

Pupil premium strategy statement for Hatch Warren Infant School

School overview

Metric	Data
School name	Hatch Warren Infant School
Pupils in school	252
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£56,800.00
Academic year or years covered by statement	2018-2021
Publish date	May 2021
Review date	May 2022
Statement authorised by	Michelle Moore
Pupil premium lead	Michelle Moore
Governor lead	Mike Randall

Disadvantaged pupil progress scores for last academic year

Measures for EYFS	
Reading at end of EYFS expected or better	No attainment data
Writing at end of EYFS expected or better	No attainment data
Maths at end of EYFS expected or better	No attainment data

Measures for Phonics	
Phonics end of Year 1 - pass	No attainment data

Measures for KS1	
Reading end of KS1 ARE or better	No attainment data
Writing end of KS1 ARE or better	No attainment data
Maths end of KS1 ARE or better	No attainment data

Disadvantaged pupil performance overview for last academic year

Measure	Score
Achieving GLD	N/A
Passing Year 1 phonics screening	N/A
Meeting expected standard (RWM combined) at KS1	N/A
Achieving GDS (RWM combined) at KS1	N/A

Strategy aims for disadvantaged pupils

Measure	Activity	Target date
Priority 1	Continue to provide interventions for children working below expected levels in order to accelerate progress rates (phonics, reading, writing and maths).	July 2023
Priority 2	Provide pastoral support (in light of the lockdown, supporting children with resilience and confidence).	July 2022
Barriers to learning these priorities address	Entry levels low due to Lockdown and missed learning opportunities. Low levels of language and communication on entry. Attendance for some children. Varying degrees of home support during the Lockdown and during periods of isolation.	July 2023
Projected spending	£56,800.00	

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure staff are delivering suitable interventions to accelerate the understanding of phonics. Identify gaps in learning following disruptions to education and ensure all children are supported to make good progress.
Priority 2	Work with Excellence Teams in Maths and English to share and disseminate good practice to enable secure understanding of key skills across all staff.
Barriers to learning these priorities address	Missed education has impacted on children's stamina, language acquisition, range of vocabulary, concentration and social skills. Further periods of disrupted learning and low attendance due to Coronavirus will require personalised provision to provide appropriate 'catch up' interventions. Ensure all staff use effective interventions based on measureable progress.
Projected spending	£56,800.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to provide interventions for children working below expected levels in order to accelerate progress rates (phonics, reading, writing and maths) using the Education Endowment Fund (EEF) toolkits
Priority 2	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
Barriers to learning these priorities address	Entry levels low. Low levels of language and communication on entry. Attendance during lockdown and missed learning due to isolation. Children in Year R missing pre-school sessions or not attending at all. Children in Year 1 and 2 not returning to school in the Summer term. Varying degrees of home support
Projected spending	£50,000.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Engagement of parents to support with learning. Develop strategies to support parents with reading at home and developing language rich opportunities
Priority 2	Develop and include additional well being activities across the curriculum. Promote opportunities to develop independence, resilience, concentration and strength of character. Continue to develop support for SEMH and behaviour strategies to improve readiness to learn.
Barriers to learning these priorities address	Improve concentration and readiness to learn for most disadvantaged pupils. Restrictions to the school site with regards to Parent Workshops will require different models for promoting engagement and understanding of ways to support learning.
Projected spending	£6,800.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensure time is given to enable staff to have a professional dialogue and share good practice and ensure staff development needs are met • Providing time every day for support staff to liaise with class teachers regarding pupil progress 	<ul style="list-style-type: none"> • Well planned staff meeting, INSET days to meet the needs of the staff. • 15 minutes every day allocated for pupil progress/planning/assessment discussions
Targeted support	<ul style="list-style-type: none"> • Ensuring time is protected for the staff delivering targeted interventions / strategies so as to improve attainment (plan activities and review progress - stuck and stalled time) 	<ul style="list-style-type: none"> • Daily catch-up to review the impact of interventions, monitor progress and plan next steps
Wider strategies	<ul style="list-style-type: none"> • Engagement of parents and the most challenging families • Improving the life experiences for children through improved attendance in school, at sports clubs, funding school trips, as well as extending our MA PP children. PP Leader to meet with ELSA to review school requirements and discuss progress with interventions. 	<ul style="list-style-type: none"> • Support provided by The Pastoral Lead working in close association with the DHT and a range of outreach providers. • Free Early Bird Club 1 free After School Club every term Funding places on trips Offering free places on workshops Free places at school community events

Review: last year's aims and outcomes

Disadvantaged pupils made steady and in many cases, accelerated progress across all areas last year. National statistics in July 2020 and 2021 cannot be measured through data outcomes owing to the partial closure of all schools as a result of coronavirus. However, analysis of assessments undertaken, demonstrate very good progress made from low starting points. Attendance of disadvantaged groups of pupils showed good success.