

Review of Expenditure 2019-20

Previous Academic Year 2019-20			
Desired Outcome:	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate:	Lesson learned (and whether you will continue with this approach)
<p>Writing attainment and progress for PPPG pupils in Year 1 and 2</p>	<ul style="list-style-type: none"> ✓ Current in-house tracking data used to identify key children ✓ Target tracker/KPI statements used to identify key gaps in learning. ✓ Previous assessments/KPI grids used to identify misconceptions ✓ Children to work with the adult 3 times per week for 15 mins for reflection mentoring. ✓ Feedback given to class teacher, parents and children regularly ✓ Rigorous baselines conducted to track progress and identify need. 	<ul style="list-style-type: none"> - Termly data compiled and used to identify key children. - Target tracker data and formative discussions used to determine focus children. - Book look used to determine next steps measure against the KPI grids. - PPG lead teacher and inclusion manager taught reflection mentoring sessions x3 weekly, 15mins. - Half-termly feedback given to class teacher re progress and next steps. - Book look and data cycle conducted half-termly. <p>CV19 – Data not available due to pandemic.</p>	<p>-Reflection mentoring and ‘key child’ approach successful in motivating children to work towards targets.</p> <p>-Children would benefit from further whole-class systemic approach to improve writing practises.</p> <p>Next steps:</p> <p>-Continue with assess, plan, do, review reflection mentoring cycle in new academic year.</p> <p>-Use the EPS to support with general class writing progress and planning.</p>

Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)

<p>Raise attainment in communication and interaction for children in Reception.</p>	<ul style="list-style-type: none"> ✓ All children, in EYFS, are baselined assessed through the speech link software. ✓ PPG children are targeted accordingly with intervention. ✓ PPG are tracked termly to determine progress ✓ Discussions had with parents so that they can self-refer to the SALT advice line, if further progress is not made. 	<ul style="list-style-type: none"> - All PPG EYFS pupils were baselined using speech link software. - PPG children were targeted accordingly with intervention. - Summative assessments carried out termly to determine progress. - SALT link meetings provided feedback for parents. <p>CV19 – Data not available due to pandemic.</p>	<p>-Speech link programme was a useful tool for assessing children’s language on entry and using this data to ensure relevant intervention.</p> <p>-Private SALT utilised showed maximum impact and progress. A good, systemic approach which supported staff development.</p> <p>Next steps:</p> <p>Communication and interaction will need to be a focus next academic year.</p> <p>Private SALT to continue.</p>
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Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
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<p>Staff, parents and children feel more informed and able to understand emotions and reactions.</p>	<p>Emotional Health Service:</p> <ul style="list-style-type: none"> ✓ Raise awareness of social emotional needs with staff, through staff meetings ✓ Supporting parents through parent workshops; delivering key information and strategies. ✓ Liaising carefully with the school Inclusion Manager and staff to determine appropriate training in order to directly address areas of need. <p>School counsellor:</p> <ul style="list-style-type: none"> ✓ Raise awareness of counselling with staff ✓ Ensure leaflets are available in the office ✓ Regular review meeting with counsellor ✓ Ensure a confident rapport is evident between the counsellor and parents <p>Kick mentoring:</p> <ul style="list-style-type: none"> ✓ For children to make progress from the initial goals they set for themselves. ✓ For the children's self-image to improve. ✓ For the children to feel more secure about their sporting ability and more likely to take risks. 	<p>Staff survey suggested that staff feel 'good' or 'very good' about their understanding of a range of children's needs and how this can affect their learning.</p> <p>Parent workshops coordinated termly: ASD, ADHD and attachment and anxiety.</p> <p>School counsellor in school x1 weekly, 80% of children seen were PPG.</p> <p>Kick mentor in x1 weekly, 75% of pupils seen were PPG.</p> <p>CV19 – Data not available due to pandemic.</p>	<p>Next steps:</p> <p>Wellbeing is going to need to be a focus for the children return to school.</p> <ul style="list-style-type: none"> -EPS service used to support wellbeing transition for children and staff -CWS used to support parents with wellbeing, anxiety and extreme behaviour -EHS used to support parents with informative workshops -EPS used to conduct coffee mornings to provide support for families and staff.
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	EPS: -Provide bespoke support for specific children -In-school staff and parent training -Teacher consultation and support		
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Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
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<p>Enrich children’s cultural capital through wider experiences</p>	<ul style="list-style-type: none"> ✓ Weekly meetings between Inclusion Manager and PPG lead teacher to discuss next steps and subsequent enrichment experiences. ✓ Scheduled time to reflect on experiences and discuss what happened – broadening the curriculum and their language skills. ✓ For reception children to undertaken a ‘new experience’ half-termly and discuss this with an adult, to wider their life experiences. ✓ For Key Stage One children to undertaken a ‘new experience’ termly and discuss this with an adult, to wider their life experiences. 	<ul style="list-style-type: none"> - Weekly meeting undertaken by the Inclusion Manager and PPG lead teacher and experiences planned. - Year R x2 half-termly trips undertaken - Year 1 x2 termly trips undertaken (e.g. library) - Year 2 x2 termly trips undertaken (E.g. cinema) <p>CV19 – intended survey data not available due to pandemic.</p>	<p>Focus on expanding cultural capital was valuable and built positive relationships between the PPG lead teacher, Inclusion Manager and pupils.</p> <p>Next steps:</p> <p>Cultural capital included in PPG budget for 2021-21, this will enable a greater focus and a larger range of experiences to be offered.</p>
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Summary information					
School	Hampton Infant School and Nursery				
Academic Year	2020-21	Total PP budget (allocated April 2021 – March 2021)	£54,520	Date of most recent PP Review	July 2020
Total number of pupils as of Sept 2021	399	Number of pupils eligible for PP as of Sept 2021	24	Date for next internal review of this strategy	July 2021

Due to school closures, we have no end of KS1 data to include on our strategy for 2021-21. However, we are planning to continue our support for our PPG students based on successes up to March 2019. We will keep promoting high quality teaching for all pupils, providing individual and targeted support for those who need it (in class and through specific interventions, such as Catch up Literacy and Phonics-focused work). Our Inclusion lead, PPG lead teacher and parent support advisor (PSA), will continue to work closely with our PPG families, maintaining our attendance/punctuality figures. Mental well-being will continue to be a high priority for all our children and families, through our social, emotional and mental health provision outlined below.

Our PPG strategy is based on the Educational Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality First Teaching (professional development for all staff in supporting pupil premium children in class and across the whole school)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance, clubs)

The tiered approach is indicated throughout the subsequent document.

1. Barriers to future attainment

In-school barriers

Early reading skills, specifically phonics

Progress in writing, specifically applying phonics to spelling and sentence construction.

Pupils and staff have access to required support for their mental health and well-being.

Parents accessing appropriate support to manage their children's needs.

2. Desired outcomes

Desired outcomes and how they will be measured

Success criteria

To continue to facilitate the development of early reading skills through a wide-range of strategies.

Year 2 phonics screener: 70% of pupils will pass the December phonics screen
Year 1 phonics screener: 82% of pupils to pass the phonics screener

80% of year 2 PPPG to be reading at expected standard by end of KS1
80% of year 1 PPPG to be reading at expected standard by end of Year 1

To ensure that all PPPG children achieved the expected 6 steps progress in writing.

In year 1 and 2 writing results:

Year 2 PPPG data 2021-21:
80% expected in writing

Year 1 PPPG data 2021-21:
80% expected in writing

Year 1 PPPG progress data 2021-21:
6 points in writing

Year 2 PPPG progress data 2021-21:
6 points in writing

To provide support for pupils and staff including mental health and well-being.

Surveys of pupils show a positive understand of emotions and how these can be understood to help you to work out what to do next.

Surveys of staff, attending training, feel an increased level of understanding.

Pupils accessing support from the school counsellor
Staff accessing support from the EHS re pupils in their class

To ensure that parents have access to the appropriate support to manage their children's needs.

Surveys of parents, attending training, feel an increased level of understanding.
Weekly feedback from PSA indicating support and assessment evidencing progress.

An increase in parental engagement from hard to reach families

A change in parental practice with some children (e.g. reading increases)

Planned expenditure				
EEF tiered approach:	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Targeted Academic Support	<p>Teacher and LSAs responsible for teaching specific interventions and targeted support for individual pupils:</p> <ul style="list-style-type: none"> -Catch up Literacy -Phonics 	£27,033.00	<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 	<ul style="list-style-type: none"> ✓ Current in house tracking data used to identify key children ✓ Baseline assessments used target need ✓ Target tracker statements used to identify key gaps in learning. ✓ Previous assessments used to identify misconceptions ✓ Children to work with the adult 3 times per week for 15 mins. ✓ Feedback given to class teacher, parents and children regularly ✓ Rigorous baselines conducted to track progress and identify need. ✓ Phonics intervention rapid and targeted to ensure progress <p>To be reviewed in March 2021</p>

			identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	
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	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Quality First Teaching Targeted Academic Support	Inclusion Manager	£6386.00	<ul style="list-style-type: none"> ✓ This will be a specific project in which the PPG lead will focus on raising standards in writing across the school. ✓ Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan. ✓ This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress. ✓ CPD for staff to support writing standards. ✓ It has been identifying 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. 	<ul style="list-style-type: none"> ✓ IM to liaise with staff re required intervention ✓ Using formative and summative data, IM will ensure provision is put in place to support pupils ✓ Interventions will be tracked termly ✓ Interventions changed/amended accordingly

			<ul style="list-style-type: none">✓ 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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Planned expenditure				
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Wider strategies	Emotional Health Service	£1400.00	<ul style="list-style-type: none"> ✓ The Emotional Health Service will be providing support or training for PPG parents. They will provide input and support for parent evenings, advising parents on how to effectively respond to behavioural challenges or how to identify the onset of more severe psychological and behavioural problems that may require professional assessment and help. They will deliver specialist training for staff or pupils; providing training programmes for common problems such as a range of anxiety problems, low mood, peer group problems such as bullying, eating problems or disorders, but also for problems related to exam stressors and how to best deal with these. All of their training programmes will include advice on resilience factors and the importance of developing communication skills and a positive and integrative school culture. ✓ EEF has identified that, on average, social and emotional learning (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). 	<ul style="list-style-type: none"> ✓ Raise awareness of social emotional needs with staff, through staff meetings ✓ Supporting parents through parent workshops; delivering key information and strategies. ✓ Liaising carefully with the school Inclusion Manager and staff to determine appropriate training in order to directly address areas of need. <p>To be reviewed March 2021</p>

			<ul style="list-style-type: none">✓ Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. ✓ SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.	
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Planned expenditure				
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Wider strategies	School Counsellor	£ 2888.00	<p>Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment: 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>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 	<ul style="list-style-type: none"> ✓ Raise awareness of counselling with staff ✓ Ensure leaflets are available in the office ✓ Regular review meeting with counsellor ✓ Ensure a confident rapport is evident between the counsellor and parents <p>To be reviewed in March 2021 prior to Easter holidays.</p>

			implemented for all pupils, strongly correlate with higher attainment	
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	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Targeted Academic Support	Beanstalk Readers	£1284.00	<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 ✓ 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 our help. Their trained reading helpers give the children the support they need to improve their reading ability and confidence. 	<ul style="list-style-type: none"> ✓ For children to become more engaged in reading. ✓ For their confidence to improve and for them to develop a love of reading. ✓ For the speed of children's reading to be improved – monitored through the use of EOT assessments and baseline assessments. ✓ For the children's comprehension when reading to improve – monitored through the use of EOT assessments and baseline assessments. <p>To be reviewed March 2021</p>

	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?

Quality First Teaching	Educational Psychologist	£4090.00	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: -To support families who may need further advice at home to support their children. - To conducts 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.	<ul style="list-style-type: none"> ✓ EP used for continuous staff development through delivering insets and supporting intervention ✓ EP used for liaison with the school Inclusion Manager to action plan next steps and children and determine appropriate action/s. ✓ EP used to meet with parents and discuss needs and supportive actions. ✓ EP to conduct assessments, when appropriate, and use these to determine needs and further support necessary. ✓ EP used to conduct training with PPG parents; guiding them around support which can be delivered at home <p>To be reviewed March 2021</p>
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	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Wider strategies	Financial support for visits, school uniform, music lessons	£1000.00	<ul style="list-style-type: none"> ✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events. 	<ul style="list-style-type: none"> ✓ Children are able to access opportunities which would otherwise be unavailable to them; broadening their experiences. ✓ Improved confidence and engagement in curriculum activities. <p>To be reviewed March 2021</p>

	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Quality First Teaching	Parent Support Advisor	£7824.00	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and	<ul style="list-style-type: none"> ✓ Regular meetings with PSA ✓ Referral system explained to staff and its clearly implemented and staff understanding the support offered. ✓ Flag the priority/hard to reach families
Wider strategies				

			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.	To be reviewed March 2021
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	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Wider strategies	Children's Wellbeing Practitioner	£2500.00	<ul style="list-style-type: none"> ✓ Supporting the 'whole child' is equally as important as specific intervention and may help to may ongoing gains more systemic. ✓ 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. 	<ul style="list-style-type: none"> ✓ Inclusion Manager to meet with CWP to determine appropriate families. ✓ Check-in meetings weekly to determine progress. ✓ Review meeting at end of 10-sessions. ✓ Team to determine next steps with families. ✓ Progress sustained overtime. <p>To be reviewed March 2021</p>

	Planned expenditure			
Outcome	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Wider strategies	Enrichment experiences	£1134.00	<ul style="list-style-type: none"> ✓ Wide research promotes the benefits of curriculum enrichment to support educational attainment: 	<ul style="list-style-type: none"> ✓ Weekly meetings between Inclusion Manager and PPG lead teacher to discuss next steps and subsequent enrichment experiences. ✓ Scheduled time to reflect on experiences and discuss what happened – broadening the curriculum and their language skills.

			<p>https://educationendowmentfoundation.org.uk/school-themes/enrichment/</p> <p>✓ The EEF state that: “...enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.”</p>	<p>✓ For reception children to undertaken a ‘new experience’ half-termly and discuss this with an adult, to wider their life experiences.</p> <p>✓ For Key Stage One children to undertaken a ‘new experience’ termly and discuss this with an adult, to wider their life experiences.</p> <p>To be reviewed March 2021</p>
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