

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hillshott Infant School and Nursery
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Headteacher
Pupil premium lead	Melissa Peacock
Governor lead	Paul Valente

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,084
Recovery premium funding allocation this academic year	£9148.91
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Hillshott Infant School and Nursery a significant number of children are eligible for the pupil premium grant. This number has increased in the last two years.

Our aim is for all children to achieve their potential, including those eligible for PPG, therefore our objectives are to narrow and close any gaps through quality teaching, targeted intervention work and individual support where appropriate. Where pupils eligible for PPG are already high attainers, we aim for them to continue to progress and we challenge them appropriately to do so.

High-quality teaching is central to our approach, which is essential for good progress, high attainment and benefits all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low speech, language and communication skills on entry
2	Poor social and emotional development and engagement difficulties
3	High percentage of PPG children with SEND or referrals
4	Low resilience, low confidence and fear of failure
5	Engagement of parents to support learning and attendance

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
<p>To close the gap in attainment in Reading, Writing and Maths between our PPG children and all children nationally by the end of Key Stage 1 (KS1)</p>	<ul style="list-style-type: none"> • Assessments show gap closing and higher percentage of PPG children attaining a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS), (2021 20%) • WellComm is used in EYFS to assess and develop children's skills with focussed interventions showing impact • Phonics test shows and increasing % of PPG children passing (2020 56%) • Assessments show gaps closing and children making good or better progress in all areas, with eligible pupils who do not have a significant learning difficulty attaining at least an age-appropriate standard or better in reading, writing and maths • PPG who are more able attaining above curriculum expectations in reading, writing and maths.
<p>Children in early years make progress in PSED skill development as measured against Early Years Foundation Stage Profile (EYFSP)</p> <p>Children in KS1 show increased social and emotional development leading to improved behaviour for learning</p>	<ul style="list-style-type: none"> • Assessments show good or better progress at end of EYFS • Leuven scale assessments show progress in key skill areas • Weekly PSHE lessons take place in all classes • Children have fewer behavioural difficulties (leading to internal exclusions/missed playtimes etc) and make better progress in class • Pastoral team provide appropriate interventions at an early stage • Children understand their emotions and have effective strategies to be able to manage them through using Zones of Regulation, so they are able to focus on learning.
<p>SEND children who are also PPG make progress in reading, writing and maths</p>	<ul style="list-style-type: none"> • Progress of SEND PPG children is tracked termly and shows good or better progress from their starting points • Interventions for SEND pupils reviewed half-termly show impact • IEP targets are appropriate and contribute to accelerated progress

	<ul style="list-style-type: none"> • SIMS tracking of intervention ensures that pupils are accurately assessed as having met/not met the target of their intervention
<p>Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations</p>	<ul style="list-style-type: none"> • Whole school PSHE scheme used in all year groups • PPG children show more confidence and motivation when faced with challenges and new situations • When children face difficulties, they tackle these positively rather than reaching a crisis point • Pastoral team in school are used to develop confidence, self-esteem and resilience
<p>Parents support children in their education – ensuring that children attend school, attend extra-curricular activities (school clubs) and support learning at home</p> <p>All PPG children have a good rate of attendance</p> <p>Average attendance for PPG children improves from 92% towards 95.2% (in line with school), aiming for 96% in line with national figure</p>	<ul style="list-style-type: none"> • Parents attend workshops at school where possible and parent consultations or structured conversations • Parents support children with home learning – homework, reading records • Attendance for all PPG children improves towards being in line with the rest of the school • EYPP pupils have access to ‘take home bags’ to increase parental engagement.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performance appraisal targets include PPG	Making Best Use of Teaching Assistants EEF	1
Purchase of a DfE validated Systematic Phonics programme to ensure consistency in teaching phonics throughout the school	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Phonics Toolkit Strand Education Endowment Foundation EEF	1
Investment in staffing – additional adults ensuring more smaller group work	Closing the attainment gap EEF Making Best Use of Teaching Assistants EEF	1 2 3 4
Take home bags for home-school learning in Nursery	Nursery baseline shows maths and fine motor skills are particularly low and resources support these areas Working with Parents to Support Children's Learning EEF	1 3 5

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

Budgeted cost: £25,232.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to focus on PP children's targets	<p>Historical Reading, Writing, and Maths data in Key Stage 1 below national standards with a gap between attainment of PPG and all children in school</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	1 3 4
WellComm assessments in EYFS Autumn 2021, maths, reading and writing interventions in place Autumn 2021, 6 weekly check	<p>Analysis of baseline data in EYFS shows a gap between PPG children and other children in school, the biggest gap in Reading, Writing and Maths</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	1 3
National tutoring programme to provide school-led tutoring for pupils	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom work on promoting a growth mindset (focus on motivating and developing confidence, learning about themselves and others and overcoming the fear of failure)	'Mindset', Dr Carol Dweck	2 4
Pastoral interventions such as Drawing and Talking and Protective Behaviours	Drawing and Talking - The Parliamentary Review Drawing and Talking helps teachers tackle children's mental health issues Primary Times Protective Behaviours - History of Protective Behaviours	2 4
Jigsaw PSHE programme for whole school	Social and emotional learning widely acknowledged to have 'identifiable and significant impact' (Education Endowment Foundation)	2 4
Rewards system also focuses on wellbeing	Praise and rewards given for non-academic achievements	2 4
<p>Family Support Worker (FSW) to offer support and drop in sessions</p> <p>Parental support</p> <p>Letters/conversations with parents when attendance begins to dip or there are frequent odd days</p> <p>Joint interviews with Attendance Improvement Officer/Headteacher and parents to support where families are experiencing difficulties</p>	<p>FSW to provide contact for parents to support emotional needs and crisis</p> <p>Working with Parents to Support Children's Learning EEF</p>	2 3 5

Weekly whole school attendance award		
Subsidies for uniform, use of uniform bank and food bank, subsidies for trips if needed, for paid clubs or priority at school club		5
Contingency fund for acute issues	Based on our experiences and those of other schools in our locality, and due to large mobility numbers, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not been yet identified.	All

Total budgeted cost: £55,232.91

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.

Targets set are ongoing, but impact seen in 2020-2021 is detailed below:

- There remains a gap between the percentage of children achieving GLD (41% for 2020-21) and the percentage of PPG children achieving GLD (20% for 2020-21). This remains as a target.
- WellComm was used effectively in EYFS to assess and develop children's skills with focussed interventions. In Nursery, 21/39 passed age-related expectations by the end of the year, whereas only 11/39 were age-related at the start of the year. Of the identified children in Reception, 13 did not pass age-related expectations in the Autumn term and only 3 did not pass by the end of year.
- The Phonics check in Autumn '20 showed a greater % of children passing overall (84%, an increase of 19% from 2019) and for the PPG groups (33% pass rate in 2020 compared to 37.5% in 2019). This continues to be a target area.
- Assessments show gaps closing and children making good or better progress in all areas, with the majority of eligible pupils who do not have a significant learning difficulty attaining at least an age-appropriate standard or better in reading, writing and maths
- PPG who are more able attaining above curriculum expectations in reading, writing and maths.
- Assessments show good or better progress at end of EYFS
- Leuven scale assessments show progress in key skill areas
- Progress of SEND PPG children is tracked termly, with interventions reviewed half-termly, showing good or better progress from their starting points. SEND children who were also PP made better progress than children with SEND without PP. In Nursery, SEND & PP combined made better progress than all other PP children. In Year 2, SEND & PP combined made better progress than all other children with SEND and all other PP in Reading and Maths.
- IEP targets are appropriate and contribute to accelerated progress
- The Jigsaw whole school PSHE scheme is used consistently in all year groups and the children respond well to lessons. Children, including those eligible for PPG are becoming better able to face difficulties positively rather than reaching a crisis point, displaying more confidence and motivation. Where specific work has been put into place with an individual, the Pastoral Team in school have provided timely and effective support and good progress has been seen with self-esteem and resilience.
- Unfortunately, due the Covid restrictions in place, parent workshops were only available in a pre-recorded format on the school website. However structured conversations and family consultations were well attended (usually carried out via telephone). Parents continued to support learning well through homework, scribing in reading records and during lockdown. Nursery were able to introduce 'take home bags' towards the end of the academic year, which were well received by families.
- Attendance for all children continued to be a challenge throughout the year, due to Covid 19. PPG attendance was still below that of all other children.

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

Further information (optional)

Children throughout the school are offered additional support through planned interventions to promote PSHE and wellbeing. Any school interventions offered are recorded on SIMS and reviewed on a 6-weekly basis to ensure impact.