

# Pupil premium strategy statement: Hatch Warren Infant School ~ 2020-2021

## Background

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 24 hours or more. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress. Our aim is to close the gap between them and their peers.

## Definition of Pupil Premium and Free School Meals (FSM)

A child is entitled to Pupil Premium funding if the family is in receipt of certain benefits e.g child tax credit, income support etc. They will also be entitled to Free School Meals. Pupil Premium funding is also given to children who were previously entitled to benefits and free school meals. These children no longer meet the criteria (regarding benefits the family are in receipt of) but they still qualify for the additional funding up to 6 years. These children are known as EVER6. At the end of the 6 year period, the funding ceases.

The **Lead for Pupil Premium** for Hatch Warren Infant School is Michelle Moore (Headteacher), but all staff have responsibility for Pupil Premium and they are the champions for the children in their care ensuring that they have the best opportunities to succeed. The Governor responsible for monitoring is **Mike Randall**

## The Purpose of the Pupil Premium Grant

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how this money is spent since they are best placed to assess what additional provision should be made for the individual pupils. Schools are held accountable for how this funding is used.

At Hatch Warren Infant School, we provide teaching and learning opportunities for all of our pupils so that each child approaches, reaches, or exceeds, age-related expectations and that they make appropriate progress from their starting points. It is particularly important that the needs of vulnerable groups are met through appropriate provision and interventions. We are committed to ensuring maximum progress for all groups of children and strive to close any gaps. We actively promote equality of opportunity for all pupils, parents, staff and governors to create a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership systems ensure that Pupil Premium funding has the necessary impact including governors having responsibility for Pupil Premium and the Leadership Team leading a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Whole Governing Body committee, ensuring that the school is held to account for the impact of spending. A 'joined up' approach for the support of Free School Meal pupils is enabling us to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

### **Ofsted March 2017**

**Leadership Team** - "... considered how effectively leaders are supporting disadvantaged pupils to make good progress. Leaders are acutely aware that this group of pupils did not achieve as well as other pupils in 2016. Improving their performance is a priority for leaders and is an area the local authority has supported leaders to address. Leaders have a precise understanding of the needs of each individual pupil in this group, and have put in place effective support to address these needs. Short, intense strategies, such as 'pre-teaching', are successfully linked to the work pupils undertake in class. School tracking information and the work in pupils' books indicates they are now making good progress. Leaders evaluate each strategy to monitor its effectiveness and make any necessary changes. For example, leaders are finding the work of the emotional literacy support assistant and the phonics groups to be particularly effective. Leaders understand the need to continue to develop and embed this work, especially as the numbers of pupils in this group rise."

**Governors** - "they have a good understanding of how additional funding, such as that for disadvantaged pupils, is used."

1. Summary information					
School					
Financial Year	2020-2021	Total PP budget	£54,965.00	Date of most recent PP Review	September 2019 (monitored by WGB as part of LT report Summer 2019)
Total number of pupils	244	Number of pupils eligible for PP	37	Date for next internal review of this strategy	September 2020

2. Current attainment for 2018-2019 (Data for 2019-2020 N/A due to COVID19)				
	Pupils eligible for PP (your school)	Pupils not eligible for PP ( <i>national average</i> )	Pupils not eligible for PP ( <i>school average</i> )	
% achieving Good level of development (GLD) at the end of the Foundation Stage	62.5%	83%	84%	
% making progress in reading	47%	68.9%	68%	
% making progress in writing	47%	70%	68%	
% making progress in maths	41%	70%	68%	

3. Likely barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills) and Potential external barriers (issues which also require action outside school, such as low attendance rates)	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Low self-esteem and self- confidence prevents PP eligible children from participating fully in learning across the curriculum
C.	Delayed acquisition of phonics impacts on progress in reading
D.	Poor vocabulary enrichment impacts on both writing and maths attainment especially the higher and middle ability pupils
E.	Some pupils in receipt of Pupil Premium also have additional Special Educational Needs. Priority Needs are -Cognition and Learning/ Speech, Language and Communication needs/ Social, Emotional and Mental Health issues

<b>F.</b>	Parental engagement and low literacy levels of parents impact on pupil progress and the ability of parents to support pupils due to some having negative experiences of their own education
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<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>Language linking of all pupils to identify and create targeted language programmed to close the gap. Delivering of programmes by Speech and Language SNA</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year. All Non SEN PP achieve or exceed the ELG for Communication and Language</p>
<b>B.</b>	<p>All pupils will be able to articulate their learning and show confidence in their learning in all year groups but early intervention in the Foundation Stage 2020-2021 will be crucial to ensure the children can move forwards</p>	<p>Intervention in the Foundation Stage 2020-2021</p> <p>Pupils eligible for PP are confident in class and will achieve well thus impacting on their resilience and accelerate their learning through fluency and quicker recall of facts - PP pupils will make or exceed ARE by the end of KS1</p>
<b>C.</b>	<p>Pupils eligible for PP will have improved opportunities to access a range of texts and have support in phonics and spelling development</p>	<p>PP identified pupils make more progress in their reading and writing so that they are at or above ARE using data which is reviewed termly</p> <p>PP/SEND children to make progress appropriate to them as individuals</p>
<b>D.</b>	<p>Targeted interventions for number and phonics to ensure we close the gap quickly</p>	<p>PP pupils targeted via small interventions taught in two small groups with benchmarking and impact after 7 weeks</p>
<b>E.</b>	<p>Speech and language TA dedicated to language development in Foundation stage to ensure gaps are closed on entry</p>	<p>PP pupils identified from preschool visits via liaison with INCO team and preschool SENCOs - preschool visits thus allowing for early Language Link screening to rapidly close any on entry gaps - make a Good level of development by the end of their Foundation Stage year</p>
<b>F.</b>	<p>Ensure that all PP children are given an opportunity to make progress across the curriculum through identifying appropriate interventions that will enable them to have success following the COVID19 pandemic.</p>	<p>PP children's data will show all children have made appropriate progress from their starting point utilising the interventions/support put in place.</p>

5. Planned expenditure							
Financial year 2020-2021	£54,965.00						
The 3 headings below enable schools to demonstrate how they are using the PP to improve classroom pedagogy, provide targeted and whole school support / strategies.							
i. Teaching - Quality of teaching for all (linked to education Endowment Fund (EEF))							
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?	Cost	Lessons learnt (and whether you will continue with this approach)
All pupils will be able to articulate their learning and show confidence in their learning	Monitoring of staff and children	Children will identify areas that have been successful in their learning and develop the skills to tackle and achieve more success within their learning (linked to Growth mindset). Impact will be evaluated via data analysis and via Stuck and stall plans in each class.	Data review led Team leaders November 2020, March 2021 and June 2021 LT monitoring	LT SMT	September 2020- July 2021	£1,855	
Pupils eligible for PP will have improved opportunities to access a range of texts and have support for phonics/spellings. Support will also be put in place for maths to ensure they have the correct mathematical foundations in place.	Children work towards Age Related Expectation are clearly identified and their next steps are reviewed consistently through teacher assessment. New vocabulary is developed and challenge words are related to pupil writing to develop deeper levels of reading comprehension Maths interventions identify gaps which need targeted teaching/support	Link reading to writing through developing key word use and via focused guided reading planning to develop vocabulary enrichment.  Staff have reviewed reading / writing /maths targets on a termly basis  Use <b>Education Endowment Fund (EEF)</b> toolkits	Ensure all teaching staff have embedded their knowledge from in house training  English / Maths manager and English/Maths Excellence Team monitoring every term  Team leaders termly reports and monitoring  LT monitoring	English / Maths managers  SMT	Termly- progress leader reviews Excellence plan termly reviews LT monitoring Subject leader monitoring	£7,500 Additional classroom support in Year 1 and 2	

ii. Targeted academic 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?	Cost	Lessons learnt (and whether you will continue with this approach)
Improved Phonic skills for pupils eligible for PP in Foundation Stage and Year 1 with a catch up programme in Year 2. All PP pupils to make ARE for reading and pass the phonics screening checks unless SEND and their identified need means this is not	Daily phonics work in Year 2  Targeted work in Year 1 with children who did not pass our phonics check at the end of FS- precision teaching	Data reports show that early intervention will mean we meet the national target for phonics with PP pupils on track alongside their peers	Monitoring of phonics as a specific area and a dedicated check in FS/1/2 termly and reported in SMT by the Team leaders Review of teaching by English Manager to look at impact	English manager Monitored by HT/DHT	Every term data reports and pupil progress meetings	£16,500 Additional classroom support in Year 1 and 2	
Speech and language TA dedicated to language development in Foundation stage to ensure gaps are closed on entry	Language link screening of all pupils in Year R with follow up programme as required Speech and language programmes in place with regular interventions/support provided Attention Autism project with Year R	Increasing number of children entering Year R with language levels below expected and pre teaching/focused support essential to enable them to make progress.  Screen children using British Picture Vocabulary System in Autumn 1 and Summer 2 of Year R.	Monitoring programme and monitoring of data termly	HT/DHT Year R Team leader Speech assistant Year R	Every term data reports and monitoring	£1,000 and £9,500 for SNA	

iii. Additional approaches							
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?	Cost	Lessons learnt (and whether you will continue with this approach)
Ensure the wellbeing of the children is supported to enable them to be good learners	ELSA support for key children with planned weekly sessions and liaison with parents to ensure they are aware of support in place.	Wellbeing of the child is key to supporting them learn. Home factors impacting on attainment and need to provide children with strategies / tools to deal with to enable them to make progress	Monitoring data termly Discussion with ELSA and classteachers	ELSA LT team	Termly review with ELSA and classteachers to check support impacting on progress	£10,000	
Ensure all children have an equal chance to access trips and after school clubs available	To subsidise/fund school trips and after school clubs	To improve future life chances through widening the day-to-day experiences	Overseen by the Inclusion Manager and monitored by the Inclusion Manager and Deputy Headteacher. Class teachers may suggest specific children who they feel will benefit	DHT	Ongoing as needed	£1110	
All TAs used effectively to maximise effect on pupil attainment and to close the gap for the disadvantaged linked to COVID19 pandemic	Small intervention groups targeted at PP children (in and out of classroom)	Targeted interventions enable children to have time to understand misconceptions and to close gaps they may have in their knowledge	Team leaders will monitor year groups and will report to LT via termly data analysis reports and face to face meetings	LT	Ongoing but team leaders will report termly as part of data analysis	£7,500 Additional classroom support in Year 1 and 2	

This action plan will be reviewed termly and outcomes reported to Governors via the Leadership Report. Specific data for the pupil premium children in year groups and as a whole will be reported within this report following discussions with team leaders on the progress and specific planned actions for individual children.

6. Planned expenditure							
Academic year 2019-2020	£57,260.00						
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. Teaching - 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?	Cost	Lessons learned (and whether you will continue with this approach)
All pupils will be able to articulate their learning and show confidence in their learning	Monitoring of staff and children	Children will identify areas that have been successful in their learning and develop the skills to tackle and achieve more success within their learning (linked to Growth mindset). Impact will be evaluated via data analysis and via Stuck and stall plans in each class.	Data review led Team leaders November 2019, March 2020 and June 2020 LT monitoring	LT SMT	September 2019-July 2020	£1,000	School closure Spring 2 2020 - no end of year data available - continued foci 2020-2021



Pupils eligible for PP will have improved opportunities to access a range of texts and have support for phonics/spellings	Children work towards Age Related Expectation are clearly identified and their next steps are reviewed consistently through teacher assessment. New vocabulary is developed and challenge words are related to pupil writing to develop deeper levels of reading comprehension	Link reading to writing through developing key word use and via focused guided reading planning to develop vocabulary enrichment.  Staff have reviewed reading targets on a termly basis	Ensure all teaching staff have embedded their knowledge from in house training  English manager and English Excellence Team monitoring every term  Team leaders termly reports and monitoring  LT monitoring	English manager  SMT	Termly- progress leader reviews Excellence plan termly reviews LT monitoring Subject leader monitoring	£13,000 Additional classroom support in Year 1 and 2	School closure Spring 2020 - no end of year data available - continued foci 2020-2021. English Manager reviewed reading texts and new material purchased
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**ii. Targeted academic support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Improved Phonic skills for pupils eligible for PP in Foundation Stage and Year 1 with a catch up programme in Year 2. All PP pupils to make ARE for reading	Daily phonics work in Year 2  Targeted work in Year 1 with children who did not pass our phonics check at the end of FS- precision teaching	Data reports show that early intervention will mean we meet the national target for phonics with PP pupils on track alongside their peers.	Monitoring of phonics as a specific area and a dedicated check in FS/1/2 termly and reported in SMT by the Team leaders Review of teaching by English Manager to look at impact. . Data will be reported to governors in LT termly.	English manager Monitored by HT/DHT	Every term data reports and pupil progress meetings	£21,500 Additional classroom support in Year 1 and 2	School closure Spring 2020 - no end of year data available - continued foci 2020-

Speech and language TA dedicated to language development in Foundation stage to ensure gaps are closed on entry	Language link screening of all pupils in Year R with follow up programme as required Speech and language programmes in place with regular interventions/support provided Attention Autism project with Year R	Increasing number of children entering Year R with language levels below expected and pre teaching/focused support essential to enable them to make progress.	Monitoring programme and monitoring of data termly	HT/DHT Year R Team leader Speech assistant Year R	Every term data reports and monitoring	£1,000 and £9,500 for SNA	Support in place in Year R and impacting on progress of children. In Sept 2020, school will
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iii. Additional approaches							
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?	Cost	Lessons learned (and whether you will continue with this approach)
Ensure the wellbeing of the children is supported to enable them to be good learners	ELSA support for key children with planned weekly sessions and liaison with parents to ensure they are aware of support in place.	Wellbeing of the child is key to supporting them learn. Home factors impacting on attainment and need to provide children with strategies / tools to deal with to enable them to make progress	Monitoring data termly Discussion with ELSA and classteachers	ELSA LT team	Termly review with ELSA and classteachers to check support impacting on progress	£10,000	Support in place but with COVID19 mid year this has caused a lot of unease and it will be important to focus on this 2020-2021
Ensure all children have an equal chance to access trips and after school clubs available	To subsidise/fund school trips and after school clubs	To improve future life chances through widening the day-to-day experiences	Overseen by the Inclusion Manager and monitored by the Inclusion Manager and Deputy Headteacher. Class teachers may suggest specific children who they feel will benefit	DHT	Ongoing as needed	£1260	Key children highlighted and free places offered Autumn 1 and 2 2019 and Spring 1 2020.

This action plan will be reviewed termly and outcomes reported to Governors via the Leadership Report. Specific data for the pupil premium children in year groups and as a whole will be reported within this report following discussions with team leaders on the progress and specific planned actions for individual children.

Academic year 2018-2019		£55,610.00	
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.			
Quality of teaching for all			
Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All pupils will be able to articulate their learning and show confidence in their learning	Staff development and training around barriers to learning	Tracking system showed support in place for all groupings of children. Enabled staff to target interventions appropriately.	Time consuming completely written format so will revise to focus on PP children only.
Pupils eligible for PP will have improved opportunities to access a range of texts and have support for phonics/spellings	Children work towards Age Related Expectation are clearly identified and their next steps are reviewed consistently through teacher assessment. New vocabulary is developed and challenge words are related to pupil writing to develop	High level of support in place and interventions tracked through provision mapping/intervention overviews. All PP children made progress appropriate to them as individuals from their starting points.	Continue to provide appropriate support and to enable staff to adapt programmes to meet needs/interests of children they work alongside.
Improved Phonic skills for pupils eligible for PP in Foundation Stage and Year 1 with a catch up programme in Year 2. All PP pupils to make ARE for reading and pass the phonics screening	Daily phonics work in Year 2  Targeted work in Year 1 with children who did not pass our phonics check at the end of FS- precision teaching	Phonics teaching improved and monitored by the English hub in July 2019. Results disappointing with a few children on cusp of passing.	English manager to review delivery of phonics and to more closely monitor teaching and interventions provided. Purchase of more decodable reading books to support this.
Speech and language TA dedicated to language development in Foundation stage to ensure gaps are closed on entry	Language link screening of all pupils in Year R with follow up programme as required	Language of all children improved significantly. Higher % of pupils achieving CLL ELG at the end of FS from low starting point.	Increased amount of time available to support speech and language development in 2019-2020 as recognise this as a key area regarding intake of children from pre schools
Ensure the wellbeing of the children is supported to enable them to be good learners	ELSA support for key children with planned weekly sessions	Children, particularly FSM6, are provided with emotional support so that they can access their lessons. ELSA support is available most days	Approach will continue but ELSA exploring other training with support of Designated Mental Health Lead to develop repertoire of support available.