



WILLIAM HARDING SCHOOL  
Aim high... Work hard... Be kind...

## Pupil premium strategy statement – EYFS Pre-School – September 2022

This statement details our school's use of pupil premium (and recovery premium, *also known as COVID catch up premium*, for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	William Harding School
Number of pupils in school	16
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Trudy Cotchin
Pupil premium lead	Donna Skinner
Governor / Trustee lead	Sally Perkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,607
Recovery premium funding allocation this academic year	£72
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£1,679</b>

Our School Values are; *Perseverance, Respect, Inclusion, Honesty, Responsibility and Collaboration*

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

We aim to ensure that every pupil has access to and engages in a high-quality education that enables them to achieve to their potential. The school aims to support all families so that each pupil's education and wellbeing is prioritised and they can thrive academically, social and emotionally. Our ultimate goal is for all pupils who attend William Harding to develop the confidence, knowledge and skills to be ready for the next stage of their education. We aspire for our pupils to be change-makers in their communities and to continue to live out the school's values and ethos beyond our school gates.

The quality of teaching and learning and the standard of the curriculum is of paramount importance and in order for those pupils who receive the Pupil Premium to achieve well. In this way, all pupils will benefit from a differentiated curriculum where challenge is provided for all.

Our priority is to ensure that the pupils have access to excellence in teaching and learning, as well as a high-quality curriculum. Staff support and CPD are key strands in the school's Pupil Premium strategy which focus on developing our staff in order to positively impact on the greatest number of children. We understand we need to address the needs of all learners, including those that we may identify as vulnerable, but who do not receive the Pupil Premium funding. All strategies employed in the school's Pupil Premium strategy are evidence based and informed by our clear understanding of our disadvantaged children's specific barriers to learning.

Our aim is to equip all our children, especially the disadvantaged cohort, with the language and vocabulary skills needed to engage and participate fully with classroom learning, with our exciting curriculum and with opportunities beyond school. We intend for our disadvantaged pupils to be in line with their peers. High-quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We aim to develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. We also aim to develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their

conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. The key parts of our personal development curriculum are British Values, sex and relationships education, e-safety education, healthy lifestyles and SMSC & BV.

#### Pastoral support to improve attainment

We have worked hard to improve the emotional regulation and resilience of pupils across the whole school, ensuring that children are 'ready to learn'. We have also worked on improving attendance and narrowing gaps in attainment for the disadvantaged group.

Our provision and support for pupil's social, emotional and mental health is a strongly embedded part of our school culture, values and ethos that continues to evolve to meet the needs of our pupils. As with other elements of our approach to supporting disadvantage, these are embedded practices at the school that have impact and will continue within the strategy. We ensure pupils have support to understand and use zones of regulation to manage their emotions. Our pupils also benefit from counsellor support and personalised support from the FLO Team. External programmes, such as Helping Hands, are used to support pupils with specific trauma and needs.

Staff working with pupils ensure that targeted pupils are supported and they focus upon improving attitudes to learning, social relationships in school and attainment. Interventions and support are planned to meet pupils needs. Staff that may support pupils are teachers, teaching assistants, the Family Liaison Officer team and Counsellor.

Our provision aims to enable pupils to express their emotions, establish better social relationships and enable children to be supported appropriately within school.

#### Targeted support to accelerate learning and increase attainment and progress

- Interventions and boosters delivered by teachers and teaching assistant provide focused support for pupils and this is decided on an individual basis, informed by our assessment strategy, PPMs, QLAs, MTPs, assessment weeks, gap analysis and teacher knowledge of the pupil.

## Challenges

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

Challenge number	Detail of challenge
1	EYPP pupils have not always had the educational input before joining school and so there is a gap between the attainment of PP and non-PP pupils.
2	Pupils eligible for PP lack opportunities, due to financial disadvantage, and may have fewer life experiences. PP pupils require opportunities to develop cultural capital.
3	Pupils who are eligible for PP and need to have a wide range of physical development opportunities and environments that link to their play & learning – they do not always get the opportunities outside school.
4	Pupils and parents may need support with having a positive attitude to attending pre-school and value school life.
5	PP pupils may also need support with having a healthy lifestyle – physical health, emotional health, socialising, online safety, stranger danger, oral hygiene, sleep routines, diet.

## 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>1</p> <ul style="list-style-type: none"> <li>Diminishing the difference of all EYPP pupils so they achieve in line with national non PP children in key areas of EYFS curriculum.</li> <li>Improved % attainment of disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>For disadvantaged children to reach expected levels and close the gaps with peers.</li> <li>Pupil Progress Meetings, data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished or is non-existent.</li> <li>Pupils eligible for PP make good progress in key areas of EYFS curriculum including phonics.</li> <li>Pupils diminish the difference in early reading and mark marking/writing.</li> <li>Pupils have improved oracy and use a wider vocabulary.</li> </ul>

<p>2 and 3</p> <ul style="list-style-type: none"> <li>• Increased parental engagement through parental financial support so pupils can access all the enrichment taking place at pre-school</li> <li>• Pupils eligible for PP to have a wide range of physical development opportunities and environments that link to their play &amp; learning</li> <li>• Pupils who require FLO support have access to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance of PP parents at parental workshops and events enabling greater support of their children such as Stay and Play.</li> <li>• Parents are more actively involved in their children's learning and work with the pre-school to prepare pupils for the move to school.</li> <li>• Staff organise enriching experiences to enhance the children's understanding and engagement in play.</li> <li>• Pupils eligible for PP experience a range of life, awe and wonder experiences.</li> <li>• Staff organise a wide range of physical opportunities to develop a full range of movements, develop balance and stamina as well as a love of physical activities.</li> </ul>
<p>4</p> <ul style="list-style-type: none"> <li>• Pupils and parents have a positive attitude to attending pre-school and value school life</li> <li>• Pupils who are struggling with school life / being away from parents have wellbeing support</li> <li>• Pupils who require FLO support have access to it.</li> <li>• % attendance increases</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils attend regularly</li> <li>• Parents and pupils have positive attitudes to school life</li> <li>• FLO team work with families to encourage and build positive relationships</li> <li>• Staff work with families to build positive relationships</li> <li>• PP parents and pupils complete home learning/engagement with school</li> <li>• Pre-school staff have wellbeing training to support the emotional wellbeing of pupils</li> <li>• Pupils feel safe and happy</li> </ul>
<p>5</p> <p>PP pupils have good routines at home to ensure basic needs are met – sleep routines, bedtime routines, brushing teeth and hair</p> <p>PP parents understand how to keep their children safe online and appropriate online use for the age group</p>	<ul style="list-style-type: none"> <li>• PP pupils and parents are supported to develop good routines at home to ensure basic needs are met – sleep routines, bedtime routines, brushing teeth and hair through information sharing, signposting support, offers of early help, role play and sessions in school and parenting support</li> <li>• PP parents are supported to ensure that they understand how to keep their</li> </ul>

<p>PP pupils understand how to keep safe e.g. stranger danger, road safety</p> <p>PP pupils socialise with others, share, understand their impact on others and look after their own wellbeing and emotional health</p>	<p>children safe online and appropriate online use for the age group through sharing information with pupils and parents and parent sessions</p> <ul style="list-style-type: none"> <li>• PP pupils are supported with keeping safe e.g. stranger danger, road safety through road safety sessions and role play, through posters and information shared with parents and pupils</li> <li>• PP pupils are supported socialise with others, share, understand their impact on others. They have adult support when needed. Social groups are set up to support those finding socialising a challenge</li> </ul>
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## 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: £600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• All staff continue to target for PP attainment/progress.</li> <li>• Ensure PP pupils are regularly observed and targeted in adult directed activities.</li> <li>• Pupil Progress meetings focus on all &amp; PP as a group and individuals ensuring ALL PP are on the provision map for interventions.</li> <li>• Identify and address main barriers to learning for pupils eligible for PP.</li> <li>• Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact .</li> </ul>	<p>QFT is the focus of all staff meetings.</p> <p>As a large school, in an expensive part of the country, recruitment and retention is very difficult. In order to maintain consistency of approach the school needs consistency of staff.</p> <p>‘Diagnosing pupils’ needs’ is the first step to creating an effective Pupil Premium plan (EEF Guide to Pupil Premium, Aut 21).</p> <p>Staff focus on all groups – including PP pupils – to ensure targeted support for all.</p> <p><b>Evidence:</b> The Pupil Premium: Update Ofsted 2014 reports that’ effective leaders identify their pupils’ specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage.</p> <p><b>Evidence:</b> EEF Toolkit suggests high quality feedback is an effective way to improve attainment  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1</p>



	<p><b>The Pupil Premium:</b> Update Ofsted 2014 reports that ‘Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap’. ‘They target interventions forensically...</p> <p><b>Evidence:</b> EEF Toolkit suggests that TAs can have a large positive impact on learner outcomes where TAs are trained to deliver an intervention and that it supplements the teaching in the classroom.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Bespoke interventions to be put in place to support closing the gap.</li> <li>• Practitioners support the PP to achieve the appropriate development levels.</li> <li>• The environment will be regularly reviewed, with needs of PP children prioritised.</li> </ul>	<p>Practitioners will be supported to ensure PP pupils make accelerated progress and gaps with non-PP are closed.</p> <p>Practitioners will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps.</p> <p><b>Evidence:</b>            Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a></p> <p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts including developing children’s ‘number sense’ (their developing understanding of quantity and number) mathematical games, or pretend activities involving counting or using other mathematical language.</p>	1

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

Budgeted cost: £879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>organise enriching experiences linked to the EYFS curriculum.</li> <li>Practitioners to engage PP parents in pupils development eg through tapestry.</li> <li>Financial offer to parents for costs.</li> </ul>	<ul style="list-style-type: none"> <li>Experiences support early reading and writing so pupils are able to access knowledge.</li> <li>Lack of parental support, finance and engagement is a key barrier to learning for pupils.</li> <li>Enriching experiences enable pupils to develop cultural capital.</li> </ul> <p><b>Evidence:</b> Parental engagement in early years education is consistently associated with children's subsequent academic success. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	2
<ul style="list-style-type: none"> <li>Organise opportunities for physical activities.</li> <li>Organise a range of physical activities to develop movement, balance, strength and stamina.</li> <li>Encourage families to take part in real play activities at home.</li> <li>Provide resources for physical play.</li> </ul>	<ul style="list-style-type: none"> <li>If pupils enjoy physical activities from a young age they are more likely to carry on with a physical life.</li> <li>If children develop gross motor skills these support fine motor skill development.</li> <li>Lack of parental engagement at home with physical activities could contribute to health issues and a lack of enjoyment in physical activities – this has been the case historically and has been particularly apparent during the pandemic.</li> </ul> <p><b>Evidence:</b> There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a></p>	3
<ul style="list-style-type: none"> <li>FLOs to support and monitor families with</li> </ul>	<ul style="list-style-type: none"> <li>To support the learning of pupils they first need to attend school.</li> </ul>	4

<p>identified attendance and lateness issues.</p> <ul style="list-style-type: none"> <li>• Cost of lunch club covered for EYPP pupils.</li> <li>• Ensure EY staff have wellbeing training to support pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents need support in understanding the importance of attending school.</li> <li>• FLO team currently support pre-school. They need in-house trained staff too.</li> </ul> <p><b>Evidence:</b> Parental engagement in early years education is consistently associated with children’s subsequent academic success.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p> <p>Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p>	
<ul style="list-style-type: none"> <li>• Pupils and parents are supported to develop good routines at home to ensure basic needs are met through information sharing, signposting support, offers of early help, role play and sessions in school and parenting support.</li> <li>• FLO team to support practitioners with supporting vulnerable families</li> <li>• Posters and information is displayed in the setting.</li> <li>• Parents are supported to know how to keep their children safe online and appropriate online use for the age group – information shared and FLO support.</li> <li>• Pupils have sessions about how to keep</li> </ul>	<ul style="list-style-type: none"> <li>• We have a number of families that have difficulties establishing good routines.</li> <li>• Some families use devices as a way to occupy children and are not monitoring online use.</li> <li>• As many families travel by car, children are not always having opportunities to develop road safety.</li> <li>• Due to COVID many children have missed opportunities to socialise.</li> </ul> <p><b>Evidence:</b> Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p>	5

<p>themselves safe online – role play as well.</p> <ul style="list-style-type: none"> <li>• Pupils have sessions to help understand how to keep safe e.g. stranger danger, road safety – role play activities.</li> <li>• Pupils are supported to socialise with others, share, understand their impact on others and look after their own well-being and emotional health.</li> </ul>		
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**Total budgeted cost: £1,679**

## 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 2021 to 2022 academic year.

1. Data								
	Pupils eligible for PP % School				Pupils not eligible for PP %			
	2022	2021 <i>2021 is internal predicted data from DN</i>	2020	2019	School 2022	School 2021	School 2020 (DN)	national other (2018)
% achieving GLD	44	48	67 ↑	43	53	62	67	72

### Externally provided programmes

We have had discussions as an SLT regarding external tutoring and decided to use our own staff rather than external programmes.

We wanted to ensure value for money. Our staff already know our pupils. They have built up relationships with pupils and understand the best ways for pupils to learn. Our curriculum approach and so are able close / narrow the gaps in learning more easily. Our success is built on our consistency of approach and are teams who work very closely together.

Our pupil cohort is complex and those who are the most vulnerable, and need additional support, will not work with strangers and would cause additional anxiety.

We are used to working as a catch-up school. Our use of assessment, PPM, IPM, MTP is successful and forms the core of our catch-up programme which staff already understand and use.

We have developed a staffing structure, SLTA, Lead TA, TA, FLOs, SEN team, that supports our pupils and they are best placed to continue to fill gaps.

In addition leaders have organised their timetables to ensure that they are monitoring and support staff and pupils. Miss Fallows is also providing specialist support for the EY team.

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