

Pupil premium strategy statement for Hatch Warren Infant School

School overview

Detail	Data
School name	Hatch Warren Infant School
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	22% (54 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Boorman Headteacher
Pupil premium lead	Sue Boorman
Governor lead	Mike Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,480
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,020

Part A: Pupil premium strategy plan

Statement of intent

At Hatch Warren Infant School, we have high aspirations and ambitions for all our pupils and believe that they should thrive and enjoy being in school. Happiness and Wonder Inspires Success.

At Hatch Warren Infant School, our intent for the pupil premium strategy is to:

- Ensure disadvantaged pupils make good or better progress from their starting points alongside their peers.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Provide high quality, targeted early intervention for those pupils identified as under-performing.
- Support the emotional health and wellbeing of all pupils.
- Enable pupil premium pupils to access a wide range of curriculum opportunities including extra-curricular. CULTURAL CAPITAL

To achieve our objectives we:

- Ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- Analyse progress of pupils in receipt of pupil premium to determine and identify barriers to learning and strategies/interventions to address any issues in performance.
- Provide pastoral support to enable pupils to access learning within and beyond the classroom.
- Pay for activities, educational visits, clubs and other enrichment activities that pupil premium pupils may not be able to access due to finances.

The list above is not exhaustive and will change according to the needs and support needed by the disadvantaged children.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Our strategy is also integral to wider school plans for education recovery.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry in the Early Years Foundation Stage in all areas due to lack of pre-schooling.
2	In phonics, reading, writing and Maths, there is a high proportion of disadvantaged children who are not on track compared to the non-disadvantaged peers.
3	Some of our disadvantaged children have special educational needs.
4	Some of our disadvantaged children need greater access to emotional support (self-esteem, self-confidence) to improve their wellbeing and life chances.
5	Financial barriers, and with the cost of living crisis, means there is difficulties with children's basic needs being met to ensure they are ready for school e.g. eating a healthy meal, clothing etc. This will hinder their mental health. It is also impacting on the families accessing extra-curricular activities and experiences beyond their community.
6	Under developed oral language and vocabulary gaps as well as language acquisition.
7	In some of our disadvantaged families there is a lack of parental engagement relating to support at home with reading and homework, modelling positive learning attitudes and supporting social and emotional needs.
8	Our attendance data for our disadvantaged children is lower than our non-disadvantaged children - 92.9% compared to 95.3% over the past year.
9	Some of our children from a disadvantaged background are less likely to benefit from wider enrichment opportunities at home, such as playing an instrument or taking part in performing arts, or taking part in cultural outings, and therefore may have fewer experiences to feel proud of and excel in. From this they have less experiences to talk about and it can become a hindrance on their understanding of the world.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children to make good or	Teacher assessments and robust tracking show that

better progress in phonics, reading, writing and Maths progress particularly amongst disadvantaged children.	<p>disadvantaged children make at least expected progress for those not on the SEN register. Timely and focused interventions demonstrate accelerated progress and close gaps.</p> <p>Opportunities for pre and post teach phonics interventions.</p> <p>Disadvantaged children to use phonics confidently and make progress to pass the Year 1 Phonics screening assessment.</p>
Improved wellbeing and emotional support for all children in school particularly amongst disadvantaged children.	<p>School Council - pupil voice, wellbeing surveys, staff feedback including from ELSA/pastoral support.</p> <p>Increased participation in enrichment activities amongst disadvantaged children (Author, visits, trips, clubs)</p> <p>Children who struggle have access to high quality, trained pastoral worker. It is evident that pastoral support has made a positive impact on their area of need (social, emotional and/or academic).</p> <p>Parents are aware of the pastoral support available.</p>
Improved oral language skills, speech and vocabulary amongst disadvantaged children.	<p>Assessment and observations show significant improvements. This should also be evident in classroom sessions through observations and book looks.</p> <p>Opportunities for pre-teaching.</p> <p>Improved levels of speech and language.</p> <p>Children behind in their speech development will take part in a speech and language intervention with our speech and language assistance.</p>
Attendance for disadvantaged children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continued Maths Mastery approach training EYFS	EEF (+5 - mastery learning)/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6
Continued development of Maths Mastery in Year 1 and 2	EEF (+5 - mastery learning)/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6
Embedding dialogic activities across the school curriculum in-line with Excellence Plan targets.	EEF (+7 - metacognition and self-regulation) /DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6
Ongoing SEN training for new staff	Impact on high quality teaching for all children	1, 2, 3, 4, 6
CPD for staff regarding implementation and delivery of interventions/new phonics scheme	EEF/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language assistant to work on children with speech reports and those requiring additional support.	EEF (+6 - oral language interventions)/DFE guidance high impact on pupil achievement.	1, 2, 3, 4, 6
Additional resources for new phonics scheme/phonics based reading books	EEF (+5 - phonics)/DFE guidance high impact on pupil achievement Children will be accessing phonics and reading books will align with phonics teaching.	1, 2, 3, 4, 6
Additional Teaching Assistant hours for interventions - linked to phonics, reading, writing & Maths	EEF (+4 - small group interventions/1:1 tuition) (word wizards, sentence club, priority readers, segmenting & blending, precision teaching, language detectives, word aware, auditory	1, 2, 3, 4, 6

	memory, pre-teaching, pre/post teach phonics, FMS, GMS, OT, nursery narrative, bucket time, messy play, PASS)	
Language link to improve listening and vocabulary skills - implement intervention and produce resources	EEF (+6 - oral language interventions)/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27, 246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral/ELSA support	EEF (+4 - social and emotional learning)/DFE guidance high impact on pupil achievement Children may display social and emotional barriers to learning. ELSA supports children to overcome these difficulties. Good resilience and self-confidence is directly linked to outcomes.	4
Development of a pastoral team.	EEF (+4 - social and emotional learning)/DFE guidance high impact on pupil achievement Children may display social and emotional barriers to learning.	4
Monitor attendance/punctuality and support parents in understanding the importance of being at school.	Attendance is vital to narrowing learning gaps and improving life chances.	1, 2, 3, 6, 8
Provide financial support for disadvantaged children as needed towards trips, after school clubs, uniform, enrichment activities.	All disadvantaged children funded to be able to take part in school/community activities.	5

Total budgeted cost: £89,048

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Impact for children in 2022-2023

Number of children on role in PPG categories in July 2023 - 50

Year R - 8 Year 1 - 24 Year 2 - 18

Summary of children's progress and outcomes

We have summarised our disadvantaged children below from the previous academic year and compared it to our data at the end of the year for all children.

	Expected standard reached					
	Reading		Writing		Maths	
	School Disadvantaged	School All	School Disadvantaged	School All	School Disadvantaged	School All
Year R	75%	78%	63%	73%	75%	81%
GLD	6/8		5/8		6/8	
Year 2	56%	72%	44%	61%	44%	72%
End of KS1	10/18		8/18		8/18	

Overall

56% of the disadvantaged children in the group at the end of Key Stage 1 reached the expected standard in reading. The national average for disadvantaged children was 54%.

44% of the disadvantaged children in the group at the end of Key Stage 1 reached the expected standard in writing. The national average for disadvantaged children was 44%.

44% of the disadvantaged children in the group at the end of Key Stage 1 reached the expected standard in Maths. The national average for disadvantaged children was 56%.

29% of the disadvantaged children in Year 1 reached the expected standard for the phonics screening (7/24 passed). The national average for disadvantaged children was 66%.

In Year 2, 7 pupil premium children were retested on the phonics screening check. 4 of the children passed (57%) and 3 children did not pass (43%).

This shows for Key Stage 1 we are above average for our disadvantaged children compared to nationally in reading, in line with the national average in writing, and below the national average in maths, and for Year 1 phonics screening.

Based on the children's starting points for each year group across the academic year, most disadvantaged pupils made steady and in many cases, accelerated progress across all areas last year.

We have drawn upon our data and observations to assess wider issues impacting the performance of our disadvantaged children that did not make the steady progress, including attendance and lateness, behaviour, wellbeing, and level of SEN needs.

This has influenced how we intend to use some of our budget this academic year.

Extra-curricular/enrichment activities

There were opportunities for children to join extra-curricular activities afterschool including art, running, story, recorder, choir, computing and lego club. The children attended trips and extra-curricular events in the school. In Year R, the children went to Kidzania and attended a session in school from Dinogirl. In Year 1, the children went to Longdown Farm and attended a drama session in school about the Titanic with Openbox. In Year 2, the children went to The Living Rainforest, and the beach, and they attended a drama session in school about the Great Fire of London with Openbox.

All children in the 'disadvantaged group' were provided with Food vouchers to support half term and end of term periods in line with government guidance.

Many families accessed free holiday club provision in half terms and holidays.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None	