



# HATHERLEY INFANT SCHOOL



## Pupil Premium Strategy Statement 2017 - 2018

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 and also provide them with strong pastoral support. We use the funding we gain through Pupil Premium grant to ensure provision of a bespoke programme that meets the current needs of our current Pupil Premium pupils. This provision is reviewed, adapted and changed annually to ensure we reflect what is working well and avoid that which is not having the desired impact. 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.

<b>Numbers of Pupils and Pupil Premium (PP) received 2017/2018</b>	
Total number of pupils on roll – Autumn Census 2017	174
Number of PP Pupils, Reception to Y2 (ever 6 FSM)	40
Service Children (ever 4 SC) - £300/pupil	0
Looked After Children - £1900/pupil	1
Percentage of pupils eligible for PP	24% - Ever 6 FSM
Amount of PP received per pupil	£1320
Total amount of PP received	£77,880
<b>Contextual Information</b>	
Hatherley Infant School attracts pupils from widely differing socio-economic and cultural backgrounds and from many different faiths. Our pupils speak 20 different languages with no dominant group. They come from 18 ethnic groups and there are 4 faith groups. There are currently 174 children on role.	

<b>Current attainment at end of Key Stage 1 - 2017</b>			
	<i>Pupils eligible for PP ( school)</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
<b>% achieving at least the expected standard in reading</b>	<b>60%</b>	61%	79%
<b>% achieving at least the expected standard in writing</b>	<b>40%</b>	52%	72%
<b>% achieving at least the expected standard in maths</b>	<b>45%</b>	60%	79%
<b>Barriers to future attainment (for disadvantaged children)</b>			
<p>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 meetings, 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. Barriers include:</p> <ul style="list-style-type: none"> <li>• Reading, writing and mathematics</li> <li>• Personal, social and emotional development</li> <li>• Lack of confidence and poor self-esteem</li> <li>• Lack of listening and attention skills</li> <li>• Attendance</li> <li>• General support at home</li> <li>• Behaviour</li> <li>• Communication or speech difficulties</li> <li>• Family circumstances including financial position</li> <li>• Lack of social, communication, relationship skills</li> <li>• Level of educational support at home</li> <li>• Poor timekeeping</li> <li>• Lack of motor skills</li> </ul>			
<b>Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>	
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. Pastoral Support to ensure <ul style="list-style-type: none"> <li>a. children's essential skills and resilience are developed</li> <li>b. families in crisis or needing timely advise are supported</li> </ul>		Children should show improved learning behaviours and increased readiness to learn Chronologies and case studies will demonstrate the impact of individual and family support.	

## Planned Expenditure

Area of spending	Action	Cost
<p>Quality First Teaching</p> <p>Desired Outcomes 1 &amp; 2</p>	<p>Staff professional development including:</p> <ul style="list-style-type: none"> <li>• Training day for Talk for Writing with Alison Cooper and subsequent development days/staff meetings to improve language for writing and writing opportunities across the school.</li> <li>• Continued Development days/embedding mastery in maths with Maths specialist (Steve Lomax)</li> <li>• Ongoing training/staff meetings for teaching of phonics/RWI – central training and in house development days with trainer.</li> <li>• Mental Health Accreditation training</li> </ul>	£8100
<p>Intervention</p> <p>Desired Outcomes 1, 2 &amp; 3</p>	<p>Speech and Language support offering:</p> <ul style="list-style-type: none"> <li>• Therapy for individual children with an identified need</li> <li>• Group and whole class initiatives such as Talk Boost /Ginger Bear</li> </ul> <p>Professional development for staff</p> <p>A range of interventions for all year groups including:</p> <ul style="list-style-type: none"> <li>• 1:1 phonics</li> <li>• Speaking and listening interventions – 1:1 and small group interventions -Talk Boost, BigFoot Drama</li> <li>• Fine and gross motor control</li> <li>• Mathematics interventions - Numicon</li> <li>• Intervention groups led by SEN and Inclusion Teaching Assistants (TA) and Class based TA's</li> </ul>	£22,629
<p>Resources</p> <p>Desired Outcomes 1, 2, 3 &amp; 5</p>	<p>English</p> <ul style="list-style-type: none"> <li>• Talk for Writing resources and texts</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• A range of maths resources to support the teaching of mathematics</li> </ul> <p>Pastoral</p> <ul style="list-style-type: none"> <li>• Motivational resources to promote attitudes to learning/PSHE</li> <li>• Nurture group resources</li> <li>• Lego</li> <li>• Family make and create resources</li> </ul>	£5000

<p>Attendance Desired Outcomes 4</p>	<p>Child and Families Support Worker and Attendance Officer with a remit to:</p> <ul style="list-style-type: none"> <li>• work in partnership on attendance 5 mornings a week</li> <li>• monitor attendance and keep parents up to date on responsibilities and sanctions</li> <li>• develop attendance incentives</li> <li>• direct parents to support services where needed</li> </ul>	<hr/> <p>£10,639</p>
<p>Pastoral Desired Outcomes 1, 4 &amp; 5</p>	<p>Training for Pastoral Team</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Positive Parenting for 2 staff</li> <li>• Lego Therapy</li> <li>• Sand Tray Play for 2 staff</li> </ul> <p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> <li>• The safeguarding of all children in school</li> <li>• As needed, behaviour contracts, motivational charts and Pastoral Support Plans.</li> <li>• Weekly nurturing pastoral support in small groups to help promote positive self-esteem</li> <li>• 1:1 support for SEMH and story making /vocabulary development – Sand Tray Play and Lego Therapy</li> <li>• Transition support in small groups to help children prepare to move to new settings</li> <li>• Work with families on a daily basis to meet any unmet needs and provide positive parenting courses and support for behaviour, benefits and bereavement as well as links to housing, domestic violence and substance misuse support.</li> <li>• Family Make and Create sessions</li> </ul>	<hr/> <p>£33,412.74</p>
		<p><b>£79,780.74</b></p>

Plan of actions 2017 - 18

Desired Outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead	Review Date
<p>To close/narrow the performance gap between disadvantaged children and their peers in writing and maths</p>	<p>Continued development of mastery approach in mathematics using external specialist</p> <p>Continued speedy acquisition of early phonics skills through the use of the ReadWriteInc programme.</p> <p>Purchase of ReadWriteInc development days to provide training for all staff</p> <p>Talk for Writing whole school training and development days to increase opportunities and expertise in teaching for writing.</p>	<p>School gap between disadvantaged and other at end KS1 2017 was:                      Reading – 1%                      Writing – 21%                      Maths – 23%</p>	<p>Monitoring of provision and progress shared with the trainers on development days, leading to further development and improvements.</p> <p>Talk for Writing will embed a whole school approach and raise expectations for all as well as identify gaps at assessment points during the year.</p>	<p>AH/FB</p>	<p>Term 1 and 3</p>
<p>Good/Outstanding Teaching provision</p>	<p>Specialist Writing, Maths and phonics training and support</p> <p>Development of Talk for writing throughout the school</p> <p>Further development of Mastery in Maths</p> <p>In house coaching, particularly in maths, phonics and writing</p> <p>Specific professional</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)</p>	<p>Inset training day for all staff on Talk 4 Writing</p> <p>Talk for Writing, Maths and Phonics development days with specialist trainers</p> <p>English, Maths and Phonics improvement plans to be reviewed continually</p> <p>Writing and Maths book looks and lesson observations</p>	<p>Maths – AH                      Writing - FB                      Phonics - FB</p>	<p>Term 3                      Term 3                      Term 3</p>

	development for individuals	TA's (+1 month)  School gap between disadvantaged and other at end KS1 2017 was: Reading – 1% Writing – 21% Maths – 23%	Focus on disadvantaged group during each assessment point		
Children who are eligible for PP make good progress and develop confidence to express themselves through speech and language/communication skills	Additional opportunities for children to develop speaking, listening and communication skills.  Support to widen vocabulary and speak in complete sentences with improved clarity and grammar.  Weekly Drama sessions and Speech and language intervention programmes	An ever increasingly high percentage of children enter school with delayed speech and language, limited vocabulary and frustrated at their inability to communicate effectively. This impacts on: <ul style="list-style-type: none"> <li>• ability to express feelings and emotions</li> <li>• early acquisition of phonics and reading</li> <li>• ability to explain reasoning and solving of problems</li> <li>• composition and structure in writing</li> </ul>	Intervention records and BigFoot drama impact reports identify progress	KR, FB & AH	Ongoing
To improve attendance of disadvantaged children	Child and Family Support Worker to continue to support families to improve attendance and welfare to work alongside the School Attendance Officer.  Develop actions following monitoring of attendance in relation to working with children, working with families and working with other agencies.	The gap between disadvantaged children and others closed for attendance in 2017. However disadvantaged children continue to be a group whose attendance requires constant support and improvements in terms of persistent absenteeism.  Family Learning Workshops for	Attendance action plans which are regularly reviewed (including AIP's)  Attendance figures reported to Governors.  Governor link visits to discuss attendance.  Close liaison with Education, Performance and Inclusion Team.	Attendance Team	Ongoing

	Provision of Family Learning Workshops/ Family Make and Create sessions/ Fun early morning Reading sessions	parents and other family sessions, support family understanding of the importance of regular and punctual attendance.	Monitor take up and engagement of these sessions.	SB and NB	
<p>Pastoral Support to ensure:</p> <ul style="list-style-type: none"> <li>children's essential skills and resilience are developed</li> <li>families in crisis or needing timely advise are supported</li> </ul>	<p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> <li>The safeguarding of all children in school</li> <li>As needed, behaviour contracts, motivational charts and Pastoral Support Plans alongside mentoring from Learning mentor and support from external agencies when appropriate</li> <li>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</li> <li>1:1 support – Sand Tray Play and Lego Therapy</li> <li>Daily support to meet any unmet needs and provide positive parenting courses and support for behaviour management, benefits and bereavement as well as links to housing, domestic violence and substance misuse support. Support for Families in crisis</li> <li>Family Make and Create sessions</li> </ul>	<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 and Learning Mentor works closely with the Inclusion Lead/SENDCo and the SLT.</p> <p>Questionnaires used at start and end of nurture programmes.</p> <p>Positive Parenting course questionnaires</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>Learning Mentor</p> <p>Inclusion Lead</p>	Ongoing

Next review – APRIL 2018