



# HATHERLEY INFANT SCHOOL



## Pupil Premium Strategy Statement 2018 - 2019

At Hatherley Infant School we use our own and others' experiences to allocate funding to activities that are most likely to have an impact on improving achievement. Through the use of Pupil Premium we strive to close the achievement gap between those children who qualify and their peers and also provide them with strong pastoral support. We use the funding we gain through Pupil Premium grant to ensure provision of a bespoke programme that meets the current needs of our current Pupil Premium pupils. This provision is reviewed, adapted and changed annually to ensure we reflect what is working well and avoid that which is not having the desired impact. Our aim is also to ensure that these children fulfil their potential regardless of the gap and that all our children in school make the necessary outstanding progress.

Pupil Premium funding allocated to the school is based on the number of pupils who have been eligible for Free School meals in the last 6 years, or who are looked after by the Local Authority.

<b>Numbers of Pupils and Pupil Premium (PP) received 2018/2019</b>	
Total number of pupils on roll – Autumn Census 2018	173
Number of PP Pupils, Reception to Y2 (ever 6 FSM)	53
Service Children (ever 4 SC) - £300/pupil	0
Looked After Children - £1900/pupil	0
Percentage of pupils eligible for PP	30.64% - Ever 6 FSM
Amount of PP received per pupil	£1320
Total amount of PP received	£69,960
<b>Contextual Information</b>	
Hatherley Infant School attracts pupils from widely differing socio-economic and cultural backgrounds and from many different faiths. Our pupils speak 20 different languages with no dominant group. They come from 18 ethnic groups and there are 4 faith groups. There are currently 173 children on role.	

<b>EYFSP attainment 2018</b>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Within school gap</i>	<i>National all</i>	<i>School gap to national</i>
<b>% achieving at least the expected standard in reading</b>	44%	41%	+3pp	77%	77-42 = -35pp
<b>% achieving at least the expected standard in writing</b>	44%	37%	-7pp	74%	74-39 = -35pp
<b>% achieving at least the expected standard in numbers</b>	67%	46%	-21pp	80%	80-53 = -27pp
<b>GLD</b>	44%	37%	-7pp	72%	72-39 -33pp
<b>Phonics – Y1</b>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Within school gap</i>	<i>National all</i>	<i>School gap to national</i>
<b>% achieving expected standard in phonics</b>	55%	85%	-30pp	83%	83-72= -11pp
<b>End of Key Stage 1 - 2018</b>	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Within school gap</i>	<i>National all</i>	<i>School gap to national</i>
<b>% achieving at least the expected standard in reading</b>	44%	74%	-30pp	75%	75-65 = -10pp
<b>% achieving at least the expected standard in writing</b>	31%	59%	-28pp	70%	70-51 = -19pp
<b>% achieving at least the expected standard in maths</b>	44%	77%	-33pp	76%	76-67 = -9pp

### **Barriers to future attainment (for disadvantaged children)**

Barriers to learning are addressed for individual children throughout the academic year through continuous formative assessment. There are 3 summative assessment points and during pupil progress meetings, interventions are planned and additional resources deployed to support children at risk of under achieving. Barriers to learning are also identified in interviews with children and parents/carers and support for families is deployed on an individual basis. Barriers include:

- Reading, writing and mathematics
- Personal, social and emotional development
- Lack of confidence and poor self-esteem
- Lack of listening and attention skills
- Attendance
- General support at home
- Behaviour
- Communication or speech difficulties
- Family circumstances including financial position
- Lack of social, communication, relationship skills
- Level of educational support at home
- Poor timekeeping
- Lack of motor skills

<b>Outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )	<b>Success criteria</b>
1. To close/narrow the performance gap between disadvantaged children and their peers	Narrowing of the gap throughout the academic year.
2. Good/outstanding teaching provision	Lesson observation, books looks, data and pupil responses will evidence good/outstanding teaching provision
3. Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills	Programmes of support show progress and confidence gained.
4. Improved attendance of disadvantaged children	An improvement on the same group of children from last academic year.
5. Pastoral Support to ensure <ul style="list-style-type: none"> <li>a. children's essential skills and resilience are developed</li> <li>b. families in crisis or needing timely advise are supported</li> </ul>	Children should show improved learning behaviours and increased readiness to learn Chronologies and case studies will demonstrate the impact of individual and family support.

### Planned Expenditure

<b>Area of spending</b>	<b>Action</b>	<b>Cost</b>
Quality First Teaching  Desired Outcomes 1 & 2	<p>Staff professional development including:</p> <ul style="list-style-type: none"> <li>• Talk for Writing training for 3 new teachers and subsequent development days/staff meetings to improve language for writing and writing opportunities across the school.</li> <li>• Continued Development days/embedding mastery in maths with Maths specialist (Steve Lomax), with additional support for new Maths subject lead.</li> <li>• Ongoing training/staff meetings for teaching of phonics/RWI – central training and in house development days with trainer.</li> </ul> <p>Achievement for All Programme:</p> <ul style="list-style-type: none"> <li>• Termly reviews and staff training in Achievement for all principles, Structured Conversations, Middle Leaders</li> </ul>	£13,972
Intervention  Desired Outcomes 1, 2 & 3	<p>A range of interventions for all year groups including:</p> <ul style="list-style-type: none"> <li>• 1:1 phonics, whole class phonics interventions</li> <li>• Speaking and listening interventions – 1:1 and small group interventions -Talk Boost</li> <li>• Intervention groups led by Pupil Premium Teaching Assistant (TA) and Class based TA's</li> </ul>	£29,657

Resources Desired Outcomes 1, 2, 3 & 5	<ul style="list-style-type: none"> <li>• Nurture group resources</li> <li>• Lego</li> <li>• Family make and create / breakfast club resources</li> </ul>	£1000
Attendance Desired Outcomes 4	Breakfast Club Provision in order to encourage and develop good attendance habits	£4,158
Pastoral Desired Outcomes 1, 4 & 5	<p>Training for Pastoral Team</p> <ul style="list-style-type: none"> <li>• ELSA supervision</li> <li>• Lego Therapy</li> </ul> <p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> <li>• The safeguarding of all children in school</li> <li>• As needed, behaviour contracts, motivational charts and Pastoral Support Plans.</li> <li>• Weekly nurturing pastoral support in small groups to help promote positive self-esteem</li> <li>• 1:1 support for SEMH and story making /vocabulary development – Sand Tray Play and Lego Therapy</li> <li>• Transition support in small groups to help children prepare to move to new settings</li> <li>• Work with families on a daily basis to meet any unmet needs and provide positive parenting courses and support for behaviour, benefits and bereavement as well as links to housing, domestic violence and substance misuse support.</li> <li>• Family Make and Create sessions</li> </ul>	£29,864.74
		<b>£78651.74</b>

**Plan of actions 2017 - 18**

Desired Outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead	Review Date
Good/Outstanding Teaching provision	<p>Specialist Writing, Maths and phonics training and support</p> <p>Development of Talk for writing throughout the school</p> <p>Further development of Mastery in Maths</p> <p>In house coaching, particularly in maths, phonics and writing</p> <p>Specific professional development for individuals</p>	<p>Following the loss of half teaching staff and subsequent recruitment of 3 new teachers, it is necessary to ensure all new staff have been trained in agreed approaches (pedagogy) and schemes for teaching and learning (RWI Phonics, Talk for Writing and Mastery in Mathematics).</p>	<p>Talk for Writing, Maths and Phonics development days with specialist trainers - external support and coaching to ensure high quality implementation and monitoring of agreed approaches throughout the year (3 times per year) through development days with external specialists, with coaching offered as appropriate.</p> <p>Training day for new staff on Talk 4 Writing</p> <p>English, Maths and Phonics improvement plans to be reviewed continually</p> <p>Writing and Maths book looks and lesson observations</p>	<p>FB working with Helen Harris (RWI)</p> <p>FB and Maria Richards external consultant. GP and Steve Lomax (GLOW maths) working with GP</p>	<p>X 3</p> <p>X 3</p> <p>X3</p>
To close/narrow the performance gap between disadvantaged children and their peers in writing and maths	<p>Continued development of mastery approach in mathematics using external specialist</p> <p>Talk for Writing whole school training and development days to increase opportunities and expertise in teaching for writing.</p>	<p>School gap between disadvantaged and other at end KS1 widened in 2018: Reading – 30% Writing – 28% Maths – 33%</p> <p>Many children have difficulty with sentence composition and limited vocabulary – Talk for Writing will support oral rehearsal of composition as well</p>	<p>Focus on disadvantaged group during each assessment point</p> <p>Termly target setting and tracking of all pupils and pupil premium pupils.</p> <p>Pupil Progress meetings to identify progress, underachievement, interventions and impact.</p>	<p>GP/FB</p> <p>FB</p>	<p>Term 1 and 3</p>

	<p>Continued speedy acquisition of early phonics skills through the use of the ReadWriteInc programme.</p> <p>Purchase of ReadWriteInc development days to provide additional coaching and modelling of how to move identified target children/groups on in their phonics learning.</p> <p>Pupil Premium HLTA leading and delivering interventions.</p> <p>Purchase of Achievement for All programme to support closing gaps for Pupil Premium pupils.</p>	<p>as support the development of a broader vocabulary.</p> <p>School gap between disadvantaged and other in Phonic Screening Check closed in 2017 but increased in 2018 with 55% disadvantaged and 82% other achieving the pass mark.</p> <p>Designated member of staff will be able to support and accelerate progress for pupil premium pupils.</p> <p>AFA was recommended through Pupil Premium Review as a programme which has an impact on closing gaps.</p>	<p>Termly development days to refine practice and ensure expectations are sufficiently high for pupil premium pupils.</p> <p>Focus on disadvantaged group during each assessment point</p> <p>Termly target setting and tracking of all pupils and pupil premium pupils.</p> <p>Pupil Progress meetings to identify progress, underachievement, interventions and impact.</p> <p>Termly review of pupil premium pupil progress.</p> <p>Implementation of strategies recommended eg structured conversations</p>	<p>FB</p> <p>JG/KRa/TB</p>	
<p>Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills</p>	<p>Additional opportunities for children to develop speaking, listening and communication skills.</p> <p>Support to widen vocabulary and speak in complete sentences with improved clarity and grammar through Talk for Writing</p>	<p>An ever increasingly high percentage of children enter school with delayed speech and language, limited vocabulary and frustrated at their inability to communicate effectively.</p> <p>This impacts on:</p> <ul style="list-style-type: none"> <li>ability to express feelings and emotions</li> </ul>	<p>Talk for Writing development days identify high quality oral retelling to consolidate composition and vocabulary.</p>	<p>KR, FB &amp; AH</p>	<p>Ongoing</p>

	Speech and language intervention programmes	<ul style="list-style-type: none"> <li>early acquisition of phonics and reading</li> <li>ability to explain reasoning and solving of problems</li> <li>composition and structure in writing</li> </ul>	Talk Boost programme followed and monitored by Inclusion Lead to ensure impact.	KRa	
To improve attendance of disadvantaged children	Child and Family Support Worker to continue to support families to improve attendance and welfare to work alongside the School Attendance Officer.  Develop actions following monitoring of attendance in relation to working with children, working with families and working with other agencies.	Although the gap between disadvantaged children and others closed for attendance in 2017, this gap widened again in 2018 with absence for pupil premium pupils at 9.5% compared to non pp at 5.7% Disadvantaged children continue to be a group whose attendance requires constant support and improvements including for persistent absenteeism (Disadvantaged 23.3%, non 15%).	Attendance action plans which are regularly reviewed (including AIP's)  Attendance figures reported to Governors.  Governor link visits to discuss attendance.  Close liaison with Education, Performance and Inclusion Team.	Attendance Team	Ongoing
	Provision of Family Learning Workshops/ Family Make and Create sessions/ Fun early morning Reading sessions	Family Learning Workshops for parents and other family sessions, support family understanding of the importance of regular and punctual attendance.	Monitor take up and engagement of these sessions.	SB and KP	
	Introduction of a Breakfast Club	Breakfast Club recommended in Pupil Premium Review	Promote and monitor take up of this new initiative of free sessions for Pupil Premium families. Monitor impact on attendance for these pupils.	KP	
	Introduce Structured conversations as a strategy to raise awareness and seek improvement in attendance	Structured conversation training recommended as part of the AFA programme.	Staff training by AFA tutor in leading structured conversations and these beginning to become part of practice.	JG Class teachers	

<p>Pastoral Support to ensure:</p> <ul style="list-style-type: none"> <li>children's essential skills and resilience are developed</li> <li>families in crisis or needing timely advise are supported</li> </ul>	<p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> <li>The safeguarding of all children in school</li> <li>As needed, behaviour contracts, motivational charts and Pastoral Support Plans alongside mentoring from Learning mentor and support from external agencies when appropriate</li> <li>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</li> <li>1:1 support – Sand Tray Play and Lego Therapy</li> <li>Daily support to meet any unmet needs and provide positive parenting courses and support for behaviour management, benefits and bereavement as well as links to housing, domestic violence and substance misuse support. Support for Families in crisis</li> <li>Family Make and Create sessions</li> </ul>	<p>Pedagogical research through the EEF and other sources closely link the development of essential skills to academic performance and wellbeing.</p> <p>Initiatives chosen to link to EEF toolkit effective approaches are: Social and Emotional learning (+4 months) Parental involvement (+3 months)</p>	<p>Family Support Worker and Learning Mentor works closely with the Inclusion Lead/SENDCo and the SLT.</p> <p>Nurture group annual schedule established and monitored. Questionnaires used at start and end of nurture programmes to measure impact. Supervision for Sand Tray Play</p> <p>Chronologies and case studies to demonstrate the impact of individual and family support. These children should show improved learning behaviours and increased readiness to learn</p>	<p>Family Support Worker</p> <p>Learning Mentor/TA</p> <p>Inclusion Lead</p>	<p>Ongoing</p>
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External Pupil Premium Review completed – MARCH 2018