

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	Hampton Infant School and Nursery
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Cook
Pupil premium lead	Corrina Puttock
Governor / Trustee lead	Polly Davies Jane Fallon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,630
Recovery premium funding allocation this academic year	£3,000
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	£55,630

Part A: Pupil premium strategy plan

Statement of intent

At Hampton Infant School and Nursery our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their individual starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that, including progress for those who are already high attainers and also give them enriching opportunities that they may not have experienced.

At the heart of our approach is High-quality teaching which focuses on areas in which disadvantaged pupils require it the most, targeted support based on robust assessment of need and helping pupils to access a broad and balanced curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our school ensures that pupils and their families are given pastoral support when it is needed. We do this through our PSA and CWP. We also have a play therapist in school once a week and are training a member of staff for the ELSA qualification as well as sharing an ELSA across the partnership.

Our approach is responsive to common challenges our pupils face. We use assessments, teacher knowledge and previous year's attainment to ensure we are providing the children the opportunities to succeed. As a school we:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We encourage all students 'to be the best they can be.'

Challenges

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

Challenge number	Detail of challenge
1	Basic numeracy skills and number knowledge Ability to recall basic number facts at speed and apply to problem solving

2	Ability to find isolated sounds and then segment and blend these in words High-frequency word recall Lack of access to early reading opportunities and resources due to previous school closures
3	Parental challenges impacting on children's learning and attendance Special educational needs requiring additional support for parents Family challenges – cost of living crisis
4	Reduced physically and stamina for writing Oracy skills to support talk for writing Appropriate scaffolding for all pupils to access independent writing

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>For those accessing the Catch up Maths intervention, to make accelerated progress evidenced through meeting their chronological age expectations.</p> <p><u>Measurement:</u> Progress evidenced through the whole-school assessment and tracking system and individual assessment (MALT and Catch up Maths assessment).</p>	<p>Evidence-based intervention identified and used, staff to access high-quality training and supervision via EPS and Catch Up.</p> <p>PPG pupils, who are not making the expected progress in maths, have access to additional intervention.</p> <p>Pupils, accessing the intervention, to undertake rigorous baseline assessment to determine impact.</p> <p>Subsequent intervention determined through termly monitoring.</p>
<p>Each term, for pupils accessing the intervention, to learn on average 12 new sight words.</p> <p>For those accessing the Catch up Literacy intervention, to make accelerated progress evidenced through meeting their chronological age expectations.</p> <p><u>Measurement:</u> Progress evidenced through rigorous termly monitoring of progress and retained sight words from baseline.</p>	<p>Evidence-based intervention identified and used, staff to access high-quality training and supervision via EPS and Catch Up.</p> <p>PPG pupils, who are not making the expected progress in reading, have access to additional intervention.</p> <p>Pupils, accessing the intervention, to undertake rigorous baseline assessment to determine impact.</p> <p>Subsequent intervention determined through termly monitoring.</p>
<p>PPG pupils, whose parents are involved with the PSA, at 90% attendance, on average.</p> <p>50% of parents accessing the CWP service are in receipt of the PPG grant</p>	<p>Coffee morning, to target reception, Year 1 and 2 pupils, and provided advice regarding the PSA and CWP roles.</p> <p>PSA to attend EWO meetings and have a raised awareness of persistent absentees</p>

<p>Through soft data and discussions with parents, for them to feel supported and heard</p> <p>EWO and attendance data</p>	<p>PSA to liaise directly with parents regarding attendance in order to directly target difficulties within the home.</p>
<p>Improved independence and stamina for writing</p> <p>PPPG attainment in line with cohort in the 2022-23 academic year</p> <p>PPG pupils to make an average of 6 steps progress in the 2022-23 academic year</p> <p><u>Measurement</u></p> <p>Evidenced through books and clear, eligible independent writing</p> <p>Target tracker data</p> <p>Teacher assessment framework, for writing, used to monitor progress and inform next steps</p>	<p>Targeted approach to developing fine motor skills in the Autumn Term</p> <p>Individual intervention for those most at risk</p> <p>EPS used to facilitate a year-long project, to promote writing, involving whole-school training through high-quality CPD</p>

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: £30,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support:</p> <p>Teacher and LSAs responsible for teaching specific interventions and targeted support for individual pupils.</p> <p>Teachers running Precision Teaching interventions</p> <p>SEND Teacher leading We Thinkers Group</p> <p>PPG teacher leading Language Link Groups</p>	<ul style="list-style-type: none"> ✓ Specific focus on raising attainment of PPG pupils – identified through target tracker. ✓ The EEF toolkit identifies that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. ✓ The EEF toolkit evaluated the effectiveness of direct reading interventions, such as Catch Up Literacy, and identified that: on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. ✓ EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. And identified that: on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	<p>1, 2,4</p>
<p>Quality First Teaching</p> <p>Targeted Academic Support</p> <p>Inclusion Manager</p>	<ul style="list-style-type: none"> ✓ This will be a specific project in which the PPG lead will focus on raising standards across the school. ✓ Identifying needs by analysing data, researching effective 	<p>1,2,4</p>

<p>We will purchase resources and fund ongoing teacher training and release time</p> <p>CPD for staff to support writing standards.</p> <p>CPD for PPG teacher: ELSA</p> <p>Catch Up Literacy training</p>	<p>programmes/strategies and then developing a strategic action plan.</p> <ul style="list-style-type: none"> ✓ This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress. ✓ It has been identified that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report Pupil Premium: Next Steps (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor. ✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English. ✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PPG teacher to run interventions on catch up literacy and catch up maths.</p>	<ul style="list-style-type: none"> ✓ Learners on Catch Up® Numeracy achieve more than double the progress of typically developing learners. ✓ Learners aged 6 - 11 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months (a mean ratio gain* of 2.2). ✓ Catch Up® Numeracy has impact beyond numeracy skills 	<p>1</p>

	<p>After only 3 months of Catch Up® Numeracy, learners:</p> <ul style="list-style-type: none"> ✓ became more self-confident and motivated in class ✓ felt more in control of their learning ✓ felt more confident to work independently ✓ displayed a much improved attitude towards numeracy <p>Further Maths intervention, with a strong evidence and research base, is needed at HISN. Resources will be required to support the intervention.</p>	
<p>Targeted Academic Support</p> <p>Beanstalk Readers: Beanstalk readers is a twice weekly reading intervention, for 30 minutes, focusing on using trained volunteers to provide consistent, one-to-one literacy support to primary school children who need help. Their trained reading helpers give the children the support they need to improve their reading ability and confidence.</p>	<ul style="list-style-type: none"> ✓ OFSTED's published paper: 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' identified successful intervention included: <ul style="list-style-type: none"> • Carefully targeted support for specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics. • Intervention which are taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants • Interventions which were time limited, not a way of life and linked well to day-to-day teaching 	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Small groups – 1:3 Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,4

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

Budgeted cost: £17,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Children's Wellbeing Practitioner</p>	<p>✓ Supporting the 'whole child' is equally as important as specific intervention and may help to make ongoing gains more systemic.</p> <ul style="list-style-type: none"> • EEF identify that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour. 	<p>3</p>
<p>Parent Support Advisor</p>	<p>✓ Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p>	<p>3</p>
<p>Play Therapist- Wednesday Morning</p>	<p>Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> • pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges • pupils who can set goals, manage stress and organise their school work achieve higher grades • pupils who use problem-solving skills to overcome obstacles do better academically <p>OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p>	<p>3</p>

	<p>Key evidence</p> <ul style="list-style-type: none"> • an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning • whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment 	
Educational Psychologist	<p>An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways:</p> <ul style="list-style-type: none"> -To support families who may need further advice at home to support their children. - To conduct assessment to determine a child's area of SEN. -To provide guidance to teaching and support staff around strategies to support specific children. -To deliver interventions to target specific children's needs. -To deliver training to staff and parents regarding approaches to support pupils emotional wellbeing and self-regulation 	3
<p>Financial support for visits, school uniform, music lessons</p> <p>Milk</p> <p>Contingency fund for acute issues.</p>	<ul style="list-style-type: none"> ✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events. ✓ School milk can be a great energy boost at mid-morning break, refuelling the body until lunch. Milk and water are the only two drinks recommended by dentists between meals. ✓ School milk is excellent for hydration, which is essential for aiding the concentration and attention of young minds in class. ✓ Drinking school milk fits into a healthy lifestyle. It is one of the best ways to rehydrate after an active playtime, getting children ready to learn once again. ✓ Drinking school milk fits into a healthy lifestyle. It is one of the best ways to rehydrate after an active playtime, getting children ready to learn once again. <p>Cool Milk – see website for further detail and research: https://www.coolmilk.com/why-milk-is-great/</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	3

Total budgeted cost: £55,630

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 2021 to 2022 academic year.

This has been the first full academic year since 2018-2019.

At Hampton Infant School for the academic year 2021-22, 42 children were entitled to the pupil premium grant, this is 11% of our school cohort. 43% were SEN or on SEN support. 57% were PPPG.

EYFS Data

13 children were eligible for PPG in Reception this was 11%. 31% of these children were on the SEN register. 15% of these children had less than 77% attendance and 7% started the academic year late.

2022 EYFS PPG children reaching GLD	2022 EYFS children reaching GLD *national data	2022 EYFS children reaching GLD
54% (7 chn)	65%	79%

Year 1 Steps Progress

13 children were eligible for PPG in year 1 this was 11% of the year group. 38% of these children were on the SEN register and 15% were on learning support. 23% of these children had 75% attendance or less for the academic year. 7% started during the academic year and had low starting points.

	Reading	Writing	Maths	Phonic-screening: percentage of PPG children reaching expected standard	Phonic-screening *national attainment:	Phonic-screening: percentage of Year 1 children reaching expected standard
Whole Cohort	5	5.2	5.2	46% (6 chn)	76%	79%
PPG (13 chn)	4.5	5.7	4.7			

Year 2 Steps Progress

17 children were eligible for PPG in year 2 this was 14% of the year group. 35% of these children were on the SEN register. 12% of the PPG pupils has less than 78% attendance for the academic year. 6% started during the academic year and had low starting points.

	Reading	Writing	Maths
Whole Cohort	5.5	5.4	5.4
PPG (17 chn)	4.6	4.4	4.5

	2022 KS1 PPG children reaching expected standard	2022 KS1 PPG children reaching expected standard – *national data	2022 KS1 children reaching expected standard
Reading	53% (9 chn)	67%	72%
Writing	41% (7 chn)	58%	55%
Maths	35% (6 chn)	68%	58%

PPG lead teacher was trained to carry out the Catch Up Numeracy programme. 3 children accessed this programme.

Maths age September	Maths age July	Difference	Age comparison with CA
5:5	7:5	+24 months	over
6:2	6:10	+8 months	under
6:0	7:0	+12 months	over

3 Children accessed Catch Up Literacy programme.

September 2021 Reading age	July 2022 Reading Age
5:0	8:2 +38 months
4:11	8:3 +40 months
<4:5	6:4 +23 months

Many of our families this year have accessed pastoral support.

- The play therapist in school x1 weekly, 56% of children accessing play therapy were PPG.

- CWP support was accessed by 25% of PPG families in Hampton Infant School.
- The Parent Support Advisor supported 55 parents/families by the end of the 2021-22 academic year - 32% of which were PPG. Work focuses on parenting, behaviour, accessing supporting from LA and housing.

Throughout the year the Inclusion Manager and Pupil Premium Grant lead teacher have attended pupil progress meetings.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.