Halfway Nursery Infant School
Pupil Premium Strategy Statement 2020-23

1. Summary information					
School	Halfway Nursery Infant School				
Academic Year	2019-20	**Total PP budget**	**January 2019:** £34960 + £7958 EYPP = £42,918	**Date of most recent external PP Review**	December 2019
Total number of pupils	**September 2019** **Total number: 202** 154 in main school 48 in nursery **September 2020** **Total Number: 191** 148 in main school 43 in nursery	**Number of pupils eligible for PP**	***2019/20 – £48,589*** *34 FSM/Ever 6 - £44, 880* *0 Service child - £0* *1 Post Looked After/adopted from care - £2300* ***2020/2021 - £48,075 (based on 34 Ever 6 at £1340 and 1 post LAC at £2345 from previous census data) + £2012 EYPP = £50,087*** 46 children in receipt of PP funding *(39 in school and 7 in nursery. 24% of the school population)* 39 FSM/Ever 6 0 Service child - £0 0 Post looked after/adopted from care - £0 **Predicted income for 2021/22:** £48,840 + £2114.47= £50,703.47	**Date of most recent internal PP Review**	December 2020
				Date for next internal review of this strategy	December 2021

1. Current attainment (based on 2018-19 end of year data as Y2 2019 data unavailable due to COVID-19)		
	Pupils eligible for PP (our school)	*Pupils not eligible for PP/others (national disadvantaged in brackets)*
% of children achieving GLD at the end of EYFS	50%	80% (57%)
% of children achieving national standard in reading in Y2	50%	82% (62%)
% of children achieving national standard in writing in Y2	50%	82% (55%)
% of children achieving national standard in maths in Y2	50%	84% (63%)
% of children achieving greater depth in national standard in reading in Y2	25%	35% (14%)
% of children achieving greater depth in national standard in writing in Y2	13%	28% (7%)
% of children achieving greater depth in national standard in maths in Y2	13%	31% (12%)
% of children achieving combined national standard (R, W and M)	50%	80% (national unknown)
% of children achieving combined greater depth in national standard (R, W and M)	13%	22% (national unknown)

% of children meeting the expected standard in the phonics screening check in Y1	54%	88% (71%)

Area to Address 1:
Children's Communication and language, speaking and listening skills
'This should permeate everything in school for all children. Tower Hamlets Language Structure, expectations of full sentences when speaking at all times, collaborative and investigative tasks in class, reading comprehension activities to develop language and vocabulary, Phonic Bugs, swift referral system when additional support is required, CIP visual timetables and cues used consistently and effectively.'
Marc Rowland – Pupil Premium Review 2019

What do we want for our children?	How it will happen?	When, who and how long?	Why are we doing this?	Impact and evidence
Children to speak in full sentences. Children to hear and use grammatically correct sentences. Children to have a wide vocabulary which reflects their experiences and understanding. Children to understand and use the language of description, explanation, collaboration and stories. Children with identified speech and language needs are swiftly supported **Targets for outcomes 20/21 -** Autumn 2020 60% of PP on track to achieve EXP+ at end of F2 and KS1 Spring 2020 70% of PP on track to achieve EXP+ at end of F2 and KS1 Summer 2020 80% of PP on track to achieve EXP+ at end of F2 and KS1	**Culture and Vision** Everyone believes out least advantaged children in our schools can do well Pupil needs not labels should drive our practice Continue 'Changing Lives' policy with key menu of support for staff to target support for identified children with multiple vulnerability factors. **Strategic Overview/Data Analysis** Robust monitoring systems to track attainment and progress in all areas including specific focus for PP children in reviews (SEN Pupil Premium and PMM) to identify children at risk of underachieving. Early identification of possible need in Speech & Language and referrals where needed. Individual Speech & Language interventions for children. Participate in Early Years NELI Project (Nuffield Early Language Intervention) as part of the Catch Up Premium funding **Classroom Practice / Quality of Teaching incl. CPD** Tower Hamlet structures used consistently throughout school and staff model use of grammatically correct sentences.	All school staff modelling grammatically correct language and pronunciation. Monitored by SLT and middle leaders in learning walks and lesson observations Ongoing formative and summative assessments by all teaching staff Attainment and progress monitored termly by SLT. SLT and SENDCo in termly Pupil Progress meetings. Speech and Language Therapists, SENDCo and Class teachers work with TAs to plan and teach and review sessions daily/weekly as required. SENDCo/SLT to refer families when sessions and support groups are in place again (Currently suspended due to COVID 19 restrictions). Refer to MAST or Early Help who may be able to support virtually or by the phone.	Quality first teaching and learning with high quality feedback needs to remain a key element of all learning sessions - EEF states that feedback has high impact for very low cost and can add up to 8 months progress. More children now enter our nursery in receipt of EYPP funding with skills below that expected in the prime areas of learning, particularly poor speech and language skills/Communication and Language and Listening and Attention – EEF states that oral speech and language interventions can add up to 5 months additional progress per year for very low cost. Oral language intervention is being used as EEF evidences moderate impact for a very low cost, and this is based on extensive evidence – adding +5 months of progress. NB – In the EEF Early Years Toolkit, Communication and Language and Early Numeracy approaches both have a high impact and low cost (+6 months progress).	**Entry PP ARE Data – Sep 2020** Whole School: *Reading: 17%* *Writing: 20%* *Maths: 26%* F2 *Reading: 0%* *Writing: 0%* *Maths: 0%* *GLD: 8% of PP on track for GLD* Y2 *Reading 9%* *Writing 18%* *Maths 45%* **Autumn PP ARE Data – Dec 2020** Whole School: *Reading: 22%* *Writing: 20%* *Maths: 37%* F2 *Reading:17%* *Writing: 0%* *Maths: 25%* *GLD: 50% of PP on track for GLD* Y2 *Reading 9%* *Writing 18%* *Maths 45%*

Disadvantaged children to be in line with or better than National disadvantaged pupils in 2021 at EXS+ in KS1 Target is for end of year outcomes in 2020 to show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others.	Communicate in Print visual supports used consistently across school – Eg. Class timetables, communication boards and lanyard cards. **Engaging Families and the Community/ Supporting parents and carers** *Work more closely with other agencies to support/ offer specialist sessions in school/online for children and parents/carers incl. Early Years Team, Attendance and Inclusion etc.* *-Ditch the Dummy* *-Theraplay* *-Toddler Talk* *- Play and Say* *-Managing Aggression* **Monitoring, Evaluation and Accountability** EYFS Lead and SLT to monitor standards overall SEND Lead to plan, monitor and evaluate interventions for impact, and work with other agencies to identify and support children as appropriate to need Literacy Lead leading school improvement in Phonics and early reading Regular monitoring subject leaders incl. lesson drop in, observations, book scrutinies etc. Governing Body Focus Visits – specific governors assigned to this priority Data trawl – monitoring progress/achievement			
Area to Address 2 **Independence in learning** *'Assigning children roles particularly in enhanced independent learning - for example, group tasks with individual accountability as in Lego Therapy.* *Keep learning active – Limit/adapt whole class teaching to ensure children can maintain focus.* *Use models and/or prompts to support independent writing tasks to limit dependence on adult support.'* *Marc Rowland – Pupil Premium Review 2019*				
What do we want for our children?	**How it will happen?**	**When, who and how long?**	**Why are we doing this?**	**Impact and evidence**

Children who are confident independent learners. Children who work collaboratively with peers. Children who are engaged and motivated by work in school. Children to report a confidence in understanding their own next steps in learning and can discuss strategies they can use to improve their own outcomes. **Targets -** **Autumn 2020** 60% of PP on track to achieve EXP+ at end of F2 and KS1 **Spring 2020** 70% of PP on track to achieve EXP+ at end of F2 and KS1 **Summer 2020** 80% of PP on track to achieve EXP+ at end of F2 and KS1 Target is for end of year outcomes in 2020/21 to show an upward trend for disadvantaged pupils in our school, with gaps narrowing between them and others.	**Culture and Vision** Everyone believes our least advantaged children in our schools are able to achieve and succeed. Pupil needs, not labels, should drive our practice. Continue 'Changing Lives' policy with key menu of support for staff to target support for identified children with multiple vulnerability factors. Continuous and enhanced provision throughout all year groups challenge children in their learning, ensuring continued opportunities for independent and child led learning. **Strategic Overview/Data Analysis** Staff Training on Independent open ended learning and 'Thinking Keys' Bloom's taxonomy and use of effective questioning shared to all classroom staff **Classroom Practice / Quality of Teaching incl. CPD** Children assigned roles in enhanced/independent activities (Planner, resource manager, checker etc.) to give responsibility and increase engagement. Focussed whole class teaching with an emphasis on child led/active engagement incl. child talk rather than an over emphasis on teacher led sessions. Children taught to peer and self-assess using visual supports. **Engaging Families and the Community/ Supporting parents and carers** Independent learning shared with families (in Covid-19, via Tapestry regularly), ensuring they are well informed of attainment, progress and next steps in learning. Families able to communicate with school via Tapestry about how they have worked on 'Next Steps' in learning at home. **Monitoring, Evaluation and Accountability** SLT to monitor standards overall	Teachers to plan and deliver differentiated activities for all areas of curriculum in independent and teacher led lessons Teachers and classroom staff introduce roles in enhanced provision enabling all children can work independently and are engaged throughout. Monitoring by SLT and middle leaders in learning walks, planning and work scrutinies alongside lesson observations Attainment and progress monitored termly by SLT. Ongoing formative and summative assessments by all teaching staff. SLT and SENDCo in termly Pupil Progress meetings. Pupil interviews as part of PP monitoring. SLT/Subject Leaders monitor Tapestry use for both staff and relatives in their subject area.	Monitoring and evaluation incl. Ofsted inspection has identified the need for greater consistency in challenge in independent tasks incl. investigative approaches. EEF state impact of collaborative approaches on learning, particularly approaches that promote talk and interaction between learners, tend to result in the best gains (+ 5 months progress). EEF evidence suggests that social and emotional learning can impact on progress for moderate cost, and can add up to 4 months progress e.g. interventions and support to help children manage emotions rather than focusing on just the academic or cognitive elements of learning.	

	SEND Lead to plan, monitor and evaluate interventions for impact, and work with other agencies to identify and support children as appropriate to need Regular monitoring subject leaders incl. lesson drop in, observations, book scrutinies etc. Governing Body Focus Visits – specific governors assigned to this priority Data trawl – monitoring progress/achievement			

Area to Address 3 -
<u>Parental involvement in children's learning</u>
'Should provide clarity over the expectations of families – a progression model of expectation of parental support. Where necessary, communication should be personalised.'
Marc Rowland – Pupil Premium Review 2019

What do we need?	How it will happen?	When, who and how long?	Why are we doing this?	Impact and evidence
Children and families to have effective transition into HNIS, particularly during COVID-19 pandemic. Positive working relationships with parents from induction to school incl. home visits, key worker roles, and welcome meetings. A simple yet effective way of communicating with Parents/Carers during the COVID-19 pandemic. Parents/carers engaged with school activities, both learning and celebrations • Parents' evenings • Family Learning • Super Starters and Fantastic Finishes • PTA group meetings • Daily contact • Online journal	**<u>Culture and Vision</u>** Relationships are central to everything we do in school – from transition to working alongside parents/carers and other agencies to support achievement and wellbeing of all our children as they move throughout school. Senior Leadership Team to work with all stakeholders to shape a Remote learning policy to enable parents/carers and children to engage in learning – both in school and also during times of learning at home. **<u>Strategic Overview/Data Analysis</u>** Identify Changing Lives families with multiple vulnerabilities using 'vulnerability matrix'. Identify areas of need for early intervention to ensure 'school readiness' – assign children to relevant strategy/intervention. DSL to monitor and track progress and needs of vulnerable pupils and families in need of Early Help/MAST support incl. FCAF referrals. Governing Body to also monitor safeguarding.	Transition events - Summer 2020 July 2020 RH and JB purchase Tapestry for every pupil and staff member in school September 2020 Introductory Tapestry Staff Meeting for teaching staff Permissions sought for all children to have their work and photos uploaded October 2020 Accounts to be activated All TA and Teaching staff have a Tapestry account with key-children linked to them Support/Training for TAs to use Tapestry November SEN reviews held via Zoom	Termly opportunities for parents/carers to engage in school learning events to maintain and improve relationships and model how they are able to support at home. The EEF report that parental engagement gives moderate impact for moderate cost, with up to 3 months progress (and EYFS Toolkit shows +4 months progress). Digital technology has shown moderate impact with moderate cost (+4 months). School level interventions to develop a positive school ethos (such as Behaviour Policy, Golden Rules, improving playtimes, play leader etc.). The EEF state that these are particularly beneficial for disadvantaged or low attaining pupils. Effective working relationship with MAST team to monitor and support families incl. regular updates from MAST School Link Worker for families supported by MAST, key staff to attend meetings to ensure families are	**Data:** Autumn 2020 60% of PP on track to achieve EXP+ at end of F2 and KS1 Spring 2020 70% of PP on track to achieve EXP+ at end of F2 and KS1 Summer 2020 80% of PP on track to achieve EXP+ at end of F2 and KS1 Disadvantaged children to be in line with or better than National disadvantaged pupils in 2021 at EXS+ in KS1

• Happy and Proud Early identification of need and support needed e.g. Early Help referral • MAST worker • FCAF assessment • Changing Lives • School Readiness Pathway sessions from Attendance and Inclusion • Early Years Pathway and parent/carer sessions such as - Ditch the Dummy - Theraplay - Toddler Talk - Play and Say - Managing Aggression **Targets –** Leuven Scales show high levels of wellbeing and engagement (80% at L5 in Summer 2020, being mindful that this may be impacted upon if future lockdowns/isolation occur) Parent's feedback show the majority are happy with the transition process and the feedback and support they receive from school. The majority of parents/carers agree that online access to resources support learning at home. **Attendance targets –** Please note this may be affected by the ongoing COVID-19 pandemic.	**Classroom Practice / Quality of Teaching incl. CPD** All F1 and F2 families have doorstep visits and are invited into school for 1:1 meetings with class teachers (current and future). Zoom meetings to introduce school staff, policies and expectations and for families to ask questions before starting school. **Engaging Families and the Community/ Supporting parents and carers** Comprehensive transition back into school e.g. class visits, stay and play visits before children return full time. Introduction of Tapestry System to improve communication between school and families, during pandemic and beyond. Parent/carer meetings and reviews to continue throughout pandemic - all held via Zoom or telephone. Parental voice opportunities including annual survey. Addressing barriers imposed by financial restraints for parents/carers such as subsiding school trips, enrichment club within and after school hours, sports events, Breakfast/After school club, uniform etc. Work more closely with other agencies who are able to offer specialist sessions in school for children and parents/carers incl. Early Years Team, Attendance and Inclusion etc. **Monitoring, Evaluation and Accountability** EYFS Lead and SLT to monitor standards overall Regular monitoring subject leaders incl. lesson drop in, observations, book scrutinies etc. Governing Body Focus Visits – specific governors assigned to each priority.	Children have work in school uploaded regularly and parents invited to comment and follow next steps in learning at home. JL/RH – track Changing Lives children and impact of interventions SLT Attendance and Inclusion Team MAST Team Early Years Team	supported by school. Early Years Interventions have been proven to have moderate +5 months, usually for a high cost.	

- Autumn Persistent absence is below 10%. - Spring Persistent absence is below 8%. - Summer Persistent absence is below 7%.				

Quality of teaching for all **Total budgeted cost: £12,375**	TLR lead for physical and mental health and wellbeing Inclusion lead – release time to monitor provision/interventions/progress etc. TT Rockstars Purple Mash Active Learn annual subscription and additional resources Target setting and data tracking support for PP children – costs for Tracker+ assessment system CPD training for staff on trauma informed training CPD to help staff to support behaviour – Team Teach/de-escalation techniques Time for inclusion team to complete referrals for Sp & L etc. Inclusion team to attend MAST meetings – release time Pupil progress meetings - staff release time Literacy lead to monitor speech and language incl. vocabulary development across school Changing Lives programme – Inclusion Lead release time - £120 per day Teacher iPads purchased to enable them to upload info to Tapestry PP Champion release time x 2 days per half term Tapestry (costs covered through Catch Up Premium for the subscription) Release time for staff to deliver family support/workshops - £120 per day per teacher per term	£1200 £3000 £95 £500 £3000 £1000 £500 £1000 £3000 £1500 £480 £1200 £1500 £2000 £1800 £ costs covered - Catch-Up £2520

Targeted support **Total budgeted cost:**	Release time for staff to attend training sessions for NELI project – - Module 1 – 4/5 hours for 2 teachers and 2 TAs - Module 2 – 4/5 hours – 2 TAs only - Module 3 - 2 hours – 2 TAs only Cost to deliver - 4 hours per week per TA x 20 weeks Speech and language interventions (6 TAs for 1hr per week for 38 weeks) Arrow reading interventions (1 x TA for 3hrs per week for 38 weeks) Phonics intervention – blending skills – 1 x TA for 1.5 hours per week x 38 weeks 1st Class at Number (TA - 3 hours per week for 38 weeks) Financial support for subsidies for parents – uniform etc. Wrap around care such as Breakfast/after school clubs TA hours needed to support Theraplay, nurture and other interventions – 80 hours Alternative provision to support children's independence and engagement in learning and overcome barriers (where appropriate) – OSMIS £65 per half day session x 3 afternoons per week for 20 weeks	£240 teachers + £140 TAs £140 £56 £2240 £3192 £1596 £855 £1596 £2000 £8000 £1120 £3900 OSMIS
Other approaches **Total budgeted cost:**	Resources to support communication and independence in classroom - communication aids, visual timetables, Communicate in Print, home learning resources to address any barriers through lack of resources etc.	£717
	Our school's total PP spending for 2020/2021 **£48,075 + £2012 EYPP**	**£50,087**

Review of expenditure			
Academic Year		**2020-2021**	
Desired outcome	**Impact**	**Headlines**	**Next steps**

Additional detail