

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hannah Ball School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	29% (51 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly, and full review September 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Nicholas Hingley
Governor / Trustee lead	Joanna Warnock Horn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£25,375 (tbc)
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	£107,420

Part A: Pupil premium strategy plan

Statement of intent

At Hannah Ball school we strive for label less learning and believe that we should provide the same opportunities for all of our pupils, regardless of their backgrounds, regardless of their starting points. Our school vision and values focus on a broad, balanced and inclusive curriculum that strives to ensure every child has the confidence, skills and ambition to embrace the challenges of the modern world. We aim to be 'a cradle for resilient, effective and confident learners, regardless of their socio-economic background'. (Marc Rowland A practical guide to the pupil premium 2015)

Through high quality first teaching we will raise attainment for all pupils. Our coherent, inclusive and ambitious curriculum will enable all pupils to build on their prior learning and, in conjunction with our enrichment programme, will expose our pupils to the greatest thinkers, scientists, artists, and writers.

We will improve the attendance of all of our pupil groups and reduce persistent absences further. When our pupils attend school, they learn well and make good progress. We will prioritise reading, including early reading and phonics as these are the building blocks of learning. We will foster a love of reading and in turn, a love of learning. By delivering an enriched curriculum, pupils will develop their learning behaviours and begin questioning and engaging deeply with their learning. This will be supported by providing high quality opportunities for sports and fitness, trips and enrichment events. We will provide wellbeing and mental health support to begin to unpick the effect of lockdown on our learners. Parents will be provided with information about the curriculum, to enable them to support their children. They will be offered the chance to learn within our school community. These classes will provide learning support and signpost them to further opportunities for learning or to access help if needed.

The key principle of this strategy plan is to remove some of the significant barriers to learning that exist and to provide inspiring and inclusive support to our pupils and their families so that they may start to overcome other challenges that they may face.

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education, for example; some children have not been in a previous setting, children do not experience stories or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	GLD for PP pupils is below national average phonics in y1 and y2
3	Phonics check in Y1 and Y2 is below national average for all cohorts
4	Attainment at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium.
5	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing and Maths for pupils who are eligible for the pupil premium.
6	Attendance of all groups of pupils is well below national average
7	Parent engagement is low and some of our parents lack financial resources to provide children with broad opportunities and life experiences. This impacts pupils aspiration, creativity and physical and mental activity.
8	Due to a significant number of barriers within our school community, some of our parents do not have the resources, nor the skills to fully support their child's learning. This has resulted in a widening of the attainment and progress gap between our non-PP and PP cohort . These pupils have not only suffered academically. The mental health of our pupils and those of their parents has been impacted significantly.

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
<p>The communication, language and literacy skills of PP children on exit from Reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils' learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	<p>GLD demonstrates a three year upward trend closing the gap with National PP pupil outcomes are in line with non PP pupils</p> <p>Parents are encouraged to access and are signposted towards supporting their children’s learning, they are engaging with school and as a result pupil progress and attainment is improving.</p>
<p>Progress rates for PP pupils to be sustained, and accelerated where required, in line with non-PP pupils across school, in Reading, Writing and Maths.</p> <p>Attainment to be in line with the national average. This will be measured via whole school attainment data using our internal tracking system.</p>	<p>Progress scores for PP cohort for KS2 is at least in line with non-PP pupils and shows a three year upward trend. Year group progress for PP cohort (6+ steps within Target Tracker expected) is in line with non-PP cohort,</p> <p>Attainment for our PP cohort at all key points in the school journey (GLD, Y1 and Y2 phonics , KS1 SATS (reading, writing, maths) ,Y4 multiplication check, and KS2 SATS (Reading, writing, maths, GPaS) are in line with non – PP and show an upward 3 year trend.</p>
<p>Increased attendance rates for all groups of children PP children across school and a reduced gap between PP and non-PP pupils relating to persistent absence. The outcomes will be measured via the attendance data and the attainment and progress data.</p>	<p>2021 persistent absence PP = 39%/ non PP = 26%</p> <p>This will reduce for all groups and PP will be in line with our non-PP cohort. Over three years, both attendance and persistent absence rates will improve and be at least in line with national</p>

<p>PP and SEND parents will engage more positively with the school and will be better at supporting their children at home with their learning</p>	<p>PP Attendance improves and persistent absence decreases – showing a three year improvement trend</p> <p>Parents are signposted to support and have access to information via our website, letters and texts. Parenting classes are in place and are proportionally represented from within the PP cohort.</p>
<p>Attainment in the Y1 and Y2 phonics check for all pupils continues a three year upward trend</p>	<p>2021 PP phonics Y2 (83%) Y1 (44%) 2021 Non PP phonics Y2 (77%) Y1 (62%)</p> <p>Y1 PP phonics attainment increases so that it is in line with non-PP. Y2 PP phonics attainment increases so that it is in line with non-PP</p>
<p>Pastoral support for all pupils and particularly those within our PP cohort is in place to meet needs resulting from lockdown</p> <ul style="list-style-type: none"> ○ Mental health ○ Mentoring for pertinent children (Outside agency) ○ Uniform ○ Equipment ○ Financial assistance to access clubs/ trips/residential trips 	<p>A pastoral support package is in place (including pastoral LSAs)</p> <p>Attendance improves (including persistent absences)</p> <p>PP cohort is proportionally overrepresented in clubs and special events (including residential trips)</p>

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> ● Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching ● Staff development and quality CPD <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> ○ Feedback - to ensure that the feedback provided to all pupils is instant and effective. ○ Continue to teach reading comprehension to all pupils on a daily basis in smaller groups. ○ Continue to teach guided reading in small groups ○ Continue to use a Talk for Writing approach 	<p>Feedback: There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <ul style="list-style-type: none"> ○ Feedback has a slightly greater effect for primary aged pupils (+7 months) ○ Effects are high across all curriculum subjects, with higher effects in maths and science ○ Low attaining pupils tend to benefit more from explicit feedback than high attainers <p>Source: EEF Teaching and Learning Toolkit</p> <p>Reading comprehension strategies: Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less</p>	<p>3 4 5</p>

	<p>extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <ul style="list-style-type: none"> ○ Strategies appear effective across primary (+6 months) ○ Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text <p>Source: EEF Teaching and Learning Toolkit</p>	
<p>Raise attainment of reading for pupils through the use of guided reading, reading comprehension, Word Aware, Myon and Accelerated reader</p>	<p>As above (Reading comprehension)</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p> <p>Word Aware</p> <p>Waldfoegel and Washbrook, (2010) found a two year vocabulary gap at aged 5 years between the wealthiest and the poorest.</p> <p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students.</p>	<p>1 4 5</p>

	Source: EEF Teaching and Learning Toolkit	
Phonics teaching in EYFS/KS1 in smaller groups and streamed across the phase.	<p>Phonics: Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils’ attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</p> <p>Source: EEF Teaching and Learning Toolkit</p>	1 2 3 4

<p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT (mastery approach) and the use of Same Day Interventions.</p>	<p>See small group interventions</p> <p>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>Studies involving primary school pupils have tended to be more effective (+8 months). Mastery learning has been successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+ 6 months) than reading (+ 3 months)</p>	<p>4</p> <p>5</p>
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> ○ Specialist Music / French and PE teachers to develop pupils’ skills in Music, modern foreign languages and PE ○ Ensure pupil receive high quality PE provision (Including gymnastics and dance) ○ Subsiding of trips including residential for PP ○ Developing our art and DT curriculum so that it is of the highest quality ○ Developing our resources centre to offer high quality co-curricular provision 	<p>Arts participation: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment Where the arts are being taught as a means to boost academic achievement for those eligible for the [pupil premium, schools should carefully monitor whether this aim is being achieved.</p>	<p>4</p> <p>5</p>

	Source: EEF Teaching and Learning Toolkit	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p>		<p>4 5</p>
<p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> • Extra group work with teachers or LSAs • Further develop oracy and language provision within EYFS • Oral language interventions to run in EYFS and Y1 • Reading intervention groups to be run for any pupils who are falling behind • Extra small group support will be provided to all Rec, Year 1 and Year 2 pupils in phonics <ul style="list-style-type: none"> ○ Additional catch up sessions after school for targeted pupils ○ Timetabled use of Lexia in Y1 and Y2 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Source: EEF Teaching and Learning Toolkit</p> <p>See above for phonics support evidence See above for digital support packages</p>	<p>1 2 3 4 5</p>
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> • Same Day Intervention • Further developing our mastery curriculum <ul style="list-style-type: none"> ○ Additional catch up sessions after school for targeted pupils ○ Timetabled use of Maths Whizz and TT Rockstars 	<p>See above for small group interventions</p>	<p>4 5</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p> <ul style="list-style-type: none"> • Breakfast club provision • Pastoral support around behaviour and social/emotional support from Pastoral LSAs • Sports Provision • Behaviour rewards (Whole school) • One to one work with Pastoral LSAs • Social and Emotional intervention groups (ELSA) • Lego Therapy sessions • Lunchtime support to be provided by pastoral LSAs for vulnerable pupils who need support. ○ Free breakfast club for Year 6 leading up to SATs ○ Sports Provision ○ One to one work with pastoral LSA 	<p>Behaviour approaches:</p> <ul style="list-style-type: none"> ○ Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. ○ There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. ○ Even within programme types there is a range of impact. If selecting a behaviour intervention, schools should look for programmes that have been evaluated and shown to have a positive impact. ○ When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school. <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	<p>4 5 8</p>

	<p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Source: EEF Teaching and Learning Toolkit</p>	
<p>Improve Attendance and ensure whole school attendance remains above 96%</p> <p>Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents’ Evenings • First day response call • Home visits where necessary • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming ‘Persistent Absentees’ ○ Attendance awards/ weekly attendance rewards ○ Programme of enrichment events 	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p>	<p>4 5 6 7</p>
<p>Build on our PP children’s social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. • Ensure all PP pupils are able to engage and take part in residential and trips. <p>Development of the curriculum centre to enable a range of high quality curriculum <i>enrichment opportunities</i></p>	<p>The Sutton Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	<p>4 5 7 8</p>

<p><i>Parents feel more well informed and empowered to support their children through:</i></p> <ul style="list-style-type: none"> • <i>Tapestry</i> • <i>Parental engagement programme in place</i> • <i>Family Learning workshops</i> • <i>Class assemblies</i> • <i>Coffee mornings</i> 	<p>Parental engagement +2 months (EEF Toolkit)</p>	<p>1 2 3 4 5 6 7 8</p>
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Total budgeted cost: £107,420

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 2020 to 2021 academic year.

Desired outcomes from 2020 - 2021																			
<i>Desired outcomes and how they will be measured</i>	<i>Evaluation</i>																		
Improve communication and language provision in EFYS and KS1	<p>GLD in 2021 was 29% - no improvement from the last reported data although we must take into consideration how disrupted learning has been over the last 2 academic years.</p> <table border="1"> <thead> <tr> <th colspan="2">GLD 2021</th> </tr> <tr> <th>PP group (6 pupils)</th> <th>Non-PP group (15 pupils)</th> </tr> </thead> <tbody> <tr> <td>33% (2 pupils)</td> <td>27% (4 pupils)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Reading in KS1 2021</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>11%</td> <td>38%</td> </tr> <tr> <td>Y2</td> <td>17%</td> <td>28%</td> </tr> </tbody> </table>	GLD 2021		PP group (6 pupils)	Non-PP group (15 pupils)	33% (2 pupils)	27% (4 pupils)	Reading in KS1 2021				PP	Non-PP	Y1	11%	38%	Y2	17%	28%
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	<p>NELLI was used, including throughout lockdown in EYFS</p> <p>An online reading provision was used throughout lockdown and continued to be used throughout the summer term. The absence from school has significantly affected our cohort, particularly in reading and phonics in EYFS and KS1. Reading, including early reading and phonics will be a cornerstone priority for our SDP and a focus of our next PP/Catch up funding plan.</p>																				
<p>Developing self-regulation strategies and learning behaviours throughout the school</p>	<p>To develop independent learning skills for all children and build resilience in our learners At KS2 more pupils are achieving greater depth in Reading (16% vs 21%), Writing (0% vs 7%), Maths (12% vs 14%) and GPaS (0% vs 11%)</p> <table border="1" data-bbox="1025 671 1910 1058"> <thead> <tr> <th>Greater Depth</th> <th>All pupils</th> <th>PP cohort (17 pupils)</th> <th>Non-PP cohort (12 pupils)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>18% (3)</td> <td>25% (3)</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>0%</td> <td>17% (2)</td> </tr> <tr> <td>Maths</td> <td>14%</td> <td>6%(1)</td> <td>25% (3)</td> </tr> <tr> <td>GPaS</td> <td>11%</td> <td></td> <td></td> </tr> </tbody> </table> <p>Behaviour incidents reduce – This has not been successful. A new behaviour policy has been developed and launched from September 2021 as a result together with a new pastoral support team.</p> <p>Characteristics of effective learning are evident – not achieved due to the impact of lockdowns and the ability to consistently monitor children in class during remote learning.</p>	Greater Depth	All pupils	PP cohort (17 pupils)	Non-PP cohort (12 pupils)	Reading	21%	18% (3)	25% (3)	Writing	7%	0%	17% (2)	Maths	14%	6%(1)	25% (3)	GPaS	11%		
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	<p>Attainment gaps reduce further. The average attainment gap in Reading, per year group is 12% (Y1 and Y4 showing marked gaps) and in writing 15% (with Y2 and Y4 have the widest gaps in attainment). In maths our PP cohort outperform the non –PP cohort by 4.5%, and is especially marked in Y1,Y2 and Y3.</p>
<p>Progress and attainment of PP children to more closely match their peers, with a focus on writing</p>	<p>To diminish the gap between PP children the rest of the cohort. In writing the cohorts are closely matched in Y3 (60%PP vs 52% non-PP), Y5 (44% PP vs 40% non-PP) and Y6 (18% PP vs 25% non-PP) with wide gaps in Y2 (0% PP vs 40% non PP) and Y4 (9% vs 44%).</p>
<p>Improve engagement for all stakeholders – including attendance</p>	<p>More than 96% attendance rates achieved</p> <p>Attendance rates are closely matched, although very low overall. PP = 91.6% non-PP 91.7%</p> <p>The disparity is larger when considering persistent absences within our PP and less so within our SEN cohort</p> <p>PP = 39% vs non-PP 26%</p> <p>SEN = 33% non-SEN = 30%</p> <p>More pupils are inspired in their learning and report that they enjoy coming to school</p> <p>68.45% of our pupils say that they enjoy coming to school (Summer term '21 pupil survey)</p> <p>91.8% of parents responded that their child is happy at school (Summer term '21 parent survey)</p>

Current attainment (2020-2021)						
KS2	Pupils eligible for PP (2016 – 2017)	Pupils eligible for PP (2017 – 2018)	Pupils eligible for PP (2018 – 2019)	Pupils not eligible for PP (national average 2019)	Data not available for 2019 - 2020	Pupils eligible for PP 2020 - 2021
% achieving in reading, writing and maths	22	29	11.1	70		18% (3) *
% achieving expected level or above in reading	27	57	44.4	80		41%
% achieving expected level or above in writing	45	57	22.2	83		18%
% achieving expected level or above in maths	27	43	33.3	81		35%
% achieving expected standard of 100+ in grammar, punctuation and spelling	67	57	37.5	71		
KS1						
% achieving expected level or above in reading	43	57	60	79		17%
% achieving expected level or above in writing	43	43	60	74		0%
% achieving expected level or above in maths	29	57	60	80		50%
Pupils meeting expected standard in phonics						
% meeting expected standard in Year One	60	100	0	85		44 %
% meeting expected standard in Year Two		83	71	91		83%

*Non -PP = 25%

Further information

The leadership and governors at Hannah Ball school have made a commitment to develop a learning resources centre within the old caretaker's house (Hannah's Hub). This will benefit all of our pupils by enabling the creative development of the curriculum and ensure that opportunities for after school clubs are fully explored. By the end of the academic year (2021 – 2022) there will be a resource centre that is equipped with a food technology centre, a dance and drama studio (which will also be able to be used for music lessons) and an intervention room. Offices will be developed upstairs so that meetings and support groups can take place (including parent classes) and will free up space in the main school buildings for break out rooms and pastoral areas. This enriched curriculum offer will lead to raising standards and accelerated progress for our whole school community.

The leadership of the school have identified opportunities for the development of our wooded area which will enable outside learning opportunities for all classes.