

# Pupil premium strategy statement – Halfpenny Lane Junior, Infant and Nursery School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years our current pupil premium strategy plan covers (3 year plan)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ian Shuttleworth
Pupil premium lead	Carly Greatorex
Governor / Trustee lead	Lauren Crowcroft

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£131,720</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Halfpenny Lane J, I and N School, we strive to ensure that all our pupils, regardless of the barriers they face, become successful learners. We are highly ambitious for all our pupils and especially those who may be socially disadvantaged.

Our Halfpenny Lane J, I and N School Values are, 'Be Kind, Be Resilient, Be Ambitious - Be Halfpenny' – whilst 'striving to be the very best version of yourself', which underpins our school ethos. We also keep our Trust guiding principles, which detail 'Achievement Without Excuses' and 'Pupils Come First' at heart, alongside our own school core values.

Our aim is to deliver a first-class education to all pupils so that they make outstanding progress and get the chances in life they deserve. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those pupils for whom the school receives pupil premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary pupil support to ensure that pupils can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

### **Our Ultimate Objectives are:**

- For all disadvantaged pupils to achieve high attainment across the curriculum, particularly in early reading, phonics and at the end of key stage 2 assessments.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- For all disadvantaged pupils to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

### **Our Approach:**

- Is underpinned by one of our Trust's guiding principles 'Achievement without excuses'.
- Takes into consideration that each of pupil premium pupil faces varying degrees of academic and pastoral challenge. Consequently, our approach is to understand these potential barriers to learning to enable pupils from disadvantaged backgrounds to achieve as well as all pupils.
- Is responsive to individual and common challenges to learning for disadvantaged pupils, who receive less support at home, have weak language and communication skills, lack confidence, more frequent behaviour difficulties, attendance, and punctuality issues as well as the need for external agency support. These factors add to the complexity of each pupil and their family situations that prevent children from realising their potential. The challenges are varied and there is no "one size fits all".

### **Key Principles:**

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the Education Endowment Foundation (EEF):

- Evidence informed approach (EEF Guide to the Pupil Premium) three-tiered model – teaching, targeted academic support and wider strategies.
- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Ensure that teaching staff are involved in robust analysis of data and identification of the barriers to pupils' learning. Ensuring teachers are fully aware of strategies required to enable all children succeed.
- Pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals.
- Provide an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences, that enhance the curriculum and develop pupils' cultural capital.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b><u>Literacy</u></b> <b>Phonics/Reading skills on entry to school for disadvantaged pupils are below those of the non-disadvantaged pupils.</b> <ul style="list-style-type: none"><li>• On entry into our EYFS 30% of disadvantaged children are performing below the age-related expectation</li></ul>
2	<b><u>Language and Communication/Oracy</u></b> <ul style="list-style-type: none"><li>• A significant % of disadvantaged pupils who enter our EYFS provision display weak language and communication skills.</li></ul>

	<ul style="list-style-type: none"> <li>• Our baseline assessments, discussions and observations show under-developed oral language and vocabulary gaps for some disadvantaged pupils.</li> </ul>
3	<p><b><u>Wellbeing and Social and Emotional Health (SEMH)</u></b></p> <ul style="list-style-type: none"> <li>• Our disadvantaged pupils are more likely to have social and emotional needs, due to increased social deprivation, financial, mental health and social care involvement.</li> <li>• The assessment data analysis has identified an increasing number of disadvantaged pupils as requiring additional support with their social and emotional needs.</li> </ul>
4	<p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Attendance rates for the disadvantaged pupils is below that of the non-disadvantaged pupils. Our assessment data reflects that those children who have increased levels of absence from school are less likely to thrive inside and outside the classroom.</li> <li>• A higher number of our disadvantaged pupils are recorded as persistently absent from school. Therefore, some of our disadvantaged families require additional support with regards helping them to achieve an improved punctuality and attendance percentage for their children.</li> </ul>
5	<p><b><u>Cultural Capital and Ambition</u></b></p> <ul style="list-style-type: none"> <li>• Due to the current cost of living crisis, the parents of the disadvantaged pupils are finding it increasingly difficult to provide their children with a range of enrichment activities and wider experiences.</li> <li>• Disadvantaged pupils often have lower expectations and do not appear to value their education in comparison to their non-disadvantaged peers.</li> </ul>

## 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.

Intended outcome	Success criteria
<p><b><u>Literacy</u></b></p> <p>High standards of phonics, reading, writing and numeracy are delivered to all pupils across the breadth of the curriculum, to provide a strong foundation for academic success.</p>	<p><b><u>By 2025/26</u></b></p> <ul style="list-style-type: none"> <li>• Phonics outcomes for the disadvantaged pupils are in line or above the national standard.</li> <li>• The disadvantaged pupils achieve progress scores in reading, writing and maths at the end of Key Stage 1 that are in line/exceed the national standard.</li> <li>• To achieve national average progress scores in reading, writing and maths at the end of Key Stage 2.</li> </ul>
<p><b><u>Language and Communication/Oracy</u></b></p>	<p><b><u>By 2025/26</u></b></p>

<p>Improved communication, speech and language development of our disadvantaged pupils. Data tracking indicates an upward trend in pupils' communication and language skills.</p>	<ul style="list-style-type: none"> <li>• EYFS GLD tracking document demonstrates our disadvantaged pupils are making the expected/above expected levels of progress.</li> <li>• EYFS phonics outcomes achieved are at least in line with national data.</li> <li>• Speech and language targets are met by our disadvantaged pupils.</li> <li>• Disadvantaged pupils can independently communicate their needs for them to effectively participate in/access their learning.</li> </ul>
<p><b><u>Social and Emotional Health/Wellbeing</u></b> The disadvantaged pupils social, emotional and mental health needs are met by skilled members of staff in school.</p>	<p><b><u>By 2025/26</u></b></p> <ul style="list-style-type: none"> <li>• The emotional educational interventions are successful in helping disadvantaged pupils to develop a positive attitude and mindset towards their learning.</li> <li>• The impact of the cost-of-living crisis and associated financial hardship is mitigated as a barrier to learning and wellbeing for the disadvantaged pupils.</li> <li>• Clearly identified pupils that need support and ultimately the support impacts on their progress.</li> </ul>
<p><b><u>Attendance</u></b> An improvement in the overall attendance percentage of the disadvantaged children and a reduction in the persistent absence percentage for our disadvantaged cohort.</p>	<p><b><u>By 2025/26</u></b></p> <ul style="list-style-type: none"> <li>• Attendance for all pupils to be in line with or above national attendance data.</li> <li>• The effective and targeted management of the Trust Attendance Strategy to support our disadvantaged pupils and their families.</li> <li>• Persistent absence levels of the disadvantaged children to be no higher than national.</li> </ul>

## Activity in 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Teaching/ Pedagogy</u></b></p> <p>To deliver highly effective CPD and resources to support a high quality of phonics and reading interventions across the whole school.</p> <p>Deliver bespoke CPD and coaching sessions for LSAs who are deployed to deliver the reading strategy across school.</p>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme.</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from RWI professionals. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Embed the use of the reading initiative RWI in lower key stage two to ensure barriers to reading are addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. As a direct result of this children are unlikely to have the breadth of vocabulary required on entry to KS2. This programme is designed as an intervention to support this.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>  <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1,2</p>
<p><b><u>Whole School Reading</u></b></p> <p>The identification and implementation of the Accelerated Reader Strategy, to support reading across Y2 to Y6.</p> <p>Establish a library in school</p>	<p>Some of our disadvantaged children have limited (or no) access to high quality books/texts outside of school.</p> <p>Reading for Pleasure is a fundamental part of our Trust reading strategy, with all children entering school and having dedicated reading time with high-quality, engaging texts.</p> <p>During this Reading for Pleasure, daily session, skilled adults can work alongside the children to develop their comprehension skills.</p>	<p>1, 2</p>

<p>to promote and foster a love of reading.</p> <p><i>School Library Service (SLA)</i></p>	<p>Reading comprehension strategies are high impact on average. Alongside phonics, they are a crucial component of early reading instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p><b><u>To support the delivery of Communication and Language</u></b></p> <p>The effective utilisation of the WellComm (communication and language) CPD and resources, to support and enhance the assessment and development of early language and communication skills.</p>	<p>Our baseline assessments on entry to the reception class demonstrate that a large proportion of our pupils are not on track when entering school.</p> <p>Our disadvantaged pupils arrive below age-related expectations with a lower starting point of that of others.</p> <p>It is clear pupils start our school with weak language and communication skills. Therefore, the acquisition of quality resources to be used within the provision, will enable staff to model speech and language skills to our youngest pupils. Learning through play will enable the modelling and introduction of new vocabulary, essential to developing the communication skills of pupils at Halfpenny Lane School.</p> <p>WellComm is a programme designed to assess the communication skills of young children. From the assessments, the package contains direct intervention work to be completed with individual or small groups of children to develop communication and language skills. All EYFS practitioners will be trained in the use of the programme.</p>	2,3
<p><b><u>Instructional Coaching</u></b></p> <p>Use of instructional coaching to further develop the teacher's expertise in the classroom.</p> <p>Identification of two coaching champions – who can provide support to teaching staff.</p> <p>ECTs to all have a mentor and teaching</p>	<p>Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate.</p> <p>'In terms of impact on student outcomes, instructional coaching has better evidence base than any other form of CPD'. (Ambition Institute)</p>	1,2,3

and learning coach identified.		
<p><b><u>Staff CPD – Whole School</u></b></p> <p>To deliver high quality CPD for teachers and support staff, to increase the quality of the teaching and learning profile across school.</p>	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p>'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020-21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p> <p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zucollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher</p>	1,2,3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Assistant Headteachers (Inclusion/Teaching and Learning) delivery of CPD and coaching.	<p>High quality interventions are mapped across school which are closely monitored by the Inclusion leader and Teaching and Learning AHTs.</p> <p>Disadvantaged pupil provision trackers to demonstrate progress made by the disadvantaged pupils in all cohorts.</p> <p>Teaching and Learning CPD ensures staff are aware of a range of adaptive teaching strategies that will support our disadvantaged pupils.</p>	3,4,5
To identify and introduce a range of digital	To ensure that curriculum provision for the disadvantaged children effectively meets individual needs and supports them to make progress in reading, writing and maths.	1,2



<p>resources to further support the intervention programme.</p> <p>(Lyfta, Accelerated Reader, RWI)</p>	<p>EEF research shows that digital technology learning resources have a strong impact on improving educational outcomes for the disadvantaged pupils, particularly with regards to reading and maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a></p>	
<p>Music Service SLA</p>	<p>Access to music services is a priority for those pupils who are disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>3,4,5</p>
<p>SEMH Interventions delivered by the Learning Mentors</p>	<p>To have in place a staffing structure with roles and responsibilities that promotes consistency in carrying out pastoral, behavioural and attendance support to disadvantaged pupils and families.</p> <p>National research illustrates that children with lower attendance do not perform as well within examinations as pupils with a higher overall attendance percentage. Pupils who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p> <p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Attendance:  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REAreport.pdf?v=1671525015">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REAreport.pdf?v=1671525015</a></p> <p>Behaviour:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>3,4</p>

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

Budgeted cost: £ 31,720

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p><b>Wider curriculum/Cultural Capital</b></p> <p>To provide pupils with wider and cultural capital experiences.</p> <p>Classroom Kitchen</p> <p>Forest Schools</p> <p>Extra-Curricular Clubs</p> <p>The HPL 50 Experiences</p> <p>HPL Aspire Projects</p> <p>Educational Trips and Visits</p>	<p>An increased engagement from the disadvantaged children with the extracurricular offer and trips and visits.</p> <p>Children will be exposed to a wide range of extracurricular activities and fully engage with the '50 Experiences' and 'Aspire Projects' initiative as part of the school's personal development offer.</p> <p>Guest speaker/Author visits provide inspiration and new real-life experiences.</p> <p>Children are made more aware of the world around them which in turn they can bring into their learning.</p> <p>Children can be successful in the wider areas of school life.</p>		3,4,5
<p><b><u>Ambition/Aspiration</u></b></p> <p>Fund the Academic and Wellbeing Group – visits, guest speakers, enhancement days.</p>	<p>The disadvantaged pupils can access a weekly academic and wellbeing group, to provide the pupils with the opportunity to experience wider character development opportunities.</p> <p>Pupils to fully understand the opportunities that are available to them, to help them develop their confidence, self-esteem, motivation and levels of resilience.</p>		3,5
<p>Lunch time staff to receive CPD to support with structured play equipment.</p>	<p>There is a growing belief that social interaction skills support outstanding behaviour across school at all points of the day including break and lunch times. Reward strategies are in place and targeted training and support for non-teaching staff is embedded.</p>		3,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	
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**Total budgeted cost: £131,720**

## Part B: Review of the previous academic year - Outcomes for Disadvantaged Pupils

### Whole School Data 2024

#### Key Stage 2 Attainment

<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
95%	80%	92%	73%	93%	80%
National Comparison					
74%	62%	72%	58%	73%	59%

- Halfpenny Lane School's disadvantaged pupils are performing significantly above the national standards for reading, writing and maths.
- Halfpenny Lane School are placed in the top 5% nationally for all attainment measures.
- HPL KS2 RWM Combined outcomes - 88% v National 61%.

#### Year 1 Phonics: Percentage of pupils meeting the threshold 2023-24.

	HPL	National Average
All pupils	97%	80%
Disadvantaged pupils	100%	68%

#### Attendance Data 2023-24

2023-24 Attendance Data				
	National		HPL	
	All	Disadvantaged	All	Disadvantaged
<b>Attendance</b>	94.3%	91.8%	95.7%	93.3%
<b>PA</b>	*14.7%	-	9.8%	23%

\*Autumn and spring term 2023/24 comparison data.

