

Pupil premium strategy statement – Hatherley Infant School

1. Summary information					
School	Hatherley Infant School				
Academic Year	2020	Total PP budget	£53,134	Date of most recent PP Review	March 23rd 2018 (external consultant) September 2019 (internal review)
Total number of pupils	123	Number of pupils eligible for PP	29 (24%)	Date for next PP Strategy Review	July 2021

Cohort Information		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE IN GROUP
Boys	12	41%
Girls	17	59%
SEN Support	6	21%
EHC Plan	0	0%
EAL	13	45%

2. Reception (current Y1's) 2019 – 2020 data				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD	TA – 1 out of 10 pupils were on track for GLD prior to Covid 19 lockdown = 10%	<i>71% (all)</i>	TA - 2 out of 37 pupils were on track for GLD prior to Covid 19 lockdown = 5%	

Reading	TA – 7 out of 10 pupils were on track for EXS prior to Covid 19 lockdown = 70%	76% (all)	TA – 21 out of 37 pupils were on track for EXS prior to Covid 19 lockdown = 57%	
Writing	TA – 8 out of 10 pupils were on track for EXS prior to Covid 19 lockdown = 80%	73% (all)	TA – 24 out of 37 pupils were on track for EXS prior to Covid 19 lockdown = 65%	
Maths	TA – 9 out of 10 pupils were on track for EXS prior to Covid 19 lockdown = 90%	79%(all)	TA – 25 out of 37 pupils were on track for EXS prior to Covid 19 lockdown = 68%	
Key Stage 1 (End of Year 2) 2019 – 2020 data				
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving R, W and M	6/16 = 38% were on track to achieve EXS in R, W, M prior to Covid 19 lockdown		10/30 = 33% were on track to achieve EXS in R, W, M prior to Covid 19 lockdown	

Reading	TA – 6 out of 16 pupils were on track for EXS prior to Covid 19 lockdown = 38%	79%	TA – 12 out of 30 pupils were on track for EXS prior to Covid 19 lockdown = 40%	79%
Writing	TA – 6 out of 16 pupils were on track for EXS prior to Covid 19 lockdown = 38%	74%	TA – 11 out of 30 pupils were on track for EXS prior to Covid 19 lockdown = 36%	74%
Maths	TA – 7 out of 16 pupils were on track for EXS prior to Covid 19 lockdown = 44%	80%	TA – 14 out of 30 pupils were on track for EXS prior to Covid 19 lockdown = 47%	80%
Year 1 Phonics (to be sat in the Autumn Term)				
Disadvantaged		Current prediction: 69%		
Non – Disadvantaged		Current prediction: 81%		
Barriers to future attainment (for pupils eligible for PP)				
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>				
A.	Poor oral language skills			
B.	Below expected attainment on entry			

C.	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 also require action outside school, such as low attendance rates</i>)	
D.	Attendance

3. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
1.	Improve attainment for Pupil Premium children	Pupil Premium children will make accelerated progress through quality first teaching and targeted interventions
2	Increase Parental engagement	A higher percentage of children are completing home learning tasks
3	Improve attendance rates	PP attendance is in line with non -pp attendance
4	Catch up gaps – lockdown 19' addressed and closed	Children catch up on lost curriculum learning
5	Pupil premium children will be supported emotionally and socially	Children are able to access the curriculum

4. Planned expenditure					
Academic year		2020 - 2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To raise attainment for pupil premium children</p> <p>B, 1, 4</p>	<p>Improve the quality of English and Maths teaching</p>	<p>Percentage of disadvantaged children currently at ARE. Children begin in the EYFS with low attainment.</p> <p>The EEF states: What happens in the classroom makes the biggest difference: <i>improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</i></p>	<ul style="list-style-type: none"> * Subject action plans set clear targets for improvement * Lesson observations focus on Reading, Writing and Maths * Training is given to staff to raise the standards of teaching * Mastery Learning is embedded for Maths 	<p>KN, FB, SB</p>	<p>Autumn, Spring and Summer Terms</p>
<p>Improve oracy</p> <p>A, 1, 4</p>	<p>Join the Voice Gloucestershire project</p>	<p>The EEF states that: <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p>	<ul style="list-style-type: none"> * Will be led by members of SLT * Communication will be relayed to the Local Authority as it is a Gloucester County Council project 	<p>FB, PR</p>	<p>Spring and Summer Terms</p>

<p>To raise attainment for pupil premium children</p> <p>B, 1, 4</p>	<p>Catch up tutoring sessions</p> <p>Identify and fill gaps from previous academic year</p>	<p>The EEF states that: <i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>Current Government advice is that disadvantaged pupils have been adversely affected by lockdown.</p>	<p>Catch up tutoring sessions will begin for Y2 in the Autumn Term</p> <p>NTP sessions</p> <p>Assessments within subject areas identify gaps and these are addressed</p> <p>PUMA tests purchased</p> <p>RWI online subscription purchased</p>	<p>KN, FB</p>	<p>Autumn, Spring, Summer</p>
<p>To raise attainment for pupil premium children</p> <p>B, 1, 2</p>	<p>Introduction of the Home school policy</p> <p>Ensure that Parents/Carers are aware of how they can support attainment</p>	<p>The EEF states: <i>It is certainly the case that schools whose pupils do homework tend to be more successful. However it is not clear whether use of homework is a reason for this success.</i></p>	<p>Home learning – doodles, reading and Inter Rail championed</p> <p>RWI online subscription purchased</p> <p>Clear information given to parents – policy available on the website</p>	<p>KN, FB, GP</p>	<p>Autumn, Spring, Summer</p>

<p>To raise attainment for pupil premium children</p> <p>B, 1, 4</p>	<p>Make improvements to remote learning</p>	<p>The EEF states that: <i>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</i></p>	<p>Introduction of the RWI video links</p> <p>Staff training for online learning</p> <p>Use voice overs on PPT's and Sway</p> <p>Add feedback forms</p> <p>Monitor the daily access to online work and Doodles</p> <p>Investigate a 'further contact' method</p>	<p>KN, FB, SB</p>	<p>Autumn, Spring, Summer</p>
Total budgeted cost				<p>RWI Training - £1500 RWI online subscription £1000</p>	
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To raise attainment for pupil premium children</p> <p>B, 1, 4</p>	<p>Targeted support in the afternoons</p> <p>One to one interventions for Inter Rail, Reading and RWI</p> <p>My plan targets are smart and reviewed regularly</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact</p>	<p>LP's will receive training on RWI and Inter Rail</p> <p>Time will be protected for interventions to take place</p> <p>The quality of the interventions will be monitored</p> <p>SENDCO to ensure that targets are SMART and progress is being made.</p>	<p>KN, KR</p>	<p>Autumn, Spring and Summer</p>
Total budgeted cost					<p>£23,723</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Improve attendance for pupil premium pupils</p> <p>D, 2, 3</p>	<p>Staff member assigned to attendance – tracking and communicating with parents</p>	<p>The rationale is that in order to achieve well children need to attend school. If children are unable to attend due to isolation reasons then it is important that parents understand the actions that need to be taken to complete online work.</p>	<p>Regular meetings to discuss attendance figures, barriers and communication. Daily contact with families Review of the attendance policies and procedures</p>	<p>KN, KR, SB</p>	<p>£7500</p>
<p>For pupil premium children and their families to be supported pastorally</p> <p>C, 5</p>	<p>Staff member assigned to supporting children and their families pastorally</p>	<p>The EEF states that: <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>Needs of pupils and families identified Regular meetings held to identify support</p>	<p>KR</p>	<p>£7,500</p>

<p>To ensure that PP children are ready for the school day</p> <p>D, 3</p>	<p>Breakfast Club</p>	<p>The EEF states: <i>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</i></p>	<p>Pupil Premium children to attend breakfast club – this has been on hold due to covid restrictions.</p>	<p>KN, AN</p>	<p>Staffing £6,335 Groceries £400 Cool Milk £500</p>
<p>Trips and Experiences funded for Pupil Premium children</p> <p>A, C, D, 3, 5</p>		<p>This encourages parents to sign up initially now that UIFSM are in place. This also ensures that disadvantaged children access all areas of the curriculum</p>	<p>This will be assessed as the needs arise – what will be beneficial for the children based on their areas of needs.</p>	<p>KN</p>	<p>£5,100</p>
Total budgeted cost					<p>£53,058</p>

