

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the academic year 2022-2023) 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	Hatherley Infant School and Nursery
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	38% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 – due to high mobility and continual changes in our school context, it is our professional decision to continue with a yearly pp plan.
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	S Millington
Pupil premium lead	J Johnson
Governor / Trustee lead	Amanda Chong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,165
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,165

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as the context of the school and more specifically the context of each individual child.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research has proven that 'Quality First Teaching' has the greatest impact on closing the disadvantage attainment gap. However, we also recognise that there are many children in our school context who are not in receipt of pupil premium, yet, are still at a disadvantage. To this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our students.

School Context

Hatherley Infant School and Nursery serves a diverse community over 65% of our pupils from multiple ethnic backgrounds.

- At Hatherley Infant School we have over twenty different languages spoken across the school and 55% of our children have English as an additional language. Just over half of our EAL children are also in receipt on pupil premium.
- The number of children with additional needs (SEND) is above average.
- Mobility across the school is high and many of our children have had multiple school moves. We have at least 15-20% of our pupils leave and arrive across a year.
- 38% of our children are classified as disadvantaged – however, this number does not reflect the greater need across the school.
- We have a high proportion of vulnerable children and families who work closely with our Family Support Coordinator.

Ultimate Objective

Our ultimate objective is to close the attainment gap for our disadvantaged children before they move into key stage two. In order to achieve this, early identification of need from nursery and reception is key. Progress for each child (including pastoral needs) is discussed in depth and reviewed regularly during termly pupil progress meetings with the Head Teacher, class teacher, SENDCo, EAL coordinator and Teaching Assistants.

Provision and interventions in place to achieve this objective:

- A highly Inclusive Curriculum which provides depth and breadth across all subjects
- Regular Pupil Progress meetings
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching
- Evidence based research for the effective use of teaching assistants
- Robust phonics programme and ongoing CPD for teachers and teaching assistants and continued investment in phonetically decodable books for pupils to access
- 'NELI' (DfE Early Language project) and 'Talk Boost' interventions.
- Investing into highly skilled teachers and teaching assistants and promoting CPD across the curriculum.
- Funded key experiences for children
- Pastoral support
- Designated EAL coordinator
- Designated Family Support Worker
- Breakfast Club
- Specialist intervention for SEMH

Challenges

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

Challenge number	Detail of challenge
1	Low starting points Our baseline assessments and observations indicate that many of our disadvantaged pupils start school from lower starting points in terms of their language skills, communication and numerical fluency. This means they are already below ARE and the gap between disadvantaged pupils and their peers is already evident.
2	ACES (Adverse Childhood Experiences) Pupil records (transfer records, CPOMS), discussions with families, external agencies and pupils themselves show that many of our disadvantaged pupils have experienced or continue to experience ACES. Evidence shows that ACES are highly likely to impact negatively on a pupil's attainment.
3	SEND

	SEND is an identified barrier during our Pupil Progress meetings. Our data shows that our pupil premium children are a little more likely to be represented in our SEND group (38% overall and 54% with SEND).
4	<p>Attendance</p> <p>Historically, our attendance data have shown that attendance among disadvantaged pupils is slightly lower than that for non-disadvantaged pupils. Our assessments and observations indicate a direct link between those pupils who are low attenders and lower attainment.</p> <p>At the end of the academic year for 2021-2022, our data showed that the attendance rate for our disadvantaged children was slightly higher compared to our non-disadvantaged children. We want to ensure that this gap does not widen and that our disadvantaged children continue to attend school regularly.</p>
5	<p>Family circumstances and/or lack of family engagement</p> <p>Our observations and records (Eg meetings with parents, communication with external agencies, attendance to parent consultations, entries into reading logs, discussions with pupils) indicate that some of our disadvantaged pupils experience challenging family circumstances.</p> <p>Research and our own experiences as professionals in the school suggest that those pupils living in challenging family circumstances or have a lack of family engagement in school will not make as good a progress at school.</p>
6	<p>Learning with no or little developing English</p> <p>Over 55% of our pupils have English as an additional language and our assessments and observations show that EAL can be a barrier to pupil achievement especially in relation to oracy and vocabulary skills.</p> <p>Although EAL is a whole school priority, it is worth noting that is it well represented within our disadvantaged group with just over 50% of this group having English as an additional language.</p>
7	<p>Child Protection/Child in Need/Early Help</p> <p>Research shows that ACES and challenging family circumstances can significantly impact negatively on a pupils' academic potential.</p> <p>At Hatherley, The Family Support Worker has noted an increased need for support following the pandemic through meetings with families and referrals to Early Help. Of all our families currently on Support Plans (school, Early Help, CiN, CP), nearly 75% of these are also disadvantaged.</p>
8	<p>Multiple school moves</p> <p>Mobility across our school is well above that of the national average. National Data (NPD) shows that typically 1.5 – 2% of schools may have pupil mobility over a term whereas we have a percentage closer to 10-15% per term. A significant proportion of these pupils are also in the disadvantaged group.</p> <p>Our assessments and observations suggest that multiple school moves can impact negatively on a pupils' academic progress.</p>

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
Improved oral and language skills and vocabulary amongst disadvantaged pupils.	<p>NELI assessments (baseline and Exit) and ECAT monitoring tool (for individual pupils when appropriate) will demonstrate a positive impact as a result of the intervention for Reception aged children.</p> <p>Oracy observation checklist will show progress.</p> <p>Observations will show that pupils are able to speak in full sentences using correct grammar.</p> <p>As a result of increased oracy skills, pupils' writing will improve. This will be assessed using internal assessments (Insight, Pupil Progress tracker, Writing Criterion, KS1 Sats)</p> <p>EAL interventions will demonstrate impact evidenced on the September EAL baseline assessment.</p>
Improved reading attainment among disadvantaged pupils.	<p>RWI Internal assessments and bands will show expected progress.</p> <p>Pupil progress tracker will show evidence of progress (Insight).</p> <p>Disadvantaged pupils to reach our school target for the phonics screening test.</p> <p>76 – 86% for Y2</p> <p>Y1 targets TBC</p>
Improved maths attainment for disadvantaged pupils at the end of KS1.	<p>Internal assessments (interrail and Insight) and Pupil Progress meetings and tracker will show progress.</p> <p>75% of our disadvantaged pupils will be at ARE by the end of Y2.</p>
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged.	<p>The overall attendance rate for disadvantaged children to stay in line with the attendance rate for non-disadvantaged. Attendance for both groups will be closer to the national targets.</p> <p>2021-2022 –</p> <p>Hatherley - 92.24%</p> <p>National expectation – 97%</p>
To improve parental engagement and involvement amongst those families who are disadvantaged.	<p>There will be an improvement in attendance rates from disadvantaged pupils as well as increase in the number of parents and carers attending parent consultation evenings and coffee mornings.</p>

To ensure our disadvantaged pupils have opportunities to access wider opportunities and enrichment activities.	A high number of disadvantaged pupils attending the school breakfast club, after school and holiday clubs or any other enrichment opportunities that we feel are appropriate.
To ensure disadvantaged pupils who move between schools are not negatively impacted due to the transition.	Pupil Progress trackers will show that disadvantaged pupils arriving at school part way through the year will have made expected or accelerated progress between review periods.
To ensure our most vulnerable pupils' (those on Early Help, CiN, CP plan) needs are met with the most appropriate provision (academic and pastoral).	Provision maps/plans/CPOMS will illustrate additional interventions and support offered by school.

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.

All references to the EEF have been cross referenced to ensure they are still relevant and accurate (Nov 2022)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust phonics programme Read Write Inc (RWI) phonic programme embedded throughout the whole school as part of QFT. RWI is a recognised phonics programme endorsed by the DfE. The school has also invested in fully decodable books that link directly with the RWI programme The school is committed to providing 'Continued Professional Development' (CPD) and 'Development days' from RWI for current and new members of staff.</p>	<p>Extensive research proves that pupils will make more rapid progress in schools that adopt a structured phonics programme.</p> <p>DfE Reading framework 2021 RWI has been listed in the DfE Framework as a validated synthetic phonics programme (July 2021). RWI uses many strategies highlighted as good practice in the DfE reading framework (Eg daily interventions, high structure, silent signals)</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year. 	1,3,6.
<p>Mastery in Maths approach At Hatherley we have adopted the 'Mastery in Maths' approach. We use the 'Can Do' maths scheme (as endorsed by NCETM) and are part of the GLOW maths network.</p>	<p>Extensive evidence shows that the mastery approach is an effective approach for teaching maths.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The impact of mastery learning approaches can add an additional five months progress, on average, over the course of a year. 	1,3

<p>Continued CPD for Maths subject Lead (sustaining Mastery) is important to ensure consistency in approaches to 'Mastery in Maths' across the whole school.</p> <p>The Mastery approach and use of manipulatives also works well with 'Rosenshein's Principles of learning' – an approach we are adopting as a whole school and addressing in Inset and training.</p>	<p>NCETM Progress report on teaching for mastery in primary schools (2019)</p> <p>Rosenshein's Principles in Action -Tom Sherrington (2019) The National College (2022) <i>"Ensuring classroom practice is underpinned by an understanding of cognitive science is becoming increasingly important in schools. As children settle back into school life, Rosenshein's Principles of Instruction can provide one of the most effective methods of teaching in order to help them catch-up on lost learning time and bridge the attainment gap"</i></p>	
<p>EAL coordinator Just over 50% of our disadvantaged families are also EAL.</p> <ul style="list-style-type: none"> • Whole staff CPD relating to EAL 	<p>The Bell Foundation states that specific teaching strategies <i>"can be used with everyone in the class, but they are particularly important for EAL learners because they provide a rich context, additional support, opportunities for collaborative learning and exploratory talk, and all the important features of good practice in meeting the educational needs of EAL learners"</i>.</p>	1,2,4 5,6,8

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI 1:1 phonics tuition</p> <p>These highly structured interventions are an integral part of the RWI phonic programme and all TAs have received training to deliver these additional sessions.</p>	<p>Phonics approaches have a strong evidence base including positive impact on pupils, especially from disadvantaged backgrounds. Targeted phonics interventions have been shown to be effective.</p> <p>DfE Reading framework 2021 RWI has been listed in the DfE Framework as a validated synthetic phonics programme (July 2021)</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> • The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year. • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (RWI sessions are 1 x daily for 5 minutes). 	1, 2, 3, 4, 6, 8

	<p>EEF Making best use of TAs</p> <ul style="list-style-type: none"> • <u>Recommendation 5</u> – Use of TAs to deliver high quality one-to-one and small group support using structured intervention • <u>Recommendation 6</u> – Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. • <u>Recommendation 7</u> – Ensure explicit connections are made between everyday classroom and teaching structured interventions. <p>EEF Promising Projects – Maximising best use of TAs</p> <ul style="list-style-type: none"> • Low cost for high impact 	
<p>Maths Inter-rail Intervention</p>	<p>EEF Toolkit</p> <ul style="list-style-type: none"> • Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver <p>EEF Toolkit</p> <ul style="list-style-type: none"> • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (inter-rail sessions are 2/3 x weekly for 10 minutes). <p>EEF Making best use of TAs</p> <ul style="list-style-type: none"> • <u>Recommendation 5</u> – Use of TAs to deliver high quality one-to-one and small group support using structured intervention • <u>Recommendation 6</u> – Adopt evidence based interventions to support TAs in their small group and one-to-one instruction. <p>EEF Promising Projects – Maximising best use of TAs</p> <ul style="list-style-type: none"> • Low cost for high impact 	<p>1, 2, 3, 4, 6, 8</p>
<p>Oral Language intervention Nuffield Early Language Intervention (NELI)</p> <p>Reception Nuffield Early Language Intervention Programme (NELI) is a 20-week DfE programme designed to improve the oral language skills of children aged 4-5 in need of additional</p>	<p>Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> • The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. • Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four 	<p>1, 2, 3, 5, 6, 8.</p>

<p>targeted support to develop their language.</p> <p>Please note that although the training and resources for this intervention is government funded, the additional funding will help cover the cost of staff cover and TA intervention time.</p> <p>Targeted interventions with EAL teacher</p> <p>Pupils to be identified in pupil progress meetings and using the EAL baseline.</p> <p>Targeted weekly intervention using a recognised scheme Eg Talk Boost</p>	<p>and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver *</p> <p><i>*NELI has been highlighted as an effective intervention by EEF</i></p> <ul style="list-style-type: none"> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average <p>EY toolkit (2022)</p> <ul style="list-style-type: none"> Communication and Language approaches Very high impact for low cost based on extensive evidence (+ 6 months) <p>EEF Making best use of TAs</p> <ul style="list-style-type: none"> <u>Recommendation 5</u> – Use of TAs to deliver high quality one-to-one and small group support using structured intervention <u>Recommendation 6</u> – Adopt evidence based interventions to support TAs in their small group and one-to-one instruction. <p>EEF Promising Projects – Maximising best use of TAs</p> <ul style="list-style-type: none"> Low cost for high impact <p>EEF Promising Projects</p> <ul style="list-style-type: none"> NELI – Low cost for high impact results <p>Talk Boost Intervention</p> <p><i>Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Breakfast club We offer a free breakfast club that is open to all pupils. Currently, just over one third of our disadvantaged pupils attend breakfast club.</p>	<p>Research and our own observations prove that pupils who have eaten a nutritious breakfast will be better able to work in the classroom environment.</p> <p>EEF Promising projects</p> <ul style="list-style-type: none"> Free, universal, before school breakfast clubs are shown to be low cost for moderate impact (+ 2 months progress) 	<p>1, 2, 4, 5, 7.</p>
<p>Family support worker We have a designated FSW at Hatherley who is able to support parents and carers both on a general basis (available to talk at the beginning and the end of the school day, half-termly coffee mornings, liaising with the 'Hatherley PTA' and Adult Education (Eg English classes) and on a more bespoke basis (My Plans, Early Help, CiN and CP plans).</p> <p>EAL coordinator Just over 50% of our disadvantaged families are also EAL. Our EAL teacher supports new and existing EAL families in the school (Eg registering, support for the child in the first few days, arranging a translator for parent consultations).</p>	<p>Extensive research shows communication is key to engaging families with school. Hatherley school operates an 'open door policy' where the FSW and other key staff are very visible and accessible to talk to.</p> <p>Early Intervention Foundation (EIP) <u>Improving support for families facing multiple and complex programmes (Oct 2021).</u> <i>'The right support can help families to manage a range of challenges'.</i></p> <p>A translator is available for those parents who struggle with English.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. <p>Parents at our school tell us that e-messages' works best for them and that is one of the main platforms we use to get information out to parents.</p> <p>EEF Promising projects</p> <ul style="list-style-type: none"> Messaging parents and carers – Low cost for moderate impact <p>Supporting EAL: The Bell Foundation</p> <p>Research commissioned by The Bell Foundation (Evans et al, 2016) shows that parents who are new to English or have limited language proficiency in English often have a significant lack of knowledge and understanding of important areas concerning school life, such as the school system; that they are significantly underrepresented in school structures and decision making; and that the perceptions of the staff regarding parental engagement differs greatly from that of parents and pupils.</p>	<p>2, 3, 4, 5, 6, 7, 8.</p>
<p>Extra Curricular clubs A range of extra-curricular (sport and arts based) after school clubs are available for our pupils. Disadvantaged pupils are given priority for</p>	<p>Discussions with our pupils and parents/carers suggests that some of our disadvantaged pupils have limited opportunities to clubs/hobbies/opportunities outside of school. Although there is no hard evidence to prove that these improve academic results, we feel strongly</p>	<p>5</p>

<p>spaces (funding for some clubs is provided by the Sports Premium)</p>	<p>as a school that the benefits for physical health and wellbeing are huge. This is echoed by EEF findings.</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> • There is a small positive impact of physical activity on academic attainment (+ 1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. • Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Moderate impact for very low cost (+3 months) 	
<p>Attendance team</p>	<p>Our school attendance officer and FSW meet work closely together to monitor attendance rates. The first port of call is always to try and engage positively with the family (EEF*) and the FSW coordinator is on the school gate at the beginning and end of each day to 'check in' with parents and carers.</p> <p>Persistent or 'spikey' patterns in absenteeism is followed up by the FSW (see attendance policy for school protocol).</p> <p>* Early Intervention Foundation (EIP) <u>Improving support for families facing multiple and complex programmes (Oct 2021).</u> <i>'The right support can help families to manage a range of challenges'.</i></p> <p>EEF toolkit</p> <ul style="list-style-type: none"> • The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. 	<p>1, 2, 3, 4, 5, 6, 7, 8.</p>
<p>Music tuition</p>	<p>Disadvantaged pupils in Y1-Y2 have the opportunity to learn a musical instrument.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> • Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate (an additional three months progress). 	<p>2, 5, 7</p>
<p>Teaching 'Healthy living' and providing support for individual pastoral needs.</p> <p>Our PSHE subject Lead works closely with the GHLL team to ensure all our children receive QFT on</p>	<p>Referring to Gloucestershire Healthy Living and Learning (GHLL), 'Facts4Life' and the Anna Freud centre.</p> <p>Research seems to suggest that pastoral needs are most successful when delivered on a whole class basis by the class teacher.</p> <p>EEF toolkit</p>	<p>2, 5, 7.</p>

<p>healthy living (Statutory requirement April 2021)</p> <p>Our pastoral lead offers a small range of interventions and 1:1 tuition for the few children who require additional SEMH support or for our children who have limited English and need some initial support with talking in English.</p> <p>On occasion, more specialist professionals may be used for bespoke or specialist intervention Eg play/sand therapy for our disadvantaged children.</p>	<ul style="list-style-type: none"> The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. 	
<p>Bespoke resources/training and uniform</p>	<p>Some of our disadvantaged pupils may benefit from specific resources that may help teachers and teaching assistants support them to deal with their experiences.</p> <p>Eg Books about separation, bereavement, parents with mental health difficulties.</p> <p>Uniform/book bags (if felt necessary)</p>	<p>2, 4, 5, 6, 7, 8.</p>
<p>Support with trips and visits</p>	<p>In order to enhance the curriculum, we organise enrichment days and trips. We ensure that all disadvantaged pupils are able to access these events through subsidising the cost.</p>	<p>1, 2, 4, 5</p>

Total budgeted cost: £ 40,165

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 2020 to 2021 academic year.

Overview of reading, writing and maths

Our data from the academic year 2021-2022 show that the gap between disadvantaged children and non-disadvantaged children is still present. The differences in percentages was greater in EYFS and Y1. **In Y2, the gap in reading and maths had closed significantly with just a few percentage difference in reading and maths.** The gap in writing is still greater and we possibly need to wait for the impact of some of the early oral language interventions to have an impact later on in KS1.

A significant factor that has impacted on our results is that throughout the academic year, we have had high mobility and a significant number of new pupils (up to 20% in some years) joining the school. Many of these pupils have started school from extremely low starting points (non-attendance at school as arriving from Eastern Europe) and with little or no English. Many of these pupils are also pupil premium.

Phonics screening

Similar results were evident for the phonics screening test with the difference between disadvantaged and non-disadvantaged being much greater in Y1 compared to Y2. **The difference between these two groups in Y2 was just 3% which is extremely pleasing.**

Attendance

Attendance for disadvantaged pupils was in line and overall, slightly higher than the attendance rate for non-disadvantaged pupils. However, overall attendance for the whole school is well below national expectations and this is an ongoing challenge and target for the school.

Parental engagement

Parent consultation evenings: Attendance for the October 2021 meetings was 67%. The attendance was slightly higher for the April 2022 meetings (74%).

Attendance at coffee mornings has increased from **3** at the first one in September 2021 to **27** in the summer term.

The school now has a PTA who are organising events and activities to involve parents, carers and pupils (Eg Ice-cream sales, summer fair).

The FSW is present at the beginning and end of the day on the school playground. As the year has progressed, it is felt that parents have increasingly engaged with the FSW and used her as a first point of call.

We feel parental engagement has improved throughout the year and our new EAL coordinator should only help to improve this further over the next academic year.

Wider opportunities and Enrichment

Breakfast club was well attended with around 40% of the pupils attending being disadvantaged.

Extra-curricular clubs have been well attended with nearly 50% of the pupils being pupil premium.

Music tuition did not take place. This was due to complications part way through the year with the enrolment process. It was also not helped by peripatetic teachers going to online due to ongoing issues with Covid-19. This online platform is not user-friendly for us due to needing an additional adult to supervise sessions and a device that can access TEAMS for children. It is hoped that this can be launched in the next academic year.

Pastoral interventions took place and SDQ scores showed that most pupils benefitted from these sessions.

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
Read Write Inc Phonics scheme (continued investment)	Ruth Miskin Phonics Programme

Service pupil premium funding (optional)

NA for Hatherley Infant School and Nursery as we have no pupils in receipt of the Service pupil premium funding at the moment.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

English as an Additional language (EAL)

Our pupil premium budget covers a small part of the funding for a specific EAL coordinator. As mentioned above, just over 50% of our disadvantaged pupils are EAL and this is growing. We feel an EAL coordinator is an integral part of our strategy planning in order to support teachers, pupils and families with their specific EAL needs.

Additional resources purchased – also linked to EAL

- Widgit online
- Racing for English
- EAL Hub membership
- Dual language books (Mantra Lingua)

TA specialised in speech and language support

As outlined above, we are striving to improve the oral language skills and vocabulary amongst our disadvantaged pupils. One of our TAs is taking on additional responsibilities and training to help support children who need intense speech and language intervention.

Rosenshein's Principles of Instruction

As a school, we are adopting Rosenshein's Principles of Instruction and using Tom Sherrington's workbook to address these. We feel these principles will enhance our 'Quality First Teaching' and in doing so, will benefit many of our children, including our disadvantaged, who present with so many barriers to learning (see 'challenges above').