> </tbody> </table> <table border="1" data-bbox="587 864 1281 1097"> <thead> <tr> <th>Phonics (Year 2):</th> <th>*Met the Required Standard 2023</th> </tr> </thead> <tbody> <tr> <td>Number of Children (60)</td> <td>51</td> </tr> <tr> <td>% All</td> <td>85</td> </tr> <tr> <td>% Boys (33)</td> <td>91</td> </tr> <tr> <td>% Girls (27)</td> <td>78</td> </tr> <tr> <td>% Disadvantaged (7)</td> <td>43</td> </tr> <tr> <td>% EAL (4)</td> <td>100</td> </tr> <tr> <td>% SEND (9)</td> <td>56</td> </tr> <tr> <td>% National 2022</td> <td>87</td> </tr> <tr> <td>% Halling 2022</td> <td>94</td> </tr> </tbody> </table> <p>The Phonics Lead has worked hard to ensure consistency of approach in quality first teaching and the delivery of Little Wandle for all pupils.</p> <p>In Year 1, six out of nine disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there is a clear disadvantage gap – 16%.</p> <p>In Year 2, three out of seven disadvantaged pupils achieved the expected standard. When comparing the disadvantaged group with 'All', there is a clear disadvantage gap – 42%.</p> <p>As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.</p>	Phonics (Year 1):	Met the Required Standard 2023	Number of Children (53)	44	% All	83	% Boys (19)	74	% Girls (34)	88	% Disadvantaged (9)	67	% EAL (5)	80	% SEND (4)	25	% National 2022	75	% Halling 2022	66	Phonics (Year 2):	*Met the Required Standard 2023	Number of Children (60)	51	% All	85	% Boys (33)	91	% Girls (27)	78	% Disadvantaged (7)	43	% EAL (4)	100	% SEND (9)	56	% National 2022	87	% Halling 2022	94
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- Improved EXS and GDS maths attainment for disadvantaged pupils at the end of KS1 and KS2.
- Improved EXS and GDS reading attainment for disadvantaged pupils at the end of KS1 and KS2.

July 2023 Outcomes for Year 2:

In July

Reading Teacher Assessment (R):	Expected (ARE) +	Greater Depth
Number of Children (60)	46	13
% All 2023	77	22
% All 2022	81	23
% Boys (33)	79	21
% Girls (27)	74	22
% Disadvantaged (7)	57	0
% EAL (4)	75	50
% SEND (9)	56	11
% National 2022	67	18
Writing Teacher Assessment (W):	Expected (ARE) +	Greater Depth
Number of Children (60)	38	5
% All 2023	63	8
% All 2022	66	13
% Boys (33)	58	6
% Girls (27)	70	11
% Disadvantaged (7)	29	0
% EAL (4)	75	25
% SEND (9)	33	0
% National 2022	58	8
Maths Teacher Assessment (M):	Expected (ARE) +	Greater Depth
Number of Children (60)	47	12
% All 2023	78	20
% All 2022	79	21
% Boys (33)	82	27
% Girls (27)	74	11
% Disadvantaged (7)	57	14
% EAL (4)	75	50
% SEND (9)	56	22
% National 2022	68	15
Combined Teacher Assessment (R W M):	Expected (ARE) +	Greater Depth
Number of Children (60)	38	3
% All 2023	63	5
% All 2022	62	9
% Boys (33)	58	3
% Girls (27)	70	7
% Disadvantaged (7)	29	0
% EAL (4)	75	25
% SEND (9)	33	0
% National 2022	54	6

2022, there was an 11% difference in reading, 16% in writing and 29% in maths at **EXS** between the disadvantaged and all pupils.

In July 2023, there was a 20% difference in reading, 34% in writing and 21% in maths at **EXS** between the disadvantaged and all pupils.

In July 2022, there was a 3% difference in reading, 13% in writing and 1% in maths at **GDS** between the disadvantaged and all pupils.

In July 2023, there is a 22% difference in reading, 8% in writing and 6% in maths at **GDS** between the disadvantaged and all pupils.

At the **EXS** standard of attainment, the disadvantaged gap has narrowed in maths by 8%.

At the **GDS** standard of attainment the disadvantaged gap has narrowed in writing by 5%.

July 2023 percentages are in line with July 2022 percentages for reading, writing and maths for all pupils at the end of KS1 at **EXS**.

This is also the case for **GDS** for July 2023 compared with July 2022 in reading and maths. In writing there has been a 5% decrease.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.

July 2023 Outcomes for Year 6:

Reading Test (R):	Expected (ARE) +	Greater Depth
Number of Children (50)	37	13
% All	74	26
% Boys (30)	77	27
% Girls (20)	70	25
% Disadvantaged (12)	58	8
% EAL (5)	80	20
% SEND (7)	14	0
% National 2023	73	tbc
% Halling 2022	62	23
Writing Teacher Assessment (W):	Expected (ARE) +	Greater Depth
Number of Children (50)	38	7
% All	76	14
% Boys (30)	77	7
% Girls (20)	75	25
% Disadvantaged (12)	58	8
% EAL (5)	100	40
% SEND (7)	86	0
% National 2023	71	tbc
% Halling 2022	74	21
Maths Test (M):	Expected (ARE) +	Greater Depth
Number of Children (50)	39	4
% All	78	8
% Boys (30)	83	7
% Girls (20)	70	10
% Disadvantaged (12)	58	0
% EAL (5)	100	20
% SEND (7)	43	14
% National 2023	73	tbc
% Halling 2022	62	15
Combined (R W M):	Expected (ARE) +	Greater Depth
Number of Children (50)	34	3
% All	68	6
% Boys (30)	77	3
% Girls (20)	55	10
% Disadvantaged (12)	50	0
% EAL (5)	80	0
% SEND (7)	14	0
% National 2023	59	tbc
% Halling 2022	46	13

In July 2022, there was an **42%** difference in reading, **14%** in writing and **42%** in maths at **EXS** between the disadvantaged and all pupils.

In July 2023, there was a **16%** difference in reading, **18%** in writing and **20%** in maths at **EXS** between the disadvantaged and all pupils.

In July 2022, there was a **23%** difference in reading, **21%** in writing and **15%** in maths at **GDS** between the disadvantaged and all pupils. Indeed, no disadvantaged pupils attained the GDS standard in the academic year 2021-2022.

In July 2023, there is a **18%** difference in reading, **6%** in writing and **8%** in maths at **GDS** between the disadvantaged and all pupils.

At the **EXS** standard of attainment, the disadvantaged gap has significantly narrowed in reading (26%) and maths (22%). In writing the gap has slightly increased by 4%.

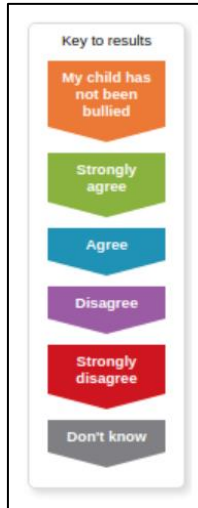
At the **GDS** standard of attainment the disadvantaged gap has narrowed in reading by 5%, in writing by 15% and in maths by 7%.

July 2023 percentages have significantly increased in reading and maths and are in line with July 2022 percentages for writing, for all pupils at the end of KS2 at **EXS**.

At the **GDS** standard of attainment for all pupils at the end of KS2, reading remains in line for July 2023 compared with July 2022. In both maths and writing there has been a 7% decrease.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

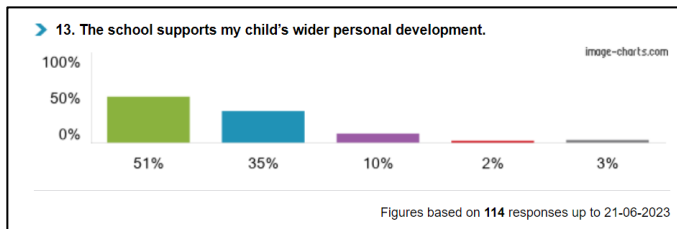
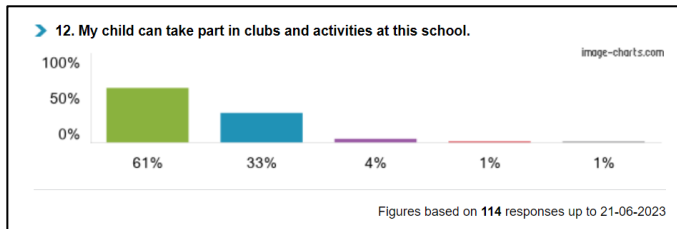
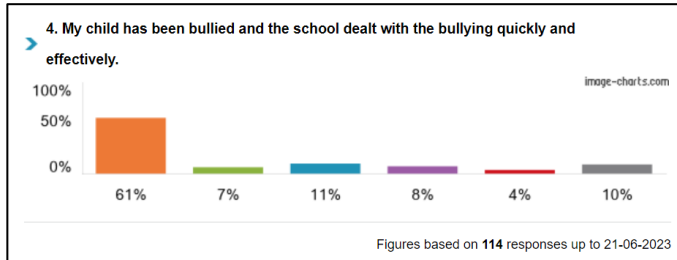


Sustained high levels of wellbeing from 2022/23 demonstrated by:

- qualitative data from pupil voice, pupil and parent/carer surveys and staff surveys
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Ofsted Inspection (6th – 7th June 2023):

The inspection survey evidenced: [Ofsted Parent View](#) In particular, relevant highlights related to wellbeing are:



Pupil Surveys 2022-23 evidence:

“I think that this school is a great school for learning and being active also if you have a problem at Halling, help will come.”

“They listen when you need them or if you have problems outside or inside school.”

“This school is a great environment for learning and making friends.”

Staff Surveys 2022-23 evidence:

“Workload has been reduced wherever possible during the past year and this has been well-received by teachers. Wellbeing is a clear priority for children and staff.”

“I have never had a job before where I’ve looked forward to going in to work! I’ve never dreaded going in, and don’t ever feel negative. I love my job because of the staff and achievements from the children. I would highly recommend working at Halling. I always feel valued. I’m always listened to, and most importantly I always get the back up and care if needed. I always feel very well looked after and we all work so well as a team.”

Parent/Carer Surveys 2022-23 evidence:

“Great community school - so glad we chose Halling. Thank you.”

“I am a big fan of all the after school clubs and appreciate teachers giving up their time to facilitate this.”

“My children are very happy love their teachers ,we have a great team of teachers and staff - really excited for the school’s future.”

Enrichment Activities Participation:

97% of disadvantaged pupils participated in Halling House Cup competitions in 2022-23.

69% of disadvantaged pupils participated in clubs in 2022-23. Having clubs run at lunchtime ensured there was a greater percentage. Of the 31% of disadvantaged pupils who did not attend a club, 21% had a year’s worth of Ukulele tuition.

Additionally, a number of enrichment activities have been successfully introduced/continued and supported for disadvantaged pupils at Halling this academic year, for example, Piano, Rocksteady, Young Voices, Swimming, Drama, Art, Trips, More Able Writing and Maths Workshops, Animal Experience and Residential.

Emotional and Wellbeing Support:

Where requests have been received from parents/carers in respect of wider emotional and wellbeing support, these requests have been fully supported through open and targeted parent/carer workshops with a focus on anxiety and behaviour.

An external agency supported our families through a number of online workshops such as, ADHD and autism. Additionally, a number of requested referrals have been made to Early Help and Medway Small Steps.

‘Time for Toast’ has been a successful in-house intervention and has ensure that a number of anxious pupils transition more confidently into school each morning.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

[The attendance gap between disadvantaged pupils and their non-disadvantaged peers is narrowed.](#)

2022-2023 attendance data shows that attendance among disadvantaged pupils was approximately 5% lower than for non-disadvantaged pupils.

Whole School Attendance								
National FFT Primary: 93.8% (2022-2023 YTD)	% All		% All (Excluding YR)		% All Authorised Absence		% All Unauthorised Absence	
	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023	2021-2022	2022-2023
Term 1	95.1	94.2	95.3	94.4	4.2	4.8	0.7	1.0
Term 2	95.3	91.8	95.2	91.6	4.2	6.7	0.5	1.5
Term 3	94.8	95.2	94.5	95.4	4.6	3.9	0.6	0.9
Term 4	93.9	95.5	93.6	95.5	5.4	3.3	0.7	1.2
Term 5	93.1	95.7	93.5	95.8	5.9	2.9	1.0	1.4
Term 6	91.8	94.1	91.6	94.0	6.2	4.0	2.0	1.0
Terms 1 - 6	94.0	94.4	93.9	94.4	5.1	4.3	1.0	1.3

Attendance for disadvantaged pupils in 2021-22 was 90.6% compared to 94.5% for non-disadvantaged pupils – a 3.9% gap.

In 2022-23 disadvantaged attendance was 89.4% compared to 95.5% for non-disadvantaged pupils – a increase in the gap to 6.1%.

2022 – 2023: Persistent Absence: <90%						
	% All	% Year R	% KS1	% KS2	% Disadvantaged	% Non – Disadvantaged
Term 1	80.9 (75)	82.4 (17)	77.3 (22)	82.1 (35)	77.2 (23)	82.4 (51)
Term 2	80.5 (110)	78.0 (13)	81.1 (30)	80.7 (67)	76.1 (31)	82.2 (79)
Term 3	78.7 (53)	78.2 (9)	76.4 (18)	80.5 (26)	76.2 (16)	79.8 (37)
Term 4	81.8 (60)	78.3 (5)	75.6 (17)	84.9 (38)	78.1 (24)	84.2 (36)
Term 5	80.1 (53)	76.3 (9)	78.2 (14)	82.1 (30)	76.7 (22)	82.5 (31)
Term 6	80.9 (79)	74.0 (9)	77.7 (22)	83.6 (48)	74.7 (34)	85.5 (45)
Terms 1 - 6	83.4	78.6	82.3	85.4	80.2	86.7

Additionally, PA for the disadvantaged pupils in 2022-23 was 80.2% compared to 86.7% for the non-disadvantaged pupils – a 6.5% gap.

Our assessments and observations indicate that absenteeism continues to negatively impact disadvantaged pupils’ progress and attainment over time. Halling’s recent Ofsted Inspection (6th-7th June 2023) recommended that the 90-94 PA group is closely monitored.

As part of the three-year Pupil Premium Strategy, this will be a continued focus into 2023-24.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PiXL (2021-22)	Primary PiXL
Seesaw (2021-2022, 2022-2023)	Seesaw

Service Pupil Premium Funding (Optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a