Halfway Nursery Infant School
Pupil Premium Strategy statement 2023-24

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 2023-24

Detail	Data
School name	Halfway Nursery Infant School
Number of pupils in school	185 *(including Nursery – Autumn)*
Proportion (%) of Pupil Premium eligible pupils	23% (42 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)	December 2021
Date this statement was published (year 2)	December 2022
Date this statement was published (year 3)	December 2023
Date on which it will be reviewed	Autumn 2024
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	£84,595
Recovery premium funding allocation this academic year (catch-up funding)	£1812
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,407

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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. We feel this is partially due to the challenges families are facing since the pandemic and with the rising cost of living, as well as an indication that we have a changing community. We also have an increasing number of families in school receiving support from other agencies such as Social Care, Early Help, 0-5 support and MAST.

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. *(Updated Autumn 2023)*

Challenge number	Detail of challenge
1	**Attendance** 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 (2022-2023) shows that non-disadvantaged pupils attendance was at 93.9%, compared to disadvantaged pupils attendance of 90.2%. Overall, attendance for the year was 92.5%, in-line with attendance from 2021 – 2022 which was 92.4%. Our observations and assessment show that absenteeism negatively impacts progress of all children, including 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, and this is taking longer to get 'back on track'. These findings are supported by national studies. This has resulted in significant gaps leading to pupils falling behind age related expectations, particularly in English.
2	**Reading** 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. Phonics End of year phonics data for last year (2022-2023) shows us that we were below national average of those who passed in year 1. Out of this, 48% of disadvantaged pupils passed in comparison to 76% of non-disadvantaged. Year 2 End of KS1 results for reading last year (2022-2023) shows us that although disadvantaged children at our school achieved better than disadvantaged children nationally (64% compared to 54%), non-disadvantaged children continued to achieve higher (85%).
3	**Communication and language, speaking and listening skills** 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. **F2** End of year assessments (2022 – 2023), show that: Listening, attention and understanding: 81% of disadvantaged pupils achieved ARE, compared to 94% of non-disadvantaged. Speaking: 75% of disadvantaged pupils achieved ARE, compared to 89% of non-disadvantaged.
4	**Independence in learning** 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 and since the return to school. 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.
5		**Parental engagement in children's learning – *Updated in Autumn 2023*** Due to enhanced measures advised to minimise risk of Covid-19 infection in school, parents/carers were 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. With the removal of restrictions and developments from last year (2022 – 2023) we need to now ensure that we are offering a full complement of opportunities to our families to engage with school to support their children's learning. The rise of our pupil premium numbers indicate that more of our families are facing financial pressures, which can create a barrier to them engaging with school and children's learning. 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.

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 2023

Intended outcome	Success criteria
Improved attendance for disadvantaged pupils	Attendance for all pupils is in-line with national figures and attendance for disadvantaged pupils improves each half term, with the numbers of those classed as persistently absent (PA and less than 90%) declining. 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, particularly for the phonics screening check in year 1 and the re-sit of the check in year 2.
Improved vocabulary and oral language for disadvantaged pupils, particularly in EYFS.	Outcomes from assessments in EYFS demonstrate improved vocabulary in spoken language and understanding of vocabulary in reading. There is a reduction in the attainment gap between disadvantaged pupils and their peers.

	Staff received CPD in order to develop and enhance the provision in EYFS to support this.
Improved levels of independence for our learners in EYFS.	Monitoring and evaluation evidences improved levels of independence in learning for all children.
	Assessments show an increase in the number of children working at expected levels in PSED by the end of F2.
	CPOMS entries show less incidents of inappropriate behaviour in school.
Improved parental engagement to support children's learning.	Parents/carers have access to remote learning activities and reading materials to support learning at home.
	Parents/carers feel able to support their children's learning, particularly their reading.
	Sessions are offered to support parents/carers to develop their own subject knowledge and increase their confidence to support e.g. phonics sessions, workshops etc.
	Parents/carers are provided with a range of opportunities to engage in the life of the school alongside their children.

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: £23,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the new phonics scheme Little Wandle and relevant materials for school-wide us. Ensure full staff training and ongoing CPD for all staff (including the Early Reading lead) for the new phonics scheme, Little Wandle.	This platform provides reading and phonics materials and is one of the validated and DfE approved programmes for effective systematic synthetic phonics teaching.	2 3 5
Participate in the Early language Development Programme work run through the English Hub (in conjunction with the DfE), to include dissemination to all staff.	Appropriate CPD is important for staff's development.	3
For all parents/carers to have a Tapestry account to facilitate communication between home and school and improve engagement in all learning.	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
High-quality continuous provision, with a focus on vocabulary and oral development is in place with the EYFS.	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).	3 4
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: £31,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through the Little Wandle phonics scheme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	2
Additional language interventions and support provided to disadvantaged children who are falling behind.	EEF Early Years Toolkit (which gathered evidence from 15 studies) states that **early literacy approaches** have moderate impact for very low cost (+4 months).	3
Specific speech and language sessions delivered (supported by the speech and language team).	We know that working with external agencies promotes the development of children with specific needs.	2
TA interventions – pre/post teach, additional phonics, LEAP etc.	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 4

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

Budgeted cost: £31,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-introduce home-school reading diaries, online log-ins to Collins Big Cat and parental workshops and information sharing to order to further promote and develop reading (and learning) across school.	We know that access to learning materials at home will encourage further support of in-school learning. Monitoring of additional home-reading, raises the profile of reading with families.	2 3 4 5
Attendance lead to embed the principles of good practice as set out in the DfEs: Working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been supported by schools that have significantly reduced levels of absence and persistent absence.	1
Attendance lead to liaise with families to improve attendance in order to improve outcomes, working closely with the 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 5
Enhanced tracking for attendance to improve accuracy and target support.	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 5
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	EEF Early Years Toolkit states that Parental Engagement has moderate impact for moderate cost based on moderate evidence (+4months impact).	1 5

school/extra curriculum clubs, school uniform etc.	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.	
SENCO training and whole school staff training and ongoing CPD on the 'Trauma Informed' and 'Zones of Regulation' approach to support with children's behavioural and socially needs.	There is a plethora of high-quality evidence showing how trauma can have a negative impact on different aspects of someone's life, including their health and wellbeing, employment and educational outcomes, and likelihood of experiencing multiple disadvantage (Felitti et al., 1998; Copeland et al., 2018; Watson et al., 2019).	4
A full yearly engagement plan is on offer to families, to enable more engagement in the life of the school. This will include social events, but also events aimed at developing an understanding of how to best support their children's learning including (but not limited to): meetings and workshops.	We know that children will be better supported at home if families are better informed on how to help them. Based on our experiences we also know that families tend to engage more with more socially focused events or events that involve their children.	All
Contingency fund for acute issues	Based on our experiences and the ever increasing number of pupils eligible for pupil premium, we have set aside some of the funding to be able to respond to needs that have not yet been identified.	All

Total budgeted cost: £86,407

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 2022 - 2023 academic year.

Disadvantaged pupil performance overview for last academic year (2022-23)

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022 – 2023), drawing on national assessment data and our own internal summative and formative assessments.

Achieving GLD	
All	70.5%
Non-disadvantaged	83%
Disadvantaged	44%

Y1 Phonics		
	School	Nationally
Passed	64%	79%
Non-disadvantaged	76%	83%
Disadvantaged	48%	67%
Y2 Phonics		
	School	Nationally
Passed	98%	89%
Non-disadvantaged	100%	/
Disadvantaged	67%	/

End of KS1 data			
	Reading	Writing	Maths
School			
All	EXS = 74% GD = 11%	EXS = 76% GD = 11%	EXS = 80% GD = 11%
Non-disadvantaged	EXS = 85% GD = 12%	EXS = 79% GD = 12%	EXS = 88% GD = 15%
Disadvantaged	EXS = 64% GD = 7%	EXS = 57% GD = 0	EXS = 57% GD = 0
Nationally			
All	EXS = 68% GD = 19%	EXS = 60% GD = 8%	EXS = 70% GD =16%
Non-disadvantaged	EXS = 73%	EXS = 65%	EXS = 75%
Disadvantaged	EXS = 54%	EXS = 44%	EXS = 56%

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. Phonics and reading continue to remain as a focus.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance.

Attendance	
All	92.6%
Non-disadvantaged	93.9%
Disadvantaged	90.2%

Our evaluation of the approaches delivered last academic year indicates that the move to a new phonics scheme needs to remain as a high priority, particularly with the additional support and targeted interventions it provides for all pupils, but particularly our disadvantaged pupils. As a school, we need to continue to address absenteeism robustly and engage with more of our families to overcome the barriers to attendance.

Disadvantaged pupil performance overview for previous academic years (2020 – 2021 and 2021 - 2022)

2021 – 2022

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%	EXS = 76%	EXS = 82%

	GD = 22%	GD = 18%	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%

Headlines from 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'	5% PP (3) 7% (9) of 'others'

		GAP: -21.8	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
Little Wandle Letters and Sounds Revised	Collins Big Cat

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