

Halfway Nursery Infant School

Pupil Premium Strategy statement 2021

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 2021-22

| Detail | Data |
|---|---|
| School name | Halfway Nursery Infant School |
| Number of pupils in school | 155 F2 – Y2 38 F1 193 Total |
| Proportion (%) of Pupil Premium eligible pupils | 31% F2-Y2 (48/155 Pupils) 13% F1 (5/38 children) 27% Total (53 Pupils) |
| Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 14/10/2021 |
| Date on which it will be reviewed | Autumn 2022 |
| Statement authorised by | Paula Bestall |
| Pupil Premium lead | Rebecca Hughes |
| Governor/Trustee lead | James Rolstone |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|--|
| Meeting expected standard at KS1 | <p>Reading and Writing: 33% (4) PP children at ARE+ compared to 84% (31) of others. Gap: -28.1</p> <p>Maths: 42% (5) PP children at ARE compared to 95% (35) of others. Gap: -52.9</p> |
| Achieving high standard at KS1 | <p>Reading: 8% (1) PP child working above ARE compared to 38% (14) of others.</p> <p>Writing: 0 PP children working above ARE compared to 27% (10) of others.</p> <p>Maths: 0 PP children working above ARE compared to 35% (13) of others.</p> |

Funding overview

| Detail | Amount |
|--|--|
| Pupil Premium funding allocation this academic year | £49,765 (based on Oct 2020 census) |
| Recovery premium funding allocation this academic year | £5,365 + £3,240 School led tutoring |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | £58,370 |

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 have been worst affected by partial school closures, and that the attainment gap has grown 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 children at Halfway Nursery Infant School are no exception to this, and we have seen both the gap in attainment for disadvantaged and non-disadvantaged pupils widen (i.e. gap between PP and non PP children in all subjects, most notably in reading and writing in most year groups in 2021), in addition to an increase in the number of disadvantaged children in our school over the past 3 years (e.g. 38 pupils in Autumn 2019, compared with 53 pupils in Autumn 2021). We also 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 – PP, Recovery Premium, School-Led Tutoring 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 (2020/21) shows that 44 children had less than 90% attendance. 14 (32%) of these children were eligible for Pupil Premium funding. 25 children were persistently absent (less than 90% attendance) 11 (44%) of these children were eligible for Pupil Premium funding. Our observations and assessment show that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been negatively impacted by partial school closures 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 strong readers. This will enable them to read to learn, broaden their horizons, and be interested and interesting citizens.</p> <p>Reading Data (20/21) shows that 78% of non-Pupil Premium eligible children were working at PITA 5 (expected/age related levels) compared to 46% of children eligible for Pupil Premium funding. 29% of children not eligible for Pupil Premium funding were working at PITA 6/above expected levels compared to 8% of PP eligible children.</p> <p>Phonics data – 90% of children passed PSC in Y2 in 2021 (45/50), 16/50 are Pupil Premium Children. 80% of children who did not pass were Pupil Premium children (4/5 children).</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>Our on entry assessments to F2 demonstrate that more disadvantaged pupils arrive below age related expectations in speaking compared to non-Pupil Premium children e.g. 2020-21 56% of non PP children were on track on entry for speaking (compared to 18% for Pupil Premium children) –38% difference</p> <p>92% of non PP children were on track on exit (compared to 73% of Pupil Premium children) – 19% difference</p> |
| 4 | <p>Independence in learning</p> <p>Assessments and observations of pupils indicate that less children are starting F2 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 demonstrate possible impact - for example, in PSED, out of 20 Pupil Premium children in the current F2 cohort, 55% 11/20 are not working at the expected stage of development.</p> |
| 5 | <p>Parental engagement in children's learning</p> <p>Due to enhanced measures advised to minimise risk of Covid-19 infection in school, parents/carers have not been able to access the classroom environments or attend events in school as they would ordinarily do e.g. 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. Although we have tried to find alternative ways of communicating with and engaging parents/carers e.g. telephone calls home and Tapestry accounts etc. further work is needed to remove barriers and help them to engage with school and support children's development.</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> |

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.

RAG rated for 2021-22

| Intended outcome | Success criteria |
|---|--|
| Improved attendance for disadvantaged pupils | <p>See Part B for 2021-22</p> <ul style="list-style-type: none"> -Attendance Information -Attainment and Progress Data |
| All disadvantaged pupils leave Halfway as an independent reader | <p>Attendance for disadvantaged pupils improves each half term.</p> <p>Improving monitoring systems and support for children affected by low attendance.</p> <p>Reduction in the attainment gap in reading between Pupil Premium and non-Pupil Premium children.</p> <p>Monitoring evidences increased confidence and independence in learning due to improved reading skills.</p> |
| Improved vocabulary for disadvantaged pupils | <p>Outcomes from assessments e.g. NELI, SATs, teacher assessment demonstrate improved vocabulary in spoken language and understanding of vocabulary in reading.</p> |
| Improved oral language for disadvantaged pupils | <p>Teacher assessment of oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers.</p> <p>External verification e.g. SIP visits verifies these findings in pupils' learning.</p> |
| Improved levels of independence for our learners | <p>Monitoring and evaluation evidences improved levels of independence in learning for all children.</p> <p>Assessments show an increase in the number of children working at expected levels in PSED.</p> <p>CPOMS entries show less incidents of inappropriate behaviour in school.</p> |

| | |
|--|---|
| <p>Improved parental engagement to support progress in reading</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 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 |
|--|---|

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: £11,236

(Tapestry £536, BugClub £1000, English TLR £1200, English Lead release time £2000, SIP support £500, Continuous Provision resources £4500, changes to tracking and assessment system £1500)

| 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. | 'Proven to make 30 months of progress in reading in 18 months' (statement from the ActivLearn website). This platform provides reading and phonics materials is one of the validated and DfE approved programmes for effective systematic synthetic phonics teaching. | 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 | Evidence from pilot schools for EYFS curriculum/assessments Birmingham Toolkit to enhance the tracking and monitoring of progress for children who have complex SEND needs. | 2 3 4 |

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

Budgeted cost: £31,070

(L3 TA to implement NELI project £15000, School Led tutoring £4050 (£3240 from DfE + £810 from Pupil Premium Funding), TA hours to implement interventions £12000, £20 reproduction for NELI resources)

| 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: £22,800

(Attendance Lead release £1800, Inclusion Team release time £3000, Inclusion Team/SLT to attend MAST/Safeguarding Meetings £3000, Inclusion Team to complete referrals £3000, subsidising additional opportunities £12000)

| 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 |
| 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. | 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. | 1 5 |
| 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. | 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. 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. | 1 5 |

Total budgeted cost: £58,370

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 and 2021-2022 academic year.

| 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% |

NELI (Nuffield Early Language Intervention) 2021-22

| | Communication and Language | | | | Literacy | | | | | |
|--------------------------------|---|---------|-----------------|---------|----------------------|---------|---------------------|---------|----------------|---------|
| | <i>Listening, Attention and Understanding</i> | | <i>Speaking</i> | | <i>Comprehension</i> | | <i>Word Reading</i> | | <i>Writing</i> | |
| | Entry | Exit | Entry | Exit | Entry | Exit | Entry | Exit | Entry | Exit |
| Child A | | | | | | | | | | |
| Child B | | | | | | | | | | |
| Child C | | | | | | | | | | |
| Child D | | | | | | | | | | |
| Child E | | | | | | | | | | |
| Child F | | | | | | | | | | |
| Child G | | | | | | | | | | |
| Percentage (#) of children ARE | 0% | 56% (4) | 0% | 56% (4) | 0% | 56% (4) | 14% (1) | 42% (3) | 0% | 42% (3) |

PSED Attainment

EYFS

| | Self Regulation | | Managing Self | | Building Relationships | |
|------------------------|-----------------|------|---------------|------|------------------------|------|
| | Entry | Exit | Entry | Exit | Entry | Exit |
| PP on track | 52% | 86% | 43% | 86% | 48% | 90% |
| Others on track | 46% | 92% | 35% | 86% | 57% | 92% |

KS1

| | <u>Entry</u> % of children on track | <u>Exit</u> % of children on track |
|-----------|--|---------------------------------------|
| <u>Y1</u> | 54% PP 91% others Gap: -37% | 77% PP 88% others Gap: -11% |
| <u>Y2</u> | 65% PP 91% others Gap: -26% | 76% PP 94% others Gap: -17% |

Attendance

| <u>Year</u> | <u>Class</u> | <u>Autumn Term</u> | <u>Spring Term</u> | <u>Summer Term</u> |
|--------------|--------------|--------------------------|------------------------|------------------------|
| F1 | | PP: 77% Others: 87% | PP: 89% Others: 89% | PP: 83% Others: 91% |
| F2 | | PP: 94% Others: 93% | PP: 92% Others: 92% | PP: 90% Others: 92% |
| | | PP: 88% Others: 96% | PP: 90% Others: 96% | PP: 90% Others: 91% |
| Y1 | | PP: 89% Others: 96% | PP: 91% Others: 94% | PP: 87% Others: 91% |
| | | PP: 80% Others: 95% | PP: 84% Others: 91% | PP: 86% Others: 93% |
| Y2 | | PP: 91% Others: 96% | PP: 97% Others: 92% | PP: 89% Others: 92% |
| | | PP: 93% Others: 96% | PP: 93% Others: 95% | PP: 90% Others: 96% |
| Whole School | | PP: 87.4% Others: 94% | PP: 91% Others: 93% | PP: 88% Others: 92% |

Headlines

- Children eligible for pupil premium finding has risen again. 26% in 2020-21 to 31% in 2021-22.
- Attainment gaps on entry in 2021-22 compared to 2020-21 between Pupil Premium and others have widened in literacy, yet not in maths.
- End of year assessment data shows that attainment gaps narrowed in all areas (reading, writing and maths) between PP and others, however remain significant, in particular in literacy.
- Progress data shows PP children have made better progress in all areas compared to the previous year. With all gaps closing by at least 50%, even further for the children who are making more than expected progress.
- EYFS NELI data shows that 4 out of the 7 children who participated are now working at ARE in communication and language and literacy areas of learning. 3 children have complex needs (SEN, MAST and SC also supporting) and whilst are not yet at ARE, have made considerable progress.
- Increase of PP children throughout school now working at ARE in PSED.
- PP attendance has improved marginally over the course of the year, however there remains a difference between PP children and the attendance of 'others'.

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 |