

# Pupil premium strategy statement for Hatch Warren Infant School

## School overview

Detail	Data
School name	Hatch Warren Infant School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Moore
Pupil premium lead	Michelle Moore
Governor lead	Mike Randall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,850
Recovery premium funding allocation this academic year	£2972
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,822

## 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

## 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 during the 'lockdown'.
2	Analysis of assessments, observations and feedback from parents has informed us that the disruption during periods of school closure has resulted in some parents of disadvantaged children finding it harder to engage in home learning which has impacted on their progress and attainment. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age related expectations.
3	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.
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 to children accessing extra-curricular activities and experiences beyond their community.
6	Under developed oral language and vocabulary gaps as well as language acquisition.

## 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 better progress in phonics, reading, writing and Maths progress particularly amongst disadvantaged children.	Teacher assessments and robust tracking show that disadvantaged children make expected progress. Timely and focused interventions demonstrate accelerated progress and close gaps.
Improved wellbeing and emotional support for all children in school particularly amongst disadvantaged children.	School Council - pupil voice, wellbeing surveys, staff feedback including from ELSA/pastoral support. Increased participation in enrichment activities amongst disadvantaged children (Author, visits, trips, clubs)

Improved oral language skills and vocabulary amongst disadvantaged children.	Assessment and observations show significant improvements. This should also be evident in classroom sessions through observations and book looks. Opportunities for pre-teaching.
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## 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: £22,303

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

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

Budgeted cost: £28,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up teacher x 0.5 days per week for 38 weeks	EEF/DFE guidance high impact on pupil achievement	1, 2, 3, 6
Additional Teaching Assistant house for interventions - linked to phonics, reading, writing & Maths	EEF - small group interventions/1:1 tuition (word wizards, sentence club, priority readers, segmenting & blending, precision teaching, language detectives, word aware, auditory memory, pre-teaching, FMS, GMS, OT, nursery narrative, bucket time, messy play, PASS)	1, 2, 3, 6
Reading books/Bug club online	EEF/DFE guidance high impact on pupil achievement	1, 2, 3, 6
Talk boost - implement intervention and produce resources	EEF/DFE guidance high impact on pupil achievement	1, 2, 3, 6
SALT interventions	EEF/DFE guidance high impact on pupil achievement	1, 2, 3, 6

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

Budgeted cost: £10,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral/ELSA support	EEF/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
Monitor attendance/punctuality	Attendance is vital to narrowing learning gaps and improving life	1, 2, 3, 6

and support parents in understanding the importance of being at school.	chances.	
Provide a subsidy 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: £60, 822**

## 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 2020 to 2021 academic year.

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.

We saw an increase in the number of pupil premium children from 38 to 54.

We employed a 'catch up' teacher for 1 day a week to focus specifically on segmenting and blending and small group interventions such as precision teaching. We also had a number of additional interventions running through the use of additional hours teaching assistants. We also increased the hours our ELSA/pastoral Lead was working.

### 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
Bug Club	<a href="https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family.html">https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/bug-club-family.html</a>
My Maths	<a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a>

## Further information (optional)

Despite our remote learning package, many of our pupil premium children did not engage, even when provided with physical packs and resources. Some families accepted the places offered for their children in school but for a variety of reasons, many did not. This impacted on their learning and created gaps at a crucial time of the learning. Our PP strategy was implemented on their return to school and is impacting positively in trying to close the gaps.

We continue to use the EEF's implementation guidance to help us develop our strategy.