



HATHERLEY INFANT SCHOOL

Pupil Premium Strategy Statement 2016 - 2017

At Hatherley Infant School we use our own and others' experiences to allocate funding to activities that are most likely to have an impact on improving achievement. Through the use of Pupil Premium we strive to close the achievement gap between those children who qualify and their peers. Our aim is also to ensure that these children fulfil their potential regardless of the gap and that all our children in school make the necessary outstanding progress.

Pupil Premium funding allocated to the school is based on the number of pupils who have been eligible for Free School meals in the last 6 years, or who are looked after by the Local Authority.

Numbers of Pupils and Pupil Premium (PP) received 2016/2017	
Total number of pupils on roll - Spring Census 2016	167
Number of PP Pupils, Reception to Y2 (ever 6 FSM)	64
Service Children (ever 4 SC) - £300/pupil	0
Looked After Children - £1900/pupil	0
Percentage of pupils eligible for PP	38% - Ever 6 FSM
Amount of PP received per pupil	£1320
Total amount of PP received	£84,480

Contextual Information

Hatherley Infant School attracts pupils from widely differing socio-economic and cultural backgrounds and from many different faiths. Our pupils speak 22 different languages with no dominant group. They come from 23 ethnic groups and there are 9 faith groups. There are currently 167 children on role.

Barriers to future attainment (for disadvantaged children)

Barriers to learning are addressed for individual children throughout the academic year through continuous formative assessment. There are 3 summative assessment points and during pupil progress meeting, interventions are planned and additional resources deployed to support children at risk of under achieving. Barriers to learning are also identified in interviews with children and parents/carers and support for families is deployed on an individual basis. These barriers include:

- Reading, writing and mathematics
- Personal, social and emotional development
- Lack of confidence and poor self-esteem
- Lack of listening and attention skills
- Attendance
- General support at home
- Behaviour
- Communication or speech difficulties
- Family circumstances including financial position
- Lack of social, communication, relationship skills
- Level of educational support at home
- Poor timekeeping
- Lack of motor skills

Outcomes

Desired Outcomes	Success Criteria
1. To close/narrow the performance gap between disadvantaged children and their peers	Narrowing of the gap throughout the academic year.
2. Good/outstanding teaching provision	Lesson observation, books looks, data and pupil responses will evidence good/outstanding teaching provision.
3. Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills	Programmes of support show progress and confidence gained.
4. Improved attendance of disadvantaged children	An improvement on the same group of children from last academic year.
5. An improvement in children's essential skills through Pastoral support	Chronologies and case studies will demonstrate the impact of individual and family support. These children should show improved learning behaviours and increased readiness to learn

Planned Expenditure

Area of spending	Action	Cost
Quality First Teaching Desired Outcomes 1 & 2	Staff professional development including: <ul style="list-style-type: none"> • Training days/staff meetings with Maths specialist (Steve Lomax) • Development of Maths curriculum materials • Specific professional development for individuals with a focus on Do it, Apply it and Solve it elements of the lesson • Training/staff meetings for teaching of phonics/RWI - central training and in house development days with trainer. • EYFS training on continuous provision, objective led planning (Alistair Brice Clegg) • Learning Gems project and training - focusing on developing children as learners. • In house coaching 	£16,000
Intervention Desired Outcomes 1, 2 & 3	Speech and Language support offering: <ul style="list-style-type: none"> • Therapy for individual children with an identified need • Group and whole class initiatives such as Talk Boost Professional development for staff A range of interventions for all year groups including: <ul style="list-style-type: none"> • 1:1 phonics 	£30,568

	<ul style="list-style-type: none"> • Speaking and listening interventions - 1:1 and small group interventions -Talk Boost, BigFoot Drama • Fine and gross motor control • Handwriting • Mathematics interventions • Intervention groups led by SEN and Inclusion Teaching Assistants (TA) and Class based TA's • Barriers to learning identification with children and families 	
<p>Learning Resources</p> <p>Desired Outcomes 1, 2 & 3</p>	<p>English</p> <ul style="list-style-type: none"> • New additional high quality texts to support our redesigned English curriculum. • Group reading resources • Independent reading provision • RWI resources <p>Mathematics</p> <ul style="list-style-type: none"> • A range of maths resources to support the teaching of mathematics <p>PSHE</p> <ul style="list-style-type: none"> • Motivational resources to promote attitudes to learning/PSHE 	£5000
<p>Attendance</p> <p>Desired Outcomes 4</p>	<p>Child and Families Support Worker and Attendance Officer with a remit to:</p> <ul style="list-style-type: none"> • work in partnership on attendance 5 mornings a week • monitor attendance and keep parents up to date on responsibilities and sanctions • develop attendance incentives • direct parents to support services where needed 	£7000
<p>Pastoral</p> <p>Desired Outcomes 1, 4 & 5</p>	<p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> • The safeguarding of all children in school • As needed, behaviour contracts, motivational charts and Pastoral Support Plans. • Weekly nurturing pastoral support in small groups to help promote positive self-esteem • Transition support in small groups to help children prepare to move to new settings • Work with families on a daily basis to meet any unmet needs and provide parenting, behaviour, benefits and bereavement support as well as links to housing, domestic violence and substance misuse support. 	£28363.41
		£86931.41

Plan of actions 2016 - 17

Desired Outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead	Review Date
<p>Good/Outstanding Teaching provision</p>	<p>Specialist Maths and phonics training and support</p> <p>Development of Maths curriculum (mastery approach) and materials</p> <p>Mastery in Maths research project</p> <p>In house coaching, particularly in maths, phonics, writing, PSED</p> <p>Specific professional development for individuals</p>	<p>Evidence shows the need to focus relentlessly on the quality of teaching and learning in maths and phonics. 'Highly effective teaching influences the disadvantaged student more than any other' (Dr John Dunford)</p> <p>Initiatives chosen link to EEF toolkit effective approaches: Feedback (+ 8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TA's (+1 month)</p>	<p>Maths book looks and lesson observations</p> <p>Maths and Phonics development days with specialist trainers</p> <p>Maths and Phonics improvement plans to be reviewed continually</p> <p>Focus on disadvantaged group during each assessment point</p>	<p>Maths - AH Phonics - FB</p>	<p>Term 2 Term 2</p>
<p>To close/narrow the performance gap between disadvantaged children and their peers</p>	<p>Development of mastery approach in mathematics</p> <p>Speedy acquisition of early phonics skills through the use of the ReadWriteInc programme.</p> <p>Release time for a teacher to act as a reading leader.</p> <p>Purchase of ReadWriteInc development days to provide training for all staff</p>	<p>In mathematics, concrete resources are widely and successfully used to develop children's understanding of basics.</p> <p>Use of a dedicated reading leader and provision of training through ReadWriteInc development days are strongly promoted and evidenced to have a positive impact by the programme.</p>	<p>The reading leader monitors delivery of the programme.</p> <p>Progress data is collected and shared with the trainer on development days</p>	<p>FB</p>	<p>Termly</p>

<p>Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills</p>	<p>Additional opportunities for children to develop speaking, listening and communication skills.</p> <p>Support to widen vocabulary and speak in complete sentences with improved clarity and grammar.</p> <p>Weekly Drama sessions and Speech and language intervention programmes</p>	<p>A high percentage of children enter school with delayed speech and language, limited vocabulary and frustrated at their inability to communicate effectively.</p> <p>This impacts on:</p> <ul style="list-style-type: none"> • ability to express feelings and emotions • early acquisition of phonics and reading • ability to explain reasoning and solving of problems • composition and structure in writing 	<p>Intervention records and BigFoot drama impact reports identify progress</p>	<p>KR and FB</p>	<p>Ongoing</p>
<p>To improve attendance of disadvantaged children</p>	<p>Appointment of Child and Family Support Worker whose role includes attendance and welfare to work alongside the School Attendance Officer.</p> <p>Develop actions following monitoring of attendance in relation to working with children, working with families and working with other agencies.</p> <p>Workshops for parents to improve children's attendance.</p>	<p>Disadvantaged children continue to be a group whose attendance requires improvement.</p> <p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation and resilience (e.g. Learning Gems). Within these good levels of attendance are included.</p>	<p>Attendance action plans which are regularly reviewed (including AIP's)</p> <p>Attendance figures reported to Governors.</p> <p>Governor link visits to discuss attendance.</p> <p>Close liaison with Education, Performance and Inclusion Team.</p>	<p>Attendance Team</p>	<p>Ongoing</p>

<p>An improvement in children's essential skills through Pastoral support</p>	<p>Motivational charts, behaviour contracts and Pastoral Support Plans for disadvantaged children as needed.</p> <p>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</p> <p>Transition activities/ support to assist in the movement to new classes/settings.</p> <p>Daily support where needed to ensure unmet needs are addressed. These include support with parenting, behaviour, benefits, bereavement, substance misuse, domestic violence and housing.</p>	<p>Pedagogical research through the EEF and other sources closely link the development of essential skills to academic performance and wellbeing.</p> <p>Initiatives chosen to link to EEF toolkit effective approaches are: Social and Emotional learning (+4 months) Parental involvement (+3 months)</p>	<p>Family Support Worker works closely with the Inclusion Lead/SENDCo and the SLT.</p> <p>Chronologies and case studies will demonstrate the impact of individual and family support. These children should show improved learning behaviours and increased readiness to learn</p>	<p>Child and Family Support Worker</p>	<p>Ongoing</p>
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Review of expenditure

Desired outcome	Chosen action / approach	Estimated 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)	Cost
Good/Outstanding Teaching provision	Specialist Maths and phonics training and support	<p>Maths: Significant development of maths curriculum - mastery approach is now well embedded and GLOW maths and NCETM materials used. Maths action research undertaken by 3 members of staff and quality of teaching has significantly improved both as a result of this and as a result of close and continued collaboration with Steve Lomax (GLOW Maths Hub Lead), who has worked with school for 3 days during 2016/17, carrying out monitoring and development days, leading to further specific staff training. New maths subject lead is now an expert in mastery approach and is able to coach and support other staff.</p>	<p>Maths development and training across the school has had significant impact on quality provision this year. This had a positive impact on the percentage of children achieving age related expectation in maths at the end of KS1 (2016 - 35% disadvantaged, 40% all pupils - 15% gap) but we were disappointed that although we have raised standards, the gap between pp and all pupils (2017 - 45% disadvantaged, 58.8% all pupils - 13% gap) only reduced by 2%. We will continue to focus on this in 2017 and will review maths targeted support and intervention programmes.</p>	£3450
	Development of Maths curriculum (mastery approach) and materials	<p>Phonics: RWI development days show that RWI is now fully embedded across the school. The development days helped refine practise for both teachers and teaching assistants, targeting specific development and coaching individuals as part of the process.</p>	<p>We were ambitious in our desire to target PSED and writing in this plan. This will be carried over to 2017-18</p>	£2250
	Mastery in Maths research project	<p>Learning Gems inset training has built on Successful learners and have supported children to take responsibility for their learning as well as improving learning behaviours and attitudes.</p>	<p>The profile for this will remain and we will continue to develop phonics teaching and learning next year. We were pleased to see the improvement in overall phonics attainment at Y1 and the gap between pupil premium and others at Year 1 and 2 combined closed in 2017. This needs to continue to be monitored next year.</p> <p>This will become embedded over time.</p>	£1000

<p>To close/narrow the performance gap between disadvantaged children and their peers</p>	<p>Development of mastery approach in mathematics</p> <p>Speedy acquisition of early phonics skills through the use of the ReadWriteInc programme. Release time for a teacher to act as a reading leader.</p> <p>Purchase of ReadWriteInc development days to provide training for all staff</p>	<p>In mathematics, the mastery approach and concrete resources are now widely and successfully used to develop children's understanding of basics - monitoring has shown the impact of this and most significantly the children's improved attitudes to maths.</p> <p>The gap between pupil premium and others closed in Year 1. The gap between FSM/Ever 6 for reading closed to 0.8% in 2017 from 10% in 2016</p> <p>The reading leader monitored the RWI programme and monitored tracking and assessment of phonics to ensure no child got 'stuck' and interventions were put into place to address gaps in phonic knowledge.</p>	<p>Although standards have increased the gap between Pupil Premium children and others has not narrowed (see above). Now we have embedded the mastery approach we will look specifically at how this can be used to ensure PP children become rapid graspers. The focus for this needs to start in reception classes and with using gaps data to refine maths interventions. Development days should continue and a continued focus should remain on phonics as no two cohorts are ever the same.</p>	<p>£3450</p> <p>£2250</p> <p>£17,129</p>
<p>Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills</p>	<p>Additional opportunities for children to develop speaking, listening and communication skills.</p> <p>Support to widen vocabulary and speak in complete sentences with improved clarity and grammar.</p> <p>Weekly Drama sessions and Speech and language</p>	<p>Use of Talk Boost, BigFoot Drama sessions and 1:1 small group language work as advised by SALT had an impact on children's language and vocabulary development as well as their listening and attention skills.</p> <p>BigFoot impact evaluations and teachers records show evidence of impact particularly with narrative writing.</p> <p>Talk Boost and 1:1 records identify progress and impact.</p>	<p>BigFoot to continue and ensure new BigFoot drama teacher continues to produce evidence of impact.</p> <p>Talk Boost and speech and language support to continue.</p>	<p>£5764</p> <p>£22,668</p>

<p>To improve attendance of disadvantaged children</p>	<p>Appointment of Child and Family Support Worker whose role includes attendance and welfare to work alongside the School Attendance Officer.</p> <p>Develop actions following monitoring of attendance in relation to working with children, working with families and working with other agencies.</p> <p>Workshops for parents to improve children's attendance.</p>	<p>Analysis shows that for 2016-17, attendance improved for 70% of Pupil Premium children.</p> <p>33% of our PP children have attendance over 97% and 61% have attendance over 95%</p> <p>There was no gap (+0.5%) between disadvantaged (93.08%) and others (92.54%) in 2016-17</p> <p>Regular monitoring of attendance by the Attendance Team identified a range of need. Much poor attendance involved some of our most vulnerable families. A range of actions, including Attendance Improvement Plans, Meetings with parents, pastoral support for families was put in place to support improvements in attendance. Just over half of the school children on Attendance Improvement Plans were disadvantaged children. Attendance improved for 33% of these children as a result.</p> <p>Family Learning sessions have helped build relationships and encouraged families to come into school.</p>	<p>Although more recently we have been disappointed with the dip in attendance after recent improvements, it should be noted that the change in persistent absentees from 15% to 10% has increased the number of children and families we are now working with. We also have some families for whom we have been unable to impact on attendance improvements despite our best efforts. This will continue to be a priority.</p>	<p>£10,463</p>
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<p>An improvement in children's essential skills through Pastoral support</p>	<p>Motivational charts, behaviour contracts and Pastoral Support Plans for disadvantaged children as needed.</p> <p>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</p> <p>Transition activities/ support to assist in the movement to new classes/settings.</p> <p>Daily support where needed to ensure unmet needs are addressed. These include support with parenting, behaviour, benefits, bereavement, substance misuse, domestic violence and housing.</p>	<p>54% of disadvantaged pupils and/or families received support from the Family Support Worker.</p> <p>37% of those attending Family Learning Workshops were pupil premium children and families.</p> <p>Learning Gems has had a positive impact on developing independence skills and resilience including for pupil premium children.</p> <p>The pastoral team has worked closely with families and children to support management of behaviour and self-esteem.</p> <p>Incidental as well as planned and ongoing support has been provided for many families.</p> <p>86% of Pupil Premium children and families have received support from the Pastoral team.</p> <p>Nurture group training was undertaken by the Inclusion and Pastoral Team and will be put into place in 2017-18</p>	<p>This support has been vital but for children with complex needs, additional strategies will include Nurture Group and ELSA in 2017-18</p> <p>Positive parenting courses will also be run in 2017-18</p>	<p>£31,237</p>
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