

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hall Mead School
Number of pupils in school	1068
Proportion (%) of pupil premium eligible pupils	15.07%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	10 <sup>th</sup> November 2023
Date on which it will be reviewed	March 2024 October 2024
Statement authorised by	Maria Ducker
Pupil premium lead	Kevin Cole
Governor / Trustee lead	Kirsty Pincott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,400
Recovery (catch up) premium funding allocation this academic year	£9,438
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,838

# Part A: Pupil premium strategy plan

## Statement of intent

- For disadvantaged students, to achieve consistently high outcomes, as a result of inclusive quality first teaching.
- For disadvantaged students, to enjoy a wide rich set of experiences and enhanced cultural capital.
- For disadvantaged students, to receive high quality pastoral and attendance support and care.
- For the disadvantaged agenda, to be positioned as a school priority demanding support from staff and for decision-making to be evidence-informed and appropriate for school context and needs.

*Aspire, Act, Achieve...*

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gap between disadvantaged and non-disadvantaged pupils.
2	Attendance gap between disadvantaged and non-disadvantaged pupils.
3	Persistent absence of disadvantaged pupils.
4	Repeat sanctions for disadvantaged pupils.
5	Engaging disadvantaged pupils in enrichment activities and ensuring whole school inclusion.

## 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
To strive to close the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"><li>- GCSE results including EBACC entry</li><li>- Internal school assessment data</li><li>- School reading data</li></ul>

To strive to reduce the attendance gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Trust monitoring and analysis of all sanctions</li> </ul>
To reduce the persistent absence of disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Attendance data</li> <li>- Trust monitoring and analysis of attendance</li> </ul>
To reduce the number of repeat sanctions for disadvantaged pupils and to ensure disadvantaged pupils are not disproportionately sanctioned in comparison to their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>- School sanction data</li> <li>- Trust monitoring and analysis of all sanctions</li> </ul>
For disadvantaged pupils to participate in enrichment activities and ensuring whole school inclusion.	<ul style="list-style-type: none"> <li>- Monitoring and tracking of attendance in enrichment activities to ensure whole school inclusion</li> </ul>
Consistency of teaching and learning practices to support the disadvantaged in their learning.	<ul style="list-style-type: none"> <li>- Whole school INSET day training</li> <li>- Ongoing CPD</li> <li>- Curriculum Enhancement Plans (internal monitoring and evaluation tool) with focus on disadvantaged</li> <li>- Sharing of good practice through forums such as Curriculum Leadership Meetings, and Two Minute Trainings</li> <li>- SLT led focus ensuring all staff have 'disadvantaged' in their school planning and learning challenge work</li> <li>- Focus on eliminating 'unconscious bias' and maintaining IQFT in all classes</li> <li>- Quality assurance of provision through monitoring and evaluation cycles</li> <li>- Line-Management focus</li> </ul>

## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Departmental Bursaries  £1,000	Collaborative learning approaches:  <a href="http://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>  Mastery Learning:  <a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a>	1
CPD  £1,000	Promoting effective Professional Development (CPD) plays a crucial role in improving and enhancing classroom practice and pupil outcomes. This guidance below will support school to select external PD and design and deliver their own PD.  <a href="http://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £29,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Teacher / AQA Examiner  Part of £22,250	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:  Research based decision: <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition)  <a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  Mastery Learning:	1

	<p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Maths and Science Tutor</p> <p>Part of £22,250</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition)</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Educational Psychologist</p> <p>£1,000</p>	<p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1 4
<p>MyTutor</p> <p>£6,500</p> <p>1 * 12-week programmes for 20 students each time</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils:</p> <p>Research based decision:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1 5

	<p>After school small group online intervention targeted specifically on the individual need of the child.</p> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Spanish Teacher Tuition – Aid Ebacc entry</p> <p>Part of £22,250</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Geography Teacher Tuition - Aid Ebacc entry</p> <p>Part of £22,250</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p>	1

	<p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF</a> (educationendowmentfoundation.org.uk)</p>	
<p>History Teacher Tuition - Aid Ebacc entry</p> <p>Part of £22,250</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils or those falling behind.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>Extending school time involves increasing learning time. This can include the use of targeted before and after school programmes (including additional small group or one to one tuition).</p> <p><a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>Mastery Learning:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF</a> (educationendowmentfoundation.org.uk)</p>	1
<p>Home Learning Support</p> <p>Part of 'Disadvantaged Student Mentor Department Role' – see below</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning so providing homework clubs are important.</p> <p><a href="http://educationendowmentfoundation.org.uk">Homework   EEF</a> (educationendowmentfoundation.org.uk)</p> <p>In school, 'Homework Clubs' give pupils the opportunity to complete homework in school but outside normal school hours.</p>	1 5

	<a href="http://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £131,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged Student Mentor Department</p> <p>£108,000</p> <p>2 * Full time staff</p>	<p>At Hall Mead School, internal attitude to learning data (effort scores) suggests that school mentoring has a positive impact on academic outcomes. External research data has found increased positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>The development of trusting relationships with an adult or older peer can provide a source of support.</p> <p>In school, conversations between mentors and mentees may address, but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception, regulation and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil’s decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p>	<p>1 2 3 4 5</p>



<p>Music Tuition</p> <p>£4,000</p> <p>Approx. 12 students, Autumn and Spring terms</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The average impact of arts' participation on other areas of academic learning appears to be positive but moderate, approximately an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is a potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Providing pupils with the opportunity to participate in music tuition enhances the cultural capital of pupils.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>School Trips</p> <p>£2,500</p> <p>English and drama theatre trips, history, geography, PGL and DoE</p>	<p>The average impact of arts' participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Research based decision:</p>	<p>5</p>

	<a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Post 16 Educational Opportunities</p> <p>Future Frontiers – Yr10 * 20 students (at least 80% disadvantaged)</p> <p>£2,100</p> <p>Careers and guidance, mentoring programme – continues in Yr11</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p>When implementing aspiration interventions, school will consider:</p> <ul style="list-style-type: none"> <li>• Guidance on the knowledge, skills, and characteristics required to achieve future goals.</li> <li>• Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</li> <li>• Opportunities for pupils to encounter new experiences and settings.</li> <li>• Additional academic support.</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Duke of Edinburgh Award</p> <p>See School Trips</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>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><a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p>	5

	<a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Life Coach £4,935	<p>In school, conversations between mentors and mentees may address but would not be limited to: attitudes to school; specific academic skills or knowledge; self-perception and belief, particularly in relation to school-work; aspirations for future studies and career options.</p> <p><a href="http://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions.</p> <p>The average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Uniform £2,000	<p>There is evidence to suggest that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.</p> <p>Research based decision:</p> <p><a href="http://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Resources £500	<p>Providing essential equipment for students such as pens, pencils, calculators and books ensures that they are ready to learn.</p>	1 4
Alternative Provision £1,000	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>There is evidence to suggest both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p>	4 5

	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Lunch Provision  £1,000	<p>School lunch is critical to student health and well-being, especially for low-income students and ensures that students have nutrition they need throughout the day to learn.</p> <p>Research shows that receiving free school lunches reduces food insecurity, obesity rates, and poor health. In addition, the new school meal nutrition standards are having a positive impact on student food selection and consumption, especially for fruits and vegetables.</p> <p><a href="http://frac.org">Benefits of School Lunch - Food Research &amp; Action Center (frac.org)</a></p>	5
Awards and Rewards  £500	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>There is evidence to suggest both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
MyConcern & MyVoice – Safeguarding  £1,700	<p>MyConcern is a safeguarding software package that allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns. Additionally, it helps to protect those at risk by allowing early intervention using a trusted, secure and intuitive platform. It also provides the safeguarding leads with the peace of mind by meeting the statutory, legal and moral obligations they have to those in their care.</p> <p>MyVoice – Anonymous reporting app for students.</p> <p>DfE (2003) Every Child Matters</p>	2 3 4 5

	<a href="#">Policy paper overview: Every child matters - GOV.UK (www.gov.uk)</a>	
Transport £100	Providing transport to and from school ensures that the student is safe and that their attendance in school is maintained.	2 3
SISRA £2,700	Data collection and analysis tool. More efficient analysis to target interventions (like tuition) to ensure better academic results.	1
Havering Mentoring Programme – Evolve and Adapt/Borough intervention  Free	Mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.  The development of trusting relationships with an adult or older peer can provide a source of support.  <a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	5
Lunchtime Activities  Monitored by mentors. Costed on a bespoke basis.	Research suggests the average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.  There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.  <a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	5
Opportunities Passport	Raising aspirations is therefore often believed to incentivise improved attainment.  <a href="#">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Bereavement Counselling	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Indeed, evidence from the EEF's Teaching and Learning Toolkit	2 3 4

	<p>suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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**Total budgeted cost: £162,785**

## 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 2022 to 2023 academic year.

See published strategy review:

[DfE external document template \(hallmeadschool.co.uk\)](https://www.hallmeadschool.co.uk)

### 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
Mentoring	London Borough of Havering
Mentoring	Future Gateways
Counselling	HBBS
Safeguarding Software	My Concern
Safeguarding Software	My Voice
Life Coach	Y. O. U / Simon Glover
Emotional Literacy Support	ELSA
Counselling	Peace of Mind
Counselling	EMHP
Alternative Provision	Koru
Alternative Provision	New Wave Tuition