

Pupil premium strategy statement 2019-20

Hatherley Infant School

The Pupil Premium Grant was introduced by the Government in April 2011. It is additional to our main school funding and is seen as a way to address the national inequalities between students who have been eligible for free school meals (FSM) at some point in the last 6 years, children in care and other disadvantaged children. The current level of pupil premium funding for the majority of our children is £1320.

The numbers of children eligible for the pupil premium grant varies throughout the year but at present, 36 children at Hatherley Infant School are registered for the Pupil Premium (September 2019) and in April 2019, the school received an additional £59,400. The school uses its pupil premium funding to remove barriers to learning and put in place strategies to support and accelerate the children's learning, particularly in the key areas of reading, writing and mathematics.

Pupils struggling to achieve age-related standards of attainment may be faced with one or more of the barriers to learning listed below. However, although there is a stronger association between these barriers and eligibility for the pupil premium, these challenges may be faced by other children, and the school also aims to provide support for those pupils from the main school budget.

Contextual Information

Academic Year	2019-2020	Total PP budget (received April 2019)	£ 59,400	Dates of PP reviews	March 23 rd 2018 (external consultant)
Total number of pupils	144	Number of pupils eligible for PP	45		September 2019 (internal review)

Cohort information Ever6/FSM (Sept 2019)

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	22	61%
Girls	14	38.8%
SEN support	10	27.77%
EHC plan	0	0
EAL	9	25%

Percentage of pupils reaching the expected standard or above 2019

Year R	GLD*	Reading	Writing	Numbers	Shape, space and measure
Disadvantaged	22.2%	33.3%	22.2%	44.4%	50%
Non-disadvantaged	59%	71%	59%	68%	76%

*GLD: Good Level of Development

Year 1 Phonics	
Disadvantaged	80%
Non-disadvantaged	69%

Key Stage 1 (End of Year 2)	Reading	Writing	Maths
Disadvantaged	65%	59%	82%
Non-disadvantaged	84%	81%	87%

Barriers to future attainment for pupils eligible for PP

- Paucity in language development
- Poor literacy skills
- Low aspirations
- Poor attendance

Barriers to learning for our children and their families

24% of the pupils in our school have special educational needs and one pupil has an Education, Health and Care Plan. Of the 30 children currently eligible for pupil premium, 10 (33%) also have special educational needs. In addition 50 children (35%) of all pupils are on the vulnerable pupils register and 60% of PP pupils have been identified as vulnerable. We frequently need to work with children and families to overcome emotional wellbeing and behavioural issues before we can achieve effective learning and active engagement in education. For some of our parents, support for their child's education is limited by their own negative experiences of school as well as by their current or previous circumstances.

The current main specific barriers to the children's learning are:

Specific barriers for current Reception children	Specific barriers for current Year 1 Children (based on EYFS data)	Specific barriers for current Year 2 Children (based on Y1 data)
Social communication, speech and language. Emotional needs due to issues arising from home circumstances	54% of PP children did not achieve the ELG for reading or numbers and 63% did not achieve the ELG for writing. A high percentage of these pupils are SEND. Emotional needs due to issues arising from home circumstances	20% of Y2 PP children did not achieve the expected standard in the Year 1 phonic screening assessment 53% of Y2 PP children did not achieve age related expectations in reading at the end of Year 1 Emotional needs due to issues arising from home circumstances

Barriers to future attainment	
In school barriers (<i>issues to be addressed in school</i>)	
1.	Oral language skills in Year R are low, particularly for pupils eligible for PP. 74% PP pupils have language skills which are significantly below expected on entry. This slows progress in literacy in subsequent years.
2.	Data analysis shows in-school gaps against non-PP pupils and against pupil national attainment in the core subjects for year groups.
3.	PP children can suffer from low self-esteem and have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which require action outside school</i>)	
4.	Attendance for pupils eligible for PP is 91.5%. This reduces their school hours and causes them to fall behind (on average) The attendance gap between disadvantaged pupils (91.5%) and non-disadvantaged pupils (94.4%) is 2.9%.
Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
1. Children's speech, language and communication skills are age appropriate.	PP children are meeting age expected outcomes in speech, language and communication.
2. Children can apply strategies to read and spell age related expectation words.	In independent reading and writing tasks PP children can read and spell words as outlined in the national curriculum programmes of study in English
3. Children are working at age related expectations.	End of EYFS and Key Stage 1 results demonstrate that disadvantaged children are achieving at least in line with the national expectations.
4. Children are motivated and fully engaged in education.	Children and parents demonstrate motivation and an understanding of the value of education, as evidenced in reading record books, class work, homework and attendance at parents-teacher meetings.
5. Children attend school regularly and punctually.	The attendance of PP pupils is in line with that of other pupils.

Planned expenditure					
Academic year		2019 - 20			
Quality of teaching for all					
Intended outcomes	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for all pupils in receipt of PP in English and Maths.	Provision of high quality teaching and consistently high standards through effective monitoring, training and best practice.	Responding to evidence from data.	Regular work scrutiny and lesson observations in phonics, reading, writing and maths will be undertaken to ensure teaching is at least good or better and that children are making the expected progress, or above. External consultants (EYFS consultant, RWI phonics trainer, Talk for Reading / Writing consultant, GLOW Maths Hub consultant) used to support this and provide coaching/training where appropriate and to further improve quality first teaching.	HT/SLT	Interim review March 2020 Final review October 2020
Narrowing the attainment gap in English and Maths.	<p>Implementation of strategies to accelerate the progress of targeted pupils, i.e. individual reading support.</p> <p>Moderation of PP books in reading, writing and maths (internal and external).</p> <p>Ensure all assessments accurately reflect the PoS in English and Maths. High quality resources are provided in reading, writing and Maths. Ensure Staff know which books to provide to pupils</p>	<p>From the data analysis it shows a gap in attainment.</p> <p>Target high quality interventions to help in narrowing this gap and provision of high quality feedback.</p> <p>Progress reviews.</p> <p>Responding to hear pupils at the early stage of reading.</p>	<p>Data analysis on all groups of pupils and pupil tracking progress with SLT.</p> <p>Monitoring impact of intervention programmes every half term, e.g. reading support.</p> <p>Scrutiny of reading records and pupils' books will ascertain progress in learning and coverage of the Programme of Study.</p> <p>Class weekly reviews Update provided to Staff on progress termly.</p>		

	who are at the early stages of reading.		CPD for staff through Talk 4 Reading inset training and monitoring to support progress on early reading.		
Improve esteem and confidence levels to achieve higher rates of progress.	<p>Child and Family Support Worker/Inclusion Team to provide direct support to children with emotional / behavioural needs (e.g. ELSA/Sand Tray Play/Lego therapy etc)</p> <p>UNICEF Rights Respecting School membership / ethos</p>	<p>Effective provision across the school to ensure inclusion of children and engagement in learning and promoting self-esteem.</p> <p>Staff discussion regarding pupils in reviews noted that self-esteem and confidence were a barrier to progress.</p>	<p>Provision and impact will be monitored to ensure value for money.</p> <p>Pupil conferencing and work scrutiny to gauge pupil engagement and level of self-esteem.</p> <p>Commitment to implementing the Convention for Rights of the Child. Whole school ethos is upheld by everyone.</p>	<p>Inclusion Lead SLT Child and Family Support Worker</p> <p>RRS Lead</p>	<p>Interim review March 2020</p> <p>Final review October 2020</p>
Improve attendance for PP pupils.	<p>Attendance Officer to monitor and provide half termly reports on attendance of PP pupils.</p> <p>Attendance Officer and FSW to implement and review strategies to support attendance.</p> <p>Pupil Progress meetings identify PP pupils for class teachers to hold 'structured conversations' which include focus on attendance.</p> <p>Continue to run Breakfast Club</p>	<p>Invite parents to Attendance Improvement meetings with HT/Attendance Officer/FSW to explain impact of poor attendance on learning.</p> <p>As part of AFA programme, classteachers are well placed to highlight impact of poor attendance on learning (with interpreters as necessary)</p> <p>Breakfast Club has had some impact on attendance for PP pupils</p>	<p>Analysis of attendance records will identify where further support might be needed, e.g. referral to Early Help.</p> <p>Termly</p> <p>AFA termly reviews Termly pupil progress meetings</p> <p>Termly analysis of attendance at club and attendance percentages.</p>	<p>HT/ AO/ FSW</p> <p>AFA coach Inclusion Lead HT Teachers</p> <p>HT/ AO/</p>	<p>Interim review March 2020</p> <p>Final review October 2020</p>
Total budgeted cost:					£28,286

Targeted support					
Intended outcomes	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for all pupils in receipt of PP in English and Maths.	<p>Speech and language support in school.</p> <p>One to one Reading support with TA for reading to develop fluency and comprehension.</p> <p>Precision teaching of Common exception words.</p> <p>Additional handwriting support with TA to improve letter formation.</p> <p>Small group / 1:1 phonics support with TA.</p> <p>High quality resources for Maths and English.</p> <p>Coaching and CPD for teaching and support staff.</p> <p>Introduction of daily Teacher Assessment Records (TARS) enabling identification of pre-post teach needs at the point of learning.</p> <p>Homework club to support home learning activities</p>	<p>Effective speech and language support boosts children's language and communication skills.</p> <p>Targeted support based on prior attainment and progress as evidenced by data analysis and book scrutiny. 1-1 and small group support is effective in addressing specific skills; e.g. handwriting, reading fluency, application of known phonic strategies and comprehension (having the opportunity to discuss a book with an adult).</p> <p>High quality learning resources and CPD will enable faster progress.</p> <p>Targeted support to intervene at the point of learning in order to reduce the likelihood of gaps being created.</p> <p>A high number of PP children are not accessing home learning opportunities such as regular practice of key skills.</p>	<p>Monitoring of progress data following intervention, e.g. half-termly phonic checks, pupil progress meetings, arithmetic and reasoning checks and reading fluency and comprehension checks.</p> <p>Ensure those pupils at the early stage of reading are targeted with books that enable faster progress in reading whilst building skills.</p> <p>Review and adapt support from analysis.</p> <p>Monitoring and coaching during development days for RWI phonics, Talk for Reading, Talk for Writing and Mastery in Maths</p> <p>Data analysis from progress reviews on PP pupils will identify impact of intervention programmes.</p> <p>Monitoring of TARS and TA pre-post teach records</p> <p>Monitoring of Homework Club sessions</p>	Inclusion Lead/HT/ESL/MSL EYFS Lead	<p>Interim review March 2020</p> <p>Final review October 2020</p>
Total budgeted cost:					£23,417

Other support					
Intended outcomes	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents to have a fuller understanding of the curriculum and how children learn to be equipped to further support their child/children at home.	Parent workshops in English and Maths.	Evidence of low levels of support with home learning tasks.	Feedback /Evaluation forms	HT/SLT	Interim review March 2020
	Family Make and Create sessions.	Make and Create sessions have previously had positive impact on parental engagement.	Homework	FSW	Final review October 2020
	Structured conversations	Any previously unknown barriers may be identified and further support or suggestions offered.	Pupil Conferencing Work scrutiny and pupil progress meetings	Inclusion Lead FSW	
Families in crisis or needing timely support are supported	Weekly early morning reading sessions	Data shows a need to increase the number of PP pupils who are reading regularly at home.	Attendance at TAC, TAF, CIN meeting attendance including Early Help referrals.		
	Support to meet any unmet needs and provide support for e.g. positive parenting, behaviour management, benefits and bereavement as well as links to housing, domestic violence and substance misuse support.	High percentage vulnerable families requiring bespoke support.	Family Support Worker works closely with our Inclusion Lead and the SLT. There is a register of families who receive support and this is monitored and updated regularly.		
	Holiday Club	Children from families experiencing trauma or very challenging circumstances are offered a place at Holiday Club			
Total budgeted cost:					£12,782