

Halfway Nursery Infant School

Pupil Premium Strategy Statement 2017-18

| 1. Summary information 2017-18 | | | | | |
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| School | Halfway Nursery Infant School | | | | |
| Academic Year | 2017-18 | Total PP budget (as of January census 2017) | £29,780 | Date of most recent external PP Review | 3 rd February 2015 |
| Total number of pupils (as of September 2017) | 167 in main school, 45 in nursery (181.5 FTE) | Number of pupils eligible for PP (as of January census 2017) | 24 (19 FSM/Ever6, 3 service children and 2 adopted from care) | Date of most recent internal PP Review | Summer 2017 |
| | | Total anticipated EYPP budget | £1,860 (based upon predicted hours) | Date for next internal review of this strategy | End of autumn term 2017 |

| 2. Current attainment (based on 2016-17 end of year data) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (others national average from 16-17)</i> |
| % of children achieving GLD at the end of EYFS | 50% | 69% |
| % of children achieving national standard in reading | 90% | 78% |
| % of children achieving national standard in writing | 70% | 71% |
| % of children achieving national standard in maths | 70% | 78% |
| % of children achieving greater depth in national standard in reading | 60% | 27% |
| % of children achieving greater depth in national standard in writing | 40% | 17% |
| % of children achieving greater depth in national standard in maths | 50% | 22% |
| % of children achieving combined national standard (R, W and M) | 70% | Not known |
| % of children achieving combined greater depth in national standard (R, W and M) | 30% | Not known |
| % of children meeting the expected standard in the phonics screening check in Y1 | 60% | 83% |
| % of children meeting the expected standard in the phonics screening check in Y2 | 90% | 93% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Fewer children eligible for PP achieved the national standard in phonics (60%), writing & maths (67%), compared to reading (89%). | |
| B. | Fewer children in receipt of PP funding achieve a GLD on exit from the EYFS, compared to others. These are largely boys with barriers in handwriting and spoken language. | |
| C. | More children now enter our nursery in receipt of EYPP funding and have skills below that expected in the prime areas of learning. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D. | Attendance has improved for children in receipt of PP funding, but persistent absence is still high for children in receipt of FSM (15.4%) | |
| E. | A small group of Y2 boys eligible for PP are vulnerable to exclusion and have multiple vulnerability factors, including health and weight issues. | |
| 4. Outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | More children in receipt of PP funding achieve EXS in writing, maths and the phonics screening check than the previous year and are in line with, or above, the national average for 'others'. The figure is also in line with reading attainment in school. | <ul style="list-style-type: none"> Children in receipt of PP funding are at least in line with, or above, 'others' nationally in phonics, writing and maths. Children eligible for PP perform as well in phonics, writing and maths as they do in reading. 90%+ of children eligible for PP make expected+ progress throughout the year. 95%+ of children eligible for PP make expected progress based upon prior attainments in EYFS. Gaps between PP and Non-PP pupils in school are insignificant in all areas. |
| B. | More children in receipt of PP funding achieve a GLD by the end of the EYFS. | <ul style="list-style-type: none"> 75% of children eligible for PP funding achieve a GLD by the end of the EYFS. 90%+ of children eligible for PP make expected+ progress. Gaps between PP and Non-PP in school are insignificant in all areas. |
| C. | Children in receipt of EYPP funding, on entry to nursery, receive early intervention in the prime areas thus ensuring children reach PITA 5 as soon as possible. | <ul style="list-style-type: none"> By the end of F1, 80%+ of children in receipt of EYPP are at PITA 5 in the prime areas of learning. 90%+ of children eligible for EYPP make expected+ progress in prime areas of learning. Children in receipt of EYPP achieve similar outcomes to 'others' in prime areas of learning. |
| D. | Children in receipt of PP funding and FSM have a persistent absence figure below 10%. | <ul style="list-style-type: none"> Overall attendance for children eligible for PP has reached a minimum rate of 96%. Any child in receipt of PP whose attendance drops below 90% receives instant support and monitoring from the senior attendance officer at MAST. Persistent absence level of children in receipt of PP is below |

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| | | national figures and, ideally, below 10% across the school. |
| E. | Children eligible for PP funding, who have multiple vulnerability factors, remain in school and are making good progress in learning, especially PSED & PD. They are more physically active, which improves overall well-being. | <ul style="list-style-type: none"> • There are no exclusions for children eligible for PP funding in 2017-18. • All Y2 PP who did not meet the expected standard of the phonics screening check in 2017, meet the standard in 2018. • 90% of children eligible for PP funding are at 4 or 5 on the Leuven Scales for engagement and well-being. • 80%+ of children eligible for PP funding are at PITA 5 for PSED. • 100% of parents of children targeted attend learning conferences termly. • 100% of parents of children targeted state that they receive valuable information about the learning and progress of their child, alongside useful targets and next steps. |

5. Planned expenditure

Academic year

2017-18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A. More children in receipt of PP funding achieve EXS in writing, maths and the phonics screening check than in the previous year, and are in line with, or above, the national average for 'others'. The figure is also in line with reading attainment in school. | Continue embedding maths mastery approaches throughout school, including CPA approach, deeper learning, pre-teaching and maths meetings (maths wall to build fluency). Enhance the focus on reasoning and identified areas from QLA (inverse operations and equivalent fractions). | EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery teaching is recommended in the new national curriculum for maths by the DfE. John Hattie in 'Visible Learning' shows that, from his synthesis of over 800 meta analyses, Piagetian programs are one of the most effective strategies in raising achievement. The Concrete-Pictorial-Abstract approach used in mastery teaching is based upon this theory. | <ul style="list-style-type: none"> White Rose Maths Hub MTPs used throughout school to ensure progression of mastery. Regular monitoring of planning and teaching by maths leader. Planning support given to NQTs from maths leader. | PP Champion and Maths Leader | Termly |
| | Embed new English Mastery approaches throughout school, including front loading of SPAG, deeper learning, pre-teaching and literacy linked phonics. Ensure further focus given to the teaching of Phase 3 and 5 graphemes within literacy sessions, based upon QLA of 2016-17 screening check results. | EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Mastery learning is also one of the top 30 approaches to learning that has greatest impact, as recommended by John Hattie in his 'Visible Learning' meta analyses. After this year's in-school trial of English mastery (led by consultant Teresa Heathcote), our Y2 pupils moved from 47% working at EXS in writing at the start of year 2, to 74% by the end. | <ul style="list-style-type: none"> New and consistent literacy MTPs used throughout school. Literacy leader to monitor rigorously planning and adaptation of LCP phonics planning. Phonic drop-ins conducted. Regular book looks and moderation of writing. | PP Champion and Literacy Leader | Termly |

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| | SCOL (Support and Coaching for Outstanding Learning) delivered by our DHT and SLE to improve quality of teaching in phonics, writing and maths for children in receipt of PP. | EEF states that the impact of collaborative approaches on learning is consistently positive. Coaching is highly recommended by the National College of Teaching and is a development aspect of NPQML and NPQSL. Since the introduction of SCOL we have seen all teaching become good or better in school, and it has increased the % of outstanding teaching. | <ul style="list-style-type: none"> Weekly timetables of support devised by DHT. All coaching linked to targets in teachers' TOAP (Teacher on a Page). | PP champion and DHT | Termly |
| D. More children in receipt of PP funding achieve a GLD by the end of the EYFS. | Handwriting and phonic programmes directly linked and embedded within literacy teaching in EYFS. Phonics teaching embedded earlier in F1, so that most children can leave nursery having secured skills in phase 2. | Both John Hattie and EEF state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months). The school effectively uses NHS approved fine motor programmes which will be fed into daily practice in the EYFS, including establishing fine motor areas of learning. | <ul style="list-style-type: none"> Literacy leader to monitor use of strategies through guided reading, literacy drop-in sessions and phonics. Monitoring of fine motor areas. EYFS leader to monitor ongoing teaching of phonics through a newly developed mastery approach where learning is consolidated and deepened. | Literacy Leader and EYFS leader | Termly |
| | Tower Hamlets Language Structures embedded throughout the school, but particularly in the EYFS. | Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year. | <ul style="list-style-type: none"> All staff to attend training on TH approach. Literacy leader to monitor use of TH strategies through guided reading, literacy drop-in sessions and phonics. Tower Hamlets used and displayed on working walls and incorporated into weekly planning. | Literacy Leader and PP Champion | Termly |
| F. Children in receipt of EYPP funding, on entry to nursery, receive early intervention in the prime areas, thus ensuring children reach PITA 5 as soon as possible. | Tower Hamlets Language Structures embedded throughout the school, but particularly in the EYFS. | Research from EEF states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year. | <ul style="list-style-type: none"> All staff to attend training on TH approach. Literacy leader to monitor use of TH strategies through guided reading, literacy drop-in sessions and phonics. Tower Hamlets used and displayed on working walls, and incorporated into weekly planning. | Literacy Leader and PP Champion | Termly |

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| | Jigsaw EYFS PSHE scheme of work introduced to F1 and F2 classes to help further enhance PSED and health provision, in turn offering further opportunities to develop spoken language through tribe/circle time approaches. | Research from Sheffield Hallam University (Wolstenholme, Willis & Culliney, 2016) shows that Jigsaw PSHE improves the mindfulness of children in 80% of schools, and ensures children reach above ARE in their emotional literacy scores. For example, pupils were found to be better at managing anger and stress, and were better at discussing issues affecting their lives. | <ul style="list-style-type: none"> • Jigsaw introduced to all staff at PDM. • PSHE leader to monitor the bi-weekly delivery of Jigsaw. • Assemblies used to feed into the whole school approach. • PSED and Leuven scale data monitored. | PP Champion and PSHE leader. | Termly |
| E. Children eligible for PP funding, who have multiple vulnerability factors, remain in school and are making good progress in learning, especially PSED. They are more physically active, which improves overall well-being. | BIG PE introduced throughout school to ensure all children receive at least 2 full hours PE per week and support around diet and health. Forest School will be used during this time to support children in receipt of PP funding to develop further their understanding of physical activity, diet and health. | <p>Strong et al (2005) have found from a study of 850 articles that moderate to vigorous physical activity 3 times per week improves overall academic outcomes.</p> <p>The EEF states that outdoor adventure learning also has a +4 months positive impact upon outcomes.</p> | <ul style="list-style-type: none"> • PE leader to monitor the BIG PE and Forest Schools. • Weekly planning produced and scrutinised. • PSED, PD and Leuven scale data monitored. | PP Champion and PE Leader | Termly |
| Total budgeted cost: £10,388 | | | | | Jigsaw Scheme: £1300 English mastery training: £800 SLE release time for SCOL: £4758 Costs towards BIG PE and Forest Schools leader: £3530 |
| ii. Targeted support | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| A. More children in receipt of PP funding achieve EXS in writing, maths and the phonics screening check than in the previous year, and are in line with, or above, the national average for 'others'. The figure is also in line with reading attainment in school. | Targeted children receive additional support using the First Class @ Number intervention and pre teaching strategies. | Research from Edge Hill University and the 'Every Child Counts' programme shows that over 45,000 children in Years 1 to 11 have been supported by 1stClass@Number in 3,500 schools. <ul style="list-style-type: none"> • They made an average Number Age gain of 12 months in only 3.5 months - over 3 times the expected progress. • 93% of them showed more confidence and interest in learning mathematics in class after 1stClass@Number. | <ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers. • TA receive appropriate training. • TA timetables set accordingly. • Data analysed by PP Champion and Inclusion Leader regularly, and additional leadership time given for this. • Regular support given to delivering TAs. | Inclusion Leader and PP Champion | January 2018 |
| | Targeted children who did not pass the phonics screening check in Y1, receive additional support for phonics through bespoke phonics programmes and Monster Phonics multisensory programme for dyslexic learners. | Both John Hattie and EEF state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months). | <ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers. • TA receive appropriate training. • TA timetables set accordingly. • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to TAs delivering the programmes. | Inclusion Leader and PP Champion | January 2018 |
| C. More children in receipt of PP funding achieve a GLD by the end of the EYFS. | Targeted children receive one or more of the following interventions based upon need: <ul style="list-style-type: none"> • Talking Partners • Monster Phonics • Teodorecu • One to one reading support (RRP – Repeated Reading Programs) | Repeated reading programs and phonics instruction have been shown to have a positive impact on learning by the EEF and John Hattie. Talking Partners programme has been recognised as an effective approach to boosting children's speaking and writing. A summary of impact, and a detailed report based on research into the progress made by 255 children, can be found at http://www.literacy.fischertrust.org/index.php/wave3#research . | <ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers. • TA receive appropriate training. • TA timetables set accordingly. • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to TAs delivering the programmes. | Inclusion Leader and PP Champion | January 2018 |

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| <p>D. Children in receipt of EYPP funding, on entry to nursery, receive early intervention in the prime areas, thus ensuring children reach PITA 5 as soon as possible.</p> | <p>Vocab programs (LEAP, NIP, VIP and Talking Partners) used in the EYFS ensure the earliest possible intervention for children with poor oral language, vocabulary and understanding.</p> <p>Smaller group Jigsaw PSHE session deployed to provide further talk time and opportunities to overcome barriers in PSED.</p> | <p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>The EEF also suggest that small group tuition has a +4 months' impact on outcomes.</p> <p>The school has an excellent track record in improving oral language skills, and has specialist TAs trained in NHS approved programmes.</p> | <ul style="list-style-type: none"> • Provision mapping created. • Parents informed by class teachers. • TA receive appropriate training. • TA timetables set accordingly. • Data analysed by PP Champion and Inclusion Leader regularly and additional leadership time given for this. • Regular support given to TAs delivering the programmes. | <p>Inclusion Leader and PP Champion</p> | <p>January 2018</p> |
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| <p>D. Children eligible for PP funding, who have multiple vulnerability factors, remain in school and are making good progress in learning, especially PSED. They are more physically active, which improves overall well-being.</p> | <p>Development of Sunshine Club – A nurture group running 4 mornings per week, and staffed by our Learning Mentor and Exceptional Needs L3 TA.</p> <p>Children in Sunshine Club receive a bespoke curriculum based upon PSED and health values, alongside multisensory and consolidated approaches to literacy, numeracy and phonics teaching. Enrichment is integral to the group, and will include music, singing experiences, baking, Forest Schools, art and Lego therapy, physio, SALT, Pilates and much more.</p> <p>Social club developed to run alongside the above.</p> | <p>Arts participation (including music) has +2 months' impact based on extensive research from EEF.</p> <p>Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months' impact on educational outcomes for learners based upon EEF research.</p> <p>Target children for Sunshine Club have exceptional needs or behavioural issues which have made them prone to exclusion when being educated in large, busy classrooms. The pace of the curriculum is too fast moving for them, and they have multiple vulnerability factors which inhibit their PSED development. Conventional approaches have not ensured progress for these children.</p> | <ul style="list-style-type: none"> • Regular liaison between all staff involved. • Proud sessions to celebrate learning with parents. • Parent workshops created and run by learning mentor. • Careful planning and tracking of PSED and Leuven scale data. | <p>Inclusion Leader and PP Champion</p> | <p>January 2018</p> |
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Total budgeted cost: £17,688

1st Class 3 hours per week (30 weeks):
£1,125
Monster Phonics 2 hours per week (37 weeks): £925
Teodorescu/fine motor programmes 1 hour per week (37 weeks): £463
LEAP/NIP/VIP programmes 2 hours per week (37 weeks): £925
Small group Jigsaw PSHE 2 hours per week (38 weeks): £950
Sunshine Club & Social Club 16 hours per week (38 weeks): £13,300

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. More children in receipt of PP funding achieve EXS in writing, maths and the phonics screening check than in the previous year, and are in line with, or above, the national average for 'others'. The figure is also in line with reading attainment in school. | All children, including those in receipt of PP, have access to Times Tables Rock Stars & RM Easimaths to practise mental maths skills and fluency at home and school. Pobble continued for use of celebration and peer assessment of writing throughout school. | EEF research states that, overall, studies consistently find that digital technology is associated with moderate learning gains (on average, an additional four months). Feedback from last year's Y2 parents and children was overwhelmingly positive. Our feeder Junior School has now purchased the programme following positive comments from new Y3 parents. | <ul style="list-style-type: none"> All children in Y1 and Y2 to have an account created for them by our maths leader. Parents made aware of the programme and encouraged to access it at home. Maths leader to monitor usage and impact on mental maths skills through maths wall drop-in and Pupil Voice checks. | Maths Leader and PP champion | Termly |
| A. Increased attendance rates for pupils eligible for PP. | PP champion weekly analysis and attendance reviews with MAST, where necessary. Weekly celebration of children's attendance with PP champion where children have been in all week. Regular update of attendance race in the hall, and dissemination of the attendance tortoise winner. | Attendance at school is essential. We cannot have any impact upon a child's achievement and life chances if they do not attend school regularly and on time. Persistent absence for FSM in 2016-17 was 15.4%, above FSM national figure. | <ul style="list-style-type: none"> Weekly publication of attendance figures to parents. Half termly RAG attendance reports. Weekly monitoring by PP Champion. Celebration of successes. Use of Senior Attendance Officer at MAST for persistent absence worries or punctuality issues. Regular SAP meetings with persistent absentee families. | PP Champion | Weekly |
| B. Children eligible for PP funding, whom have multiple vulnerability factors, remain in school and making good progress in learning, especially PSED. They are more physically active which improves | Music Hub traded service used to provide 20 hours of music and phonology work with targeted children, alongside providing a minimum of 10 weeks singing sessions with EYFS and Y1, and 30 weeks' recorder lessons for all Y2 children. A violinist will also support Sunshine Club, providing | Standley (1996), taken from Hattie, states in a review of 98 studies with 208 effects, that providing music to students whilst undertaking an activity, or on completion, had dramatic effects in promoting education and therapy objectives. | <ul style="list-style-type: none"> Careful planning and tracking of PSED, Music and Leuven scale data. Joint planning with class teachers and music hub specialists Staff to receive CPD from music hub specialists in autumn term 2017. | PP Champion and music leader | Termly |

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| overall well-being. | access to musical and cultural enrichment at the end of sessions. | | | | |
| | Learning conferences held with targeted children in receipt of PP, and their parents, to celebrate success, give detailed feedback and provide key targets for improvement. | Feedback is shown by the EEF and John Hattie to be one of the most impactful methods for improving children's learning. Feedback studies tend to show very high effects on learning. Learning conferences are the next step for development from our marking and feedback policy, and involve direct work with children and their parents. | <ul style="list-style-type: none"> • Class teachers directed time used to hold learning conferences each term. • PP champion to monitor attendance by parents. • Parents given special invitation, and a minimum two weeks' notice to arrange time to come in for the conference. • Parent View or additional questionnaire used to glean feedback from parents. • PP Champion to monitor pupil books for progress post the learning conference. | PP Champion | Termly |
| Total budgeted cost: £6,369 | | | | TT Rockstars: £59 RM Easimaths: £350 PP Champion release time: £1000 Music Hub Services: £2480 | |

| 6. Review of expenditure | | | |
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| Academic Year | | 2017-18 | |
| Desired outcome | Impact | Headlines | Next steps |
| More children in receipt of PP funding achieve EXS in writing, maths and the phonics screening check than in the previous year, and are in line with, or above, the national average for 'others'. The figure is also in line with reading attainment in school. | <p>Y1 Phonics Overall 79% (national 83%) PP 60% (increase of 3% from 2017) National average for PP – unknown at present</p> <p>Y2 EXS+ Overall R 73% W 75% M 73%</p> <p>PP R 2018 64% (compared to 90% in 2017) W 2018 64% (compared to 70% in 2017) M 2018 64% (compared to 70% in 2017)</p> <p>National average for PP R W M – unknown at present</p> <p>NB - Entry data over the last three years shows us that the majority of children eligible for PP funding enter F1 below age related</p> | <ul style="list-style-type: none"> Nurture and enhanced provision to meet the emotional and wellbeing needs is a strength of the school, with the Changing Lives Project, music sessions (tuition for instruments and singing), subsidies of school trips, Breakfast Club/after school club sessions for vulnerable children, supplying uniform, Woodlands/Forest School Nurture sessions, prioritisation of after school clubs where children receive a light meal, funding of 1:1 sessions with parents/carer and child, support staffing costs for Inclusion Lead, SEND TA, Learning Mentor to support vulnerable children and their families. In 2018 when compared with 'others' in school, our disadvantaged children made similar rates of progress in Writing and Maths (sufficient +), but there were notable gaps between disadvantaged children and others making accelerated progress - particularly in Reading. In 2018 PP children in KS 1 underperformed across the board when compared to others. Outcomes were also below 2017 scores and therefore the school gap widened – although it needs to be noted that 36% of this PP cohort had multiple and complex vulnerabilities, in addition to significant SEND needs in this group. Comparisons with National – Although not yet conformed, early indications would indicate that disadvantaged pupils at our school are at least in line with those nationally in Writing at both EXS and GDS at end of KS1, and broadly in line Reading and Maths at both EXS and GDS (to be confirmed once national scores for disadvantaged groups is released). Phonics Screening at Year 1 - there is a 3% increase from 2017 for disadvantaged children (57% in 2017 and 60% in 2018). This is still marginally below early national data for disadvantaged children. Phonics screening at end of Year 2 – our school is marginally above National at 89% for disadvantaged children. In our school, gaps for disadvantaged children attaining Phonics Screening Check at both end of Year 1 have improved by 3%, thus narrowing the gap. Disadvantaged children achieving GLD in EYFS is slightly lower than last year at 56% from 60% in 2017. This was limited by children achieving ELG in Writing, although there was an increase in disadvantaged children achieving Reading, Number (increase of 11%) and more significantly Shape, Space and Measure (increase of 20% to 60% from previous year) | <ul style="list-style-type: none"> Pupil Premium Review needed to evaluate and improve impact New Pupil Premium Champion Pupil Premium Changing Lives project – focus on overcoming barriers to raise attainment and outcomes for vulnerable learners Increased accountability and spending incl. Monitoring and evaluation - one page profiles, records of personalised approach for each Pupil Premium child to record and monitor impact and narrow the gaps between Pupil Premium and non-Pupil Premium children Increased parental engagement - home visits, informal 'touch bases', open door/availability of staff, 'Show Off and Share' sessions, celebration incl. Well Done assemblies, early intervention and enhanced outreach work in 2018-2019 <p>Future targets</p> <ul style="list-style-type: none"> Disadvantaged children in school to be in line with or better than National disadvantaged pupils in 2019 at both EXS and GDS in KS 1 and EYFS. End of year outcomes in 2019 show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others. More disadvantaged children to have higher levels of Well Being and Engagement, with whole school data evidencing 90% from 78% in 2018 |
| More children in receipt of PP funding achieve a GLD by the end of the EYFS. | <p>EYFS GLD 79% overall in both 2017 and 2018</p> <p>PP GLD 56% in 2018 (decrease of 4% from 2017)</p> | <ul style="list-style-type: none"> In 2018 PP children in KS 1 underperformed across the board when compared to others. Outcomes were also below 2017 scores and therefore the school gap widened – although it needs to be noted that 36% of this PP cohort had multiple and complex vulnerabilities, in addition to significant SEND needs in this group. Comparisons with National – Although not yet conformed, early indications would indicate that disadvantaged pupils at our school are at least in line with those nationally in Writing at both EXS and GDS at end of KS1, and broadly in line Reading and Maths at both EXS and GDS (to be confirmed once national scores for disadvantaged groups is released). Phonics Screening at Year 1 - there is a 3% increase from 2017 for disadvantaged children (57% in 2017 and 60% in 2018). This is still marginally below early national data for disadvantaged children. Phonics screening at end of Year 2 – our school is marginally above National at 89% for disadvantaged children. In our school, gaps for disadvantaged children attaining Phonics Screening Check at both end of Year 1 have improved by 3%, thus narrowing the gap. Disadvantaged children achieving GLD in EYFS is slightly lower than last year at 56% from 60% in 2017. This was limited by children achieving ELG in Writing, although there was an increase in disadvantaged children achieving Reading, Number (increase of 11%) and more significantly Shape, Space and Measure (increase of 20% to 60% from previous year) | <ul style="list-style-type: none"> Pupil Premium Review needed to evaluate and improve impact New Pupil Premium Champion Pupil Premium Changing Lives project – focus on overcoming barriers to raise attainment and outcomes for vulnerable learners Increased accountability and spending incl. Monitoring and evaluation - one page profiles, records of personalised approach for each Pupil Premium child to record and monitor impact and narrow the gaps between Pupil Premium and non-Pupil Premium children Increased parental engagement - home visits, informal 'touch bases', open door/availability of staff, 'Show Off and Share' sessions, celebration incl. Well Done assemblies, early intervention and enhanced outreach work in 2018-2019 <p>Future targets</p> <ul style="list-style-type: none"> Disadvantaged children in school to be in line with or better than National disadvantaged pupils in 2019 at both EXS and GDS in KS 1 and EYFS. End of year outcomes in 2019 show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others. More disadvantaged children to have higher levels of Well Being and Engagement, with whole school data evidencing 90% from 78% in 2018 |
| Children eligible for PP funding, who have multiple vulnerability factors, remain in school and are making good progress in learning, especially PSED. They are more physically active, which improves overall well-being. | <p>Leuven Scale Data</p> <p>FS1 On entry No disadvantaged children were at 5 in the scales</p> <p>Exit Engagement – 40% at 5 Well Being – 40% at 5</p> <p>FS2</p> <p>On entry Engagement – 11% Well Being – 22%</p> <p>Exit Engagement – 88% at 5 Well Being – 78% at 5</p> <p>Whole School Cohort</p> <p>On Entry Engagement – 49% Well Being – 54%</p> <p>On Exit Engagement – 90% Well Being – 81%</p> <p>The majority of children have moved at least one point.</p> | <ul style="list-style-type: none"> In 2018 PP children in KS 1 underperformed across the board when compared to others. Outcomes were also below 2017 scores and therefore the school gap widened – although it needs to be noted that 36% of this PP cohort had multiple and complex vulnerabilities, in addition to significant SEND needs in this group. Comparisons with National – Although not yet conformed, early indications would indicate that disadvantaged pupils at our school are at least in line with those nationally in Writing at both EXS and GDS at end of KS1, and broadly in line Reading and Maths at both EXS and GDS (to be confirmed once national scores for disadvantaged groups is released). Phonics Screening at Year 1 - there is a 3% increase from 2017 for disadvantaged children (57% in 2017 and 60% in 2018). This is still marginally below early national data for disadvantaged children. Phonics screening at end of Year 2 – our school is marginally above National at 89% for disadvantaged children. In our school, gaps for disadvantaged children attaining Phonics Screening Check at both end of Year 1 have improved by 3%, thus narrowing the gap. Disadvantaged children achieving GLD in EYFS is slightly lower than last year at 56% from 60% in 2017. This was limited by children achieving ELG in Writing, although there was an increase in disadvantaged children achieving Reading, Number (increase of 11%) and more significantly Shape, Space and Measure (increase of 20% to 60% from previous year) | <ul style="list-style-type: none"> Pupil Premium Review needed to evaluate and improve impact New Pupil Premium Champion Pupil Premium Changing Lives project – focus on overcoming barriers to raise attainment and outcomes for vulnerable learners Increased accountability and spending incl. Monitoring and evaluation - one page profiles, records of personalised approach for each Pupil Premium child to record and monitor impact and narrow the gaps between Pupil Premium and non-Pupil Premium children Increased parental engagement - home visits, informal 'touch bases', open door/availability of staff, 'Show Off and Share' sessions, celebration incl. Well Done assemblies, early intervention and enhanced outreach work in 2018-2019 <p>Future targets</p> <ul style="list-style-type: none"> Disadvantaged children in school to be in line with or better than National disadvantaged pupils in 2019 at both EXS and GDS in KS 1 and EYFS. End of year outcomes in 2019 show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others. More disadvantaged children to have higher levels of Well Being and Engagement, with whole school data evidencing 90% from 78% in 2018 |
| Increased attendance rates for pupils eligible for PP. | <p>Average attendance for disadvantaged pupils is currently 93%.</p> <p>'Others' at Halfway currently attend 95%.</p> <p>Persistence absence for disadvantaged pupils has increased from 6% in 2017 to 4%</p> | <ul style="list-style-type: none"> In 2018 PP children in KS 1 underperformed across the board when compared to others. Outcomes were also below 2017 scores and therefore the school gap widened – although it needs to be noted that 36% of this PP cohort had multiple and complex vulnerabilities, in addition to significant SEND needs in this group. Comparisons with National – Although not yet conformed, early indications would indicate that disadvantaged pupils at our school are at least in line with those nationally in Writing at both EXS and GDS at end of KS1, and broadly in line Reading and Maths at both EXS and GDS (to be confirmed once national scores for disadvantaged groups is released). Phonics Screening at Year 1 - there is a 3% increase from 2017 for disadvantaged children (57% in 2017 and 60% in 2018). This is still marginally below early national data for disadvantaged children. Phonics screening at end of Year 2 – our school is marginally above National at 89% for disadvantaged children. In our school, gaps for disadvantaged children attaining Phonics Screening Check at both end of Year 1 have improved by 3%, thus narrowing the gap. Disadvantaged children achieving GLD in EYFS is slightly lower than last year at 56% from 60% in 2017. This was limited by children achieving ELG in Writing, although there was an increase in disadvantaged children achieving Reading, Number (increase of 11%) and more significantly Shape, Space and Measure (increase of 20% to 60% from previous year) | <ul style="list-style-type: none"> Pupil Premium Review needed to evaluate and improve impact New Pupil Premium Champion Pupil Premium Changing Lives project – focus on overcoming barriers to raise attainment and outcomes for vulnerable learners Increased accountability and spending incl. Monitoring and evaluation - one page profiles, records of personalised approach for each Pupil Premium child to record and monitor impact and narrow the gaps between Pupil Premium and non-Pupil Premium children Increased parental engagement - home visits, informal 'touch bases', open door/availability of staff, 'Show Off and Share' sessions, celebration incl. Well Done assemblies, early intervention and enhanced outreach work in 2018-2019 <p>Future targets</p> <ul style="list-style-type: none"> Disadvantaged children in school to be in line with or better than National disadvantaged pupils in 2019 at both EXS and GDS in KS 1 and EYFS. End of year outcomes in 2019 show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others. More disadvantaged children to have higher levels of Well Being and Engagement, with whole school data evidencing 90% from 78% in 2018 |

7. Additional detail

September 2017

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our school's total PP spending for 2017-18 is £34,445.

The additional amount of £4,665 has been supplemented from other budgets.

Our school also uses other budget areas to provide support for children in receipt of PP to help out with the costs of breakfast club, after school clubs, trips and visitors which help to enrich learning for children, and provide opportunities to access further activities beyond the statutory curriculum e.g. gardening, cookery, karate, first aid etc.