

Halfway Nursery Infant School

Pupil Premium Strategy statement 2022-23

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview 2022-23

Detail	Data
School name	Halfway Nursery Infant School
Number of pupils in school	159 F2 – Y2 50 F1 209 Total
Proportion (%) of Pupil Premium eligible pupils	33% F2-Y2 (53/159 Pupils) 6% F1 (3/50 children) 27% Total (56 Pupils)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published (year 1)	October 2021
Date this statement was published (year 2)	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Debbie Shepherd
Pupil Premium lead	Jo Lomas
Governor/Trustee lead	James Rolstone

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£70490
Recovery premium funding allocation this academic year	£5,413

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	£75903

Part A: Pupil Premium Strategy Plan

Statement of intent

Everyone at Halfway Nursery Infant School believes that our least advantaged children can achieve and thrive, and that pupils' needs, not labels, should drive our practice. Our ultimate aim is to use Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with non-disadvantaged pupils nationally.

Relationships are central to everything we do in school – from transition to working alongside parents/carers and other agencies, to supporting the achievement and wellbeing of all our children as they move throughout school. We are in the privileged position to work with children in the earliest years of their education and therefore believe we can make a real difference to our families through forging strong relationships, early identification of need and providing the right support at the right time.

Research has found that disadvantaged pupils were worst affected by partial school closures, and that the attainment gap grew as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for Pupil Premium - it is therefore more important than ever for school strategies to focus on support for disadvantaged pupils (information from EEF website).

The number of Pupil Premium pupils has risen over the past few years, from 38 in Autumn 2019, to 56 in Autumn 2022. We have an increasing number of families in school receiving support from other agencies such as Social Care, Early Help and MAST etc.

We recognise that children and their families can be vulnerable for many reasons, although not all will be eligible for Pupil Premium funding, and we aim to offer personalised support despite eligibility.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well –

- Communication and language - speaking and listening skills and vocabulary
- Independence in learning
- Parental engagement incl. attendance

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will –

- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Further strengthen our whole school approach where staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of what they can achieve (including enhanced monitoring associated with additional funding, offer wrap-around care, referrals to support agencies, etc.)

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our analysis shows that some disadvantaged families need additional support to secure and sustain better punctuality and attendance. School attendance is also a focus for the government this year; attendance of all children, including Pupil Premium, will be a focus in school. Our attendance data from last academic year (2021-2022) shows that 51 children had less than 90% attendance, of which, 21 were eligible for Pupil Premium (41%).</p> <p>Our observations and assessment show that absenteeism is negatively impacting disadvantaged pupils' progress, and that the education and wellbeing of many of our disadvantaged pupils was negatively impacted by partial school closures due to the COVID-19 pandemic to a greater extent than other pupils. These findings are supported by national studies. This has resulted in significant gaps leading to pupils falling behind age related expectations, particularly in English.</p>
2	<p>Reading</p> <p>Our expectation at Halfway Nursery Infant School is that all pupils, irrespective of background or the challenges they face, become able readers. This will enable them to read to learn, broaden their horizons, and be interested and interesting citizens.</p> <p>End of year data for 2021-2022 showed that 57% of Pupil Premium pupils achieved expected standard in Reading, compared with 83% of all pupils (-26.8 gap). 20% of all pupils achieved a high standard (above ARE) compared with 5% of Pupil Premium pupils (-15.3 gap).</p>
3	<p>Communication and language, speaking and listening skills</p> <p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. These are evident from F1 through to KS1, and, in general, are more prevalent amongst our disadvantaged pupils.</p> <p>F2</p> <p>End of year assessments (2021 – 2022), show that:</p> <p><u>Listening, attention and understanding</u>: 86% of disadvantaged pupils achieved ARE, compared to 92% of non-disadvantaged.</p> <p><u>Speaking</u>: 86% of disadvantaged pupils achieved ARE, compared to 92% of non-disadvantaged.</p>
4	<p>Independence in learning</p> <p>Assessments and observations of pupils indicate that less children are starting FS2 who are on track to demonstrate school readiness. These concerns have significantly increased over the course of the pandemic. Children have missed important opportunities to develop PSHE skills at nurseries/pre-school provision through closures, and there has been a lack of opportunity to attend parent/toddler groups/classes etc. for the children to further their independence, behavioural and social skills due to the impact of the pandemic. On entry assessments (September 2022) demonstrate possible impact - for example, in PSED, out of 20 Pupil Premium children, 55% (11/20) are not working at the expected stage of development.</p>
5	<p>Parental engagement in children's learning – updated in Autumn 2022</p> <p>Due to previously enhanced measures advised to minimise risk of Covid-19 infection in school, parents/carers were not able to access the classroom environments or attend events in school as they would have ordinarily done e.g.</p>

	<p>stay and play sessions, weekly Show and Share sessions etc. have not taken place which has limited opportunities to engage with staff and school face to face.</p> <p>With the removal of restrictions, we need to ensure that we are providing a variety of opportunities for our families to engage with the life of the school, both socially as well as academically.</p> <p>Some parents/carers face other barriers and therefore further support is also needed for some of our families e.g. extended services enables families to seek employment and education whilst ensuring their child is able to attend school, subsidised uniform and school trips supports families who may be facing financial challenges etc.</p>
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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.

Updated Autumn 2022

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils improves each half term and the numbers of those classed as persistently absent (PA and less than 90%) declines. Improving monitoring systems and support for children affected by low attendance.
Improved reading attainment among disadvantaged pupils	Reduction in the attainment gap in reading between Pupil Premium and non-Pupil Premium children.
Improved vocabulary for disadvantaged pupils	Outcomes from assessments demonstrate improved vocabulary in spoken language and understanding of vocabulary in reading.
Improved oral language for disadvantaged pupils	Teacher assessment and observations indicate improved oral language among disadvantaged pupils and there is a reduction in the attainment gap between disadvantaged pupils and their peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved levels of independence for our learners	Monitoring and evaluation evidences improved levels of independence in learning for all children.

	<p>Assessments show an increase in the number of children working at expected levels in PSED by the end of F2.</p> <p>CPOMS entries show less incidents of inappropriate behaviour in school.</p>
<p>Improved parental engagement to support children's learning.</p>	<p>Parents/carers have access to remote learning activities and reading materials to support learning at home.</p> <ul style="list-style-type: none"> - All families have an active Tapestry account linked to their child/ren. - All children have a Bug Club account <p>Parents/carers feel able to support children's learning, particularly their reading.</p> <p>Sessions are offered to support parents/carers to develop their own subject knowledge and increase their confidence to support e.g. phonics sessions.</p> <ul style="list-style-type: none"> - Weekly reading targets on Tapestry - Parent questions responded to quickly and support and guidance provided - Phonics Workshops <p>Parents/carers are provided with more opportunities to engage in the life of the school alongside their children.</p>

Activity 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: £18,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all children have an account on ActivLearn Bugclub to encourage reading at home, linked to phonics skills taught in school.	<p>'Proven to make 30 months of progress in reading in 18 months' (statement from the ActivLearn website).</p> <p>This platform provides reading and phonics materials is one of the validated and DfE approved programmes for effective systematic synthetic phonics teaching.</p>	2 4 5
For all parents/carer to have a Tapestry account to facilitate communication between home and school and improve engagement in learning e.g. weekly reading	Parents have reported that Tapestry improves communication between home and school and supports them to access information relating to teaching and learning remotely, including reading, observations, lessons during lockdown and links on how to support children at home etc.	2 5
Reading for Inference sessions to be taught in each year group and children have a rich reading diet incl. daily story telling	EEF Early Years Toolkit (which gathered evidence from 141 studies) states that reading comprehension strategies have a very high impact for very low cost based on extensive evidence (+6 months progress).	2 3 4
Continuous Provision across school	EEF Early Years Toolkit (which gathered evidence from 10 studies) states that play based approaches in the early years have high impact for very low cost (+5months progress).	5
Enhance tracking and assessment systems to ensure progress of all children, including vulnerable groups, can closely be monitored and needs quickly identified and addressed	<p>Evidence from pilot schools for EYFS curriculum/assessments</p> <p>Birmingham Toolkit to enhance the tracking and monitoring of progress for children who have complex SEND needs.</p>	2 3 4

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

Budgeted cost: £31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI project used as an early language intervention for specific children	The evidence shows that children with poor vocabulary skills at age 5 are more likely to have reading difficulties as an adult, more likely to have mental health problems, and more likely to be unemployed. (Dr Kirsten Asmussen Head of What Works, Child Development, EIF.org.uk) EEF Early Years Toolkit (which gathered evidence from 14 studies) states that communication and language approaches have very high impact for very low cost (+ 6months).	2 3
School led tutoring to help close gaps for vulnerable children	EEF Teaching and Learning Toolkit (which gathered evidence from 62 studies) states that small group tuition has moderate impact for low cost based on moderate evidence (+4 months).	2 3
TA interventions – pre/post teach, additional phonics, LEAP	EEF Early Years Toolkit (which gathered evidence from 15 studies) states that early literacy approaches have moderate impact for very low cost (+4 months). EEF Teaching and Learning toolkit states that phonics has a high impact for very low cost based on very extensive evidence (+4 months).	2 3

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

Budgeted cost: £26,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance lead to liaise with families to improve attendance in order to improve outcomes, working closely with Attendance and Inclusion Team where needed.	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).	1

<p>Wellbeing pastoral support – families in need of Early Help or MAST etc. identified through positive working relationships with parents/carers and other agencies. Safeguarding Team to liaise with other agencies as appropriate.</p>	<p>EEF Early Years Toolkit states that Parental Engagement has moderate impact for moderate cost based on moderate evidence (+4months impact). Evidence also suggests that there is also higher impacts for pupils with low prior attainment.</p>	<p>1 5</p>
<p>Additional support for families to enable children to access the wider curriculum, including enrichment opportunities e.g. subsidising extended services, visits, after school/extra curriculum clubs, school uniform etc.</p>	<p>EEF Early Years Toolkit states that Parental Engagement has moderate impact for moderate cost based on moderate evidence (+4months impact). Evidence also suggests that there is also higher impacts for pupils with low prior attainment.</p> <p>From our experience, offering additional opportunities and experiences children have been unable to access previously e.g. visits, music sessions etc. increases children’s engagement and enjoyment.</p>	<p>1 5</p>

Total budgeted cost: £75,903

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 2021-2022 academic year.

Disadvantaged pupil performance overview for last academic year (2021-22)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2021 – 2022), drawing on national assessment data and our own internal summative and formative assessments.

Achieving GLD	
All	71%
Non-disadvantaged	76%
Disadvantaged	62%

Y1 Phonics		
	School	Nationally
Passed	86%	75%
Non-disadvantaged	91%	80%
Disadvantaged	76%	62%
Y2 Phonics		
	School	Nationally
Passed	86%	87%
Non-disadvantaged	91%	/
Disadvantaged	76%	/

End of KS1 data			
	Reading	Writing	Maths
School			
All	EXS = 74% GD = 22%	EXS = 76% GD = 18%	EXS = 82% GD = 22%
Non-disadvantaged	EXS = 85% GD = 27%	EXS = 85% GD = 21%	EXS = 88% GD = 30%
Disadvantaged	EXS = 53% GD = 6%	EXS = 59% GD = 6%	EXS = 65% GD = 6%
Nationally			
All	EXS = 67% GD = 18%	EXS = 58% GD = 8%	EXS = 68% GD = 15%
Non-disadvantaged	EXS = 72%	EXS = 63%	EXS = 73%
Disadvantaged	EXS = 51%	EXS = 41%	EXS = 52%

The data demonstrates that whilst there are areas where disadvantaged pupils at our school, comparably did better than disadvantaged pupils nationally, within our school disadvantaged pupils did not achieve as well as non-disadvantaged pupils in all subjects.

Attainment Data 20 – 21 and 21-22

2020-2021 50 PP / 144 Others (26% eligible for PP)			
2021 - 2022 60 PP / 193 Others 31% eligible for PP)			
Entry 20-21	Entry 21-22	Exit 20-21	Exit 21-22
Reading 20% PP (10) at ARE 51% others (73) at ARE GAP: -33.6	Reading 23% PP (14) at ARE 59% others (79) at ARE GAP: -36%	Reading 46% PP (23) at ARE 78% others (112) at ARE GAP: -31.8 Gap closed by 1.8	Reading 57% PP (34) at ARE 83% others (111) at ARE GAP: -26.8 Gap closed by 9%
Writing 24% PP (12) at ARE 53% others (76) at ARE GAP: -28.8	Writing 30% PP (18) at ARE 61% others (81) at ARE GAP: -30.9	Writing 46% PP (23) at ARE 79% others (114) at ARE GAP: -33.2 Gap widened by 4.4	Writing 57% PP (34) at ARE 81% others (108) at ARE GAP: 24.5% Gap closed by 6.4%
Maths 32% PP (16) at ARE 66% others (95) at ARE GAP: -34	Maths 42% PP (25) at ARE 69% others (92) at ARE GAP: -27.5	Maths 62% PP (31) at ARE 88% others (127) at ARE GAP: -26.2 Gap closed by 7.8	Maths 65% PP (39) at ARE 86% others (114) at ARE GAP: 20.7% Gap closed by 7%

Progress Data 20-21 and 21-22

Reading	Sufficient + progress	46% PP (23) 78% (112) of 'others' GAP: -31.8	70% PP (42) 84% (112) of 'others' GAP: -14%
	More than sufficient progress	8% PP (4) 29% (42) of 'others' GAP: -21.2	5% PP (3) 6% (8) of 'others' GAP: -1%
Writing	Sufficient + progress	46% PP (23) 79% (114) of 'others' GAP: -33.2	67% PP (40) 82% (109) of 'others' GAP: -15.3%
	More than sufficient progress	8% PP (4) 24% (35) of 'others' GAP: -16.3	3% PP (2) 8% (10) of 'others' GAP: -4.2%
Maths	Sufficient + progress	62% PP (31) 88% (122) of 'others' GAP: -26.2	75% PP (45) 85% (113) of 'others' GAP: -10%
	More than sufficient progress	6% PP (3) 28% (40) of 'others' GAP: -21.8	5% PP (3) 7% (9) of 'others' GAP: -1.8%

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

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