Hallfield Primary School

Growing, Learning, Achieving Together

Pupil Premium Grant Review: 2024 – 2025

Hallfield has been allocated additional funding through the Pupil Premium. This report outlines what the pupil premium is and how it has been used to support pupils at Hallfield. We hope you will find the following information useful and informative.

The Pupil Premium- FAQs:

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition, an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

How do we identify pupils at our school?

At Hallfield, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Hallfield we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

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- Socially disadvantaged and/or eligible for FSM/LAC/Service Children
- Vulnerable and at risk of underachievement
- Subject to a child in need plan
- Having been identified with complex needs

How do we provide for our pupils?

The attainment of disadvantaged pupils can be raised through a variety of interventions. At Hallfield the following range of provision has been identified for this range of pupils:

- Facilitating access to the curriculum
- Providing additional support in the classroom
- Providing additional teaching and learning opportunities
- Offering alternative support and interventions

Accountability

The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

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How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the school's extensive pupil tracking systems and in the day-to-day classroom assessment. Pupil progress review meetings are held each term, with a focus on timely review of support for each individual child. Should a concern arise, the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the Pupil Premium are adjusted annually to meet the needs of the pupils across the school. This report shows how the Pupil Premium has been used during the academic year 2024-25 and includes information about the attainment of pupils at our school.

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School Name Pupil Premium Profile	**HALLFIELD PRIMARY SCHOOL**
Total number of pupils in the school 2024-25 (Rec to Y6)	**221**
Total number of PP eligible pupils	**49.3% (109 pupils)**
Amount per pupil	**£1,480**
Total pupil premium budget 2024 - 2025	**£161,320**

Pupil Premium Grant Expenditure 2024 - 2025	
Area of Focus	**Total Cost**
Teaching	**£54,971**
Targeted academic support	**£88,695**
Wider strategies	**£44,804**
TOTAL SPEND	**£188, 470**

Evidence of School performance	
Key statements from most recent Ofsted report (July 2023) relating to the support school provides for children and the provision that is offered. Feedback from peer-reviews about the reading curriculum and how children, particularly disadvantaged children, are supported to make accelerated progress	Staff use assessment effectively to identify and address gaps in pupils' knowledge. Leaders make sure that appropriate support is put in place for any pupils who need help with their learning, including language skills. Leaders are quick to identify any pupils with special educational needs and/or disabilities (SEND). Leaders prioritise reading across the school and have introduced a new phonics evidence-based intervention for children who need additional support with decoding. Support is also in place for children who need to make accelerated progress in comprehension. "Pupils are enthusiastic about reading and can recall key text and details, from a range of books read during Whole Class Reading sessions. The focus on high-level vocabulary in reading lessons enables pupils to deepen their understanding of text and encourages them to use effective vocabulary in their own writing." (Reading Review, 2024)

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Feedback from external agencies, such as oracy consultant and speech and language therapist, demonstrate a consistent approach to scaffolding for learning Evidence from internal monitoring shows that disadvantaged pupils are receiving targeted support that is well matched to their needs.	Across the school, Colourful Semantics and Shape Coding are being used as scaffolding strategies to support pupils in developing their sentence structure and grammar, particularly benefiting disadvantaged and SEN pupils. Internal monitoring indicates that the emphasis on oracy, especially the structured use of partner talk and opportunities for verbal rehearsal, is contributing to improvements in pupils' outcomes across the curriculum. Staff take pupils on a variety of educational outings to enhance learning. Leaders organise a range of extra-curricular clubs, such as drama, football and gymnastics. Leaders work with local charities to extend the range of clubs on offer.
Summary of school's performance data	In phonics 71% of disadvantaged pupils achieved the pass mark. At the end of KS1, disadvantaged pupils achieved in line with or better than non-disadvantaged children. Disadvantaged children have also made progress in line with or better progress than non-disadvantaged children. At the end of KS2, 43% of disadvantaged pupils achieved the age-related expectations for reading, writing and maths combined. >20% of disadvantaged children achieved GDS in writing, reading, Spag and Maths. Internal data shows the progress of disadvantaged children. In reading 85% disadvantaged children made the expected 3 steps of progress with 11% making accelerated progress. In writing 82% of disadvantaged children made the expected 3 levels of progress and 18% made accelerated progress. In maths 84% of disadvantaged children made the expected 3 steps of progress with 12% of children made accelerated progress. 90% of disadvantaged children have met their targets in all 3 subjects.
Summary of children's access to enrichment.	An equivalent or greater proportion of disadvantaged children have accessed the after-school clubs. All children have accessed at least 2 additional enrichment activities per term outside of their curriculum offer. This includes sporting activities, the arts and engagement with representatives from different sects of industry including architects, chefs / hospitality, authors etc.

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	All classes have also been on several trips across each term, to further enhance classroom learning.
Schools pupil premium statement (strategy from 2024-2025)	The school statement identifies the desired areas for improvement and the barriers faced by disadvantaged pupils. Actions are designed to address the barriers and increase rates of progress. The strategy clearly describes how funds are to be allocated to raise attainment and close gaps between disadvantaged pupils and others nationally.

Self-evaluation - provision and impact	
Focus	PPG information robustly and rigorously identifies pupils' attainment and tracks theirs and others progress through the school. The pupil premium strategy clearly identifies actions taken by the school to raise outcomes for disadvantaged pupils and clearly articulates why this has been targeted and is subdivide into the following categories: • Quality of teaching for all • Targeted support • Welfare
Barriers	Barriers faced by disadvantaged pupils at Hallfield: - Temporary accommodation leading to a high level of movement in and out of school - High increase of asylum-seeking families in temporary hotel accommodation - Lack of preschool and quality early years provision - High proportion of new entrants in to the school, new to the country and new to an education system - Limited access of ongoing enrichment experiences - Need for heavily scaffolded learning well supported by teachers and appropriate resources - High instability of the school population leading to interrupted learning profiles - English as an additional language creating complex learning needs - High levels of underdeveloped language skills impeding children's access to the curriculum and independent learning strategies - Certain disadvantaged cultural groups demonstrate disengagement with learning - High level of children identified with complex welfare needs, e.g. young carers

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Self-evaluation - provision and impact	
	- Attendance of the group disadvantaged is below 'other' pupils. - A disproportionate number of children in the disadvantaged group in Key Stage 2 have additional SEND needs, including SEMH.
Provision	Leadership have reviewed their disadvantaged pupils' learning in school, using a range of methods to triangulate their understanding. For example, observed behaviours in class and around the school are reviewed against outcomes in books. This has led to the following: - Action plans have been in place to target persistent absenteeism - Capping of classes has been in place to address falling rolls and mobility - A maintained an increased number of Early Years places available for parents to access high quality provision, including two-year-old - Early Years provides adult focused activities to support aspects of communication and language particularly - Whole-school emphasis on Quality First Teaching (QFT) strategies, such as Shape-Coding, to improve outcomes - Targeted enrichment activities to broaden experiences for disadvantaged children - Structured approaches to the teaching of reading, writing and mathematics in school, that are scaffolded appropriate to age and progress - An increase in parental engagement activities to involve parents and improve their understanding of the curriculum to enable them to support at home - An increase in support for parents through coffee mornings around issues such as speech and language, neurodiversity, finance, mental health, employment - Targeted waves of interventions with pre and post assessment, including checks to ensure gains have been maintained, e.g. Talk Boost, BRP, Number Sense, WellComm - Early identification and subsequent monitoring through the use of screening and audit tools - Embedding of targeted SALT interventions across school e.g. Word Aware, WellComm, Box Clever and Talk Boost - Strategies that address mental wellbeing/welfare as well as academic success, e.g. School Inclusion Program - Ambitious targets developed according to more specific cohorts for example, homegrown disadvantaged and most able disadvantaged
Desired outcomes Success criteria / Impact measures	Improved engagement of disadvantaged pupils and raised attainment for this group – please see targets and impact measures from PPG Strategic Plan 2023 - 2024

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Self-evaluation - provision and impact	
Actions Leaders have taken	They have: - Embedded an assessment and tracking system that is accessible for all teaching staff - Recognised the barriers that are faced by disadvantaged pupils including those of a welfare nature - Established and embedded a consistent approach through the implementation of English and maths frameworks which have been reviewed and updated each year - Incorporated additional gap analysis and moderation meetings for key year groups - Embedded a phonics scheme supported by early reading intervention with a heavy emphasis on decoding to build fluency earlier on. - Raised the accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils - Maintained a universal and targeted approach to meet the needs of disadvantaged pupils - Regular communication and accountability against robust target setting - Ensured pupil progress meetings rigorously identified the progress made by disadvantaged groups and adjusting interventions accordingly - Additional interventions targeting disadvantaged pupils in key year groups by senior leaders - Created a strategic plan to address the welfare needs which impact on learning of disadvantaged pupils - Increased attendance and reduced absence/persistent absenteeism - Monitored homegrown children to measure the impact of teaching over time at Hallfield - Reported to governors each term - Senior leaders and key staff members have sought additional trips and enrichment opportunities targeting disadvantaged pupils where appropriate - English lead used reliable baseline assessments to roll out targeted accredited reading interventions for example BRP and FFT - Funded an academic mentor for key year groups with target disadvantaged children.
Leadership self-evaluation	Leaders have analysed the outcomes for disadvantaged pupils across the school and have a good understanding of where gaps exist and in which aspect of their school life. Adaptations have been made to the English curriculum to provide opportunity to access high quality texts. The writing curriculum has been designed to enable all children access to a wider variety of text types, genres, cultures, content and vocabulary. The reading intervention team targets disadvantaged pupils with a wide range of evidence -based interventions.

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Self-evaluation - provision and impact	
	Pupil Progress Review (PPR) meetings and the questions on the PPR document require teachers to analyse their data. Teachers interpret the data to identify trends and identify key actions to targeted groups and individuals. The monitoring structure assists leaders to review the teaching and learning of key groups and target support where required. This is through a triangulated structure of planning review, lesson observations, book look and pupil voice. Targeted support by senior leaders has continued during planning time. The use of the frameworks in core subjects enables a consistent approach to the teaching and learning of disadvantaged pupils.
What has been the impact	Outcomes for end of key stage assessments are on page 10. The Year 6 cohort is comprised of 60% of homegrown pupils who have an EHCP or are on the SEN register. There has also been a mobility of 47%, with 40% of new starters arriving from out of the UK. Year 6 has a significant proportion of pupils with EHCP (19%) who are also categorised as disadvantaged, with a further 38% on the SEN register. Outcomes for other year groups are on page 11 – 12. Internal data for all year groups over time is on pages 13 – 15. In most year groups, disadvantaged pupils' attainment is higher than that of the non-disadvantaged group. The disadvantaged pupils' progress is higher or approximately equivalent to that of the non-disadvantaged group. Identified pupils have been in receipt of evidence-based interventions such as Reading Recovery and Number Sense, and impact has been tracked throughout the year. The biggest attainment gap evident is in Year 3, where non-disadvantaged children are significantly underperforming. In Year 3, 41% of the non-disadvantaged group wither have an EHCP or are on the SEN register.

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Y6 2024 - 2025	**Hallfield Disadvantaged**	**National outcomes for 'all'**
% reaching age related expectations in Reading, Writing and Maths	43%	62%
% meeting standard or above in reading	64%	75%
% meeting standard or above in writing	43%	72%
% meeting standard or above in maths	50%	74%
Y2 2024 - 2025	**Hallfield Disadvantaged pupils**	**Hallfield Non-disadvantaged**
% reaching age related expectations in Reading, Writing and Maths	77%	53%
% meeting standard or above in reading	85%	53%
% meeting standard or above in writing	77%	53%
% meeting standard or above in maths	77%	53%

Y1 2024 - 2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**

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% reaching age related expectations in Reading, Writing and Maths	64%	58%
% meeting standard or above in reading	77%	64%
% meeting standard or above in writing	69%	64%
% meeting standard or above in maths	77%	64%
Y3 2024 - 2025	**Hallfield Disadvantaged pupils**	**Hallfield Non-disadvantaged**
% reaching age related expectations in Reading, Writing and Maths	77%	47%
% meeting standard or above in reading	85%	47%
% meeting standard or above in writing	77%	47%
% meeting standard or above in maths	85%	47%
Y4 2024 - 2025	**Hallfield Disadvantaged**	**Hallfield Non-disadvantaged**
% reaching age related expectations in Reading, Writing and Maths	58%	60%
% meeting standard or above in reading	75%	80%
% meeting standard or above in writing	58%	60%
% meeting standard or above in maths	58%	70%

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Y5 2024 - 2025	Hallfield Disadvantaged	Hallfield Non-disadvantaged
% reaching age related expectations in Reading, Writing and Maths	36%	38%
% meeting standard or above in reading	64%	46%
% meeting standard or above in writing	43%	46%
% meeting standard or above in maths	46%	46%
EYFS 2024 - 2025	**Hallfield Disadvantaged pupils**	**Hallfield Non-disadvantaged**
% meeting GLD in reading	89%	89%
% meeting GLD in writing	89%	72%
% meeting GLD in maths	89%	83%

Current Y6

	EYFS 2019			Y2 2021		Y3 2022		Y4 2023		Y5 2024		Y5 2024 Progress		Y6 2025		Y6 2025 Progress	
	ALL	DIS	NAT	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	74%	75%	76%	62%	38%	54%	35%	41%	33%	32%	23%	68%	62%	55%	64%	65%	50%
Writing	74%	75%	74%	43%	23%	37%	18%	21%	13%	20%	255	68%	69%	63%	43%	66%	50%
Mathematics	74%	75%	79%	54%	38%	63%	41%	55%	40%	40%	30%	72%	69%	63%	50%	75%	64%

Current Y5

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	Y1 2021		Y2 2022		Y3 2023		Y4 2024		Y4 2024 Progress		Y5 2025		Y5 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	60%	60%	60%	53%	43%	39%	50%	47%	86%	80%	59%	64%	79%	85%
Writing	53%	60%	50%	41%	31%	28%	37%	33%	86%	80%	48%	43%	72%	78%
Mathematics	40%	40%	55%	53%	40%	39%	40%	40%	90%	80%	48%	46%	78%	78%

Current Y4

	EYFS 2021		Y1 2022		Y2 2023		Y3 2024		Y3 2024 Progress		Y4 2025		Y4 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	%	75%	60%	53%	70.6%	60%	80%	67%	96%	91%	77%	75%	91%	92%
Writing	%	75%	55%	51.6%	56%	40%	60%	50%	84%	83%	59%	58%	87%	92%
Mathematics	%	75%	56%	51.6%	59%	67%	64%	50%	92%	83%	64%	58%	91%	92%

Current Y3

	EYFS 2022		Y1 2023		Y2 2024		Y2 2024 Progress		Y3 2025		Y3 2025 Progress	
	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS	ALL	DIS
Reading	%	75%	64%	71%	69%	80%	86%	87%	63%	85%	86%	100%
Writing	%	75%	55%	52%	59%	67%	72%	82%	60%	77%	97%	100%
Mathematics	%	75%	56%	57%	66%	80%	86%	87%	63%	85%	94%	100%

Current Y2

EYFS 2023	Y1 2024	Y1 2024	Y2 2025	Y2 2025

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					Progress				Progress	
	ALL	**DIS**	**ALL**	**DIS**	**ALL**	**DIS**	**ALL**	**DIS**	**ALL**	**DIS**
Reading	74%	75%	69%	80%	93%	93%	69%	85%	76%	93%
Writing	74%	75%	58%	60%	93%	93%	66%	77%	69%	84%
Mathematics	59%	75%	69%	73%	97%	100%	66%	77%	73%	77%

Current Y1

	EYFS 2024		**Y1 2025**		**Y1 2025 Progress**	
	ALL	**DIS**	**ALL**	**DIS**	**ALL**	**DIS**
Reading	71%	69%	71%	77%	91%	92%
Writing	71%	69%	67%	69%	92%	92%
Mathematics	71%	69%	71%	77%	91%	92%