# 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

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| Detail | Data |
| School name | Henry Hinde Infant School |
| Number of pupils in school  | 134 |
| Proportion (%) of pupil premium eligible pupils | 42 (Oct 20 census) 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sarah Alexander |
| Pupil premium lead | Becky O’Neill |
| Governor / Trustee lead | Nik McNulty |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 56,490 |
| Recovery premium funding allocation this academic year | £ 6,090 |
| 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 | £62,580 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As a team, we are committed to our vision of ‘Be the Best you can Be!’ and this is the foundation for all our work. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and grow as well-developed individuals, no matter what their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to accomplish our intent, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or who have suffered trauma (ACES). The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.The changing needs of our pupils and families drive our Pupil Premium strategy. High quality teaching and support for all children is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupil’s attainment will be sustained and improved alongside progress for their disadvantaged peers.Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will strive to –* Remove barriers to learning
* Act early to intervene at the point need is identified
* Sustain and accelerate the progress of disadvantaged pupils from their relative starting points
* Narrow the attainment gaps between disadvantaged and their peers
* Ensure that all pupils are fluent in basic number
* Ensure that ALL pupils are able to read fluently and with a good level of comprehension to enable them to access the full breadth of the curriculum
* Enable pupils to be ready to learn and build their resilience
* Equip our pupils with communication and language skills to communicate confidently
* Address non-academic barriers to attainment such as ACES, SEMH needs, behaviour, attendance and punctuality
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Assessments and observations demonstrate an attainment gap between Pupil Premium eligible children and their non Pupil Premium eligible children at the end of KS1 in R/W/M at the expected standard. |
| 2 | Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers |
| 3 | Observation, assessment and discussion with pupils have highlighted a gap in the retention and application of basic number facts/fluency in early number. |
| 4 | Significant proportion of pupils do not arrive at school ready to learn due to previous ACEs and lower levels of language which results in them lacking confidence, self esteem and often an inability to self-regulate – a significant proportion are disadvantaged. |
| 5 | Assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. |
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## 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.

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| Intended outcome | Success criteria |
| To increase attainment and rates of progress in the acquisition and application of phonic knowledge in order to improve reading (and spelling) skills.KP1 KP5 | Attainment in Y1 Phonics screening for all pupils will be at least national.Attainment in Y1 Phonics screening for disadvantaged will be at least national. |
| To improve oracy in Reception through Wellcomm Interventions To increase pupil confidence to communicate confidently and effectively in a wide range of contexts. Language and vocabulary development will have expanded in order to improve outcomes and secure cultural capital for all pupils including disadvantagedKP1 KP5 | At least 70% of EYFS cohort achieve ELG in communication/Oracy skills.Assessments and observations will indicate significantly improved oral language and subject-specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and book scrutiny. |
| Improved attainment of all pupils including disadvantaged in readingKP1 KP4 KP5 | All children identified as on track for ARE achieve ARE at the end of the year.Increased number of disadvantaged are on track to achieve ELG/ARE in EY/KS1 from starting point. |
| Improved attainment of all pupils including disadvantaged in WritingKP1 KP4 KP5 | All children identified as on track for ARE achieve ARE at the end of the year.Increased number of disadvantaged are on track to achieve ELG/ARE in EY/KS1 from starting point. |
| Improved attainment of all pupils including disadvantaged in MathsKP1 KP4 KP5 | All children identified as on track for ELG/ARE achieve ARE at the end of the year.Increased number of disadvantaged are on track to achieve ELG/ARE in EY/KS1 from starting point. |
| To equip all pupils with the knowledge and skills to demonstrate fluency in calculation and a confidence and flexibility with numberKP1 KP4 KP5 | All children identified as on track for ELG/ARE achieve ARE at the end of the year.Increased number of disadvantaged are on track to achieve ELG/ARE in EY/KS1 from starting point. |
| To improve all pupil’s social skills and emotional well-being by implementing strategies to address emotional, social and behavioural needs so that pupils are ready to learn.KP2 KP3  | All staff will follow the Behaviour Policy to use a restorative approach to understanding and managing behaviour needs.All staff working with vulnerable children will be Team Teach trained to aid the de-escalation of dysregulated pupils.There will be a decrease in instances which require the removal of a pupil from the classroom to the Quiet Room.There will be a decrease in the involvement of SLT to de-escalate pupils.Disadvantaged pupils will have equal access to Extra-curricular activities to promote higher levels of engagement.Pupils will arrive at school and access support/strategies which allow thenm emotionally regulate and maintain their readiness for learning.Support through HSSW will be offered as required to ensure the whole family is being supported and areas of concern are addressed. |

## Activity in this academic year 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: £ *15,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| INSET session – Reading framework – all staff, half a day | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 2 |
| INSET session - RWI refresher training from external source = all staff, half a day (£250) | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 2 |
| Purchase a further set of RWI phonetically decodable reading books so that there are sufficient resources for guided reading and home reading | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics><https://thekeep.eiu.edu/cgi/viewcontent.cgi?article=2367&context=theses> | 1 2 |
| Deliver Time to Talk program in Reception | [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2 |
| PD sessions - Vocabulary for all staff | [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 2 |
| Rec, Year 1 and Year 2 Lead participants to attend national training workshops to deliver the NCETM Mastering Number programme | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths> | 1 2 3 |
| Increased capacity at Middle Leadership level to monitor subject | Middle leaders have increased ownership for the planning, delivery and outcomes in their subject. Receiving targeted CPD and coaching from external advisors and Senior Leaders in school and release time regularly to enable this. | 1 2 3 |
| PD session – Behaviour policy to be finalised in conjunction with all staff, re-cap of restorative scriptRegular review and reflection as necessary throughout the year. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>[Whitby, M 2018.pdf (ncl.ac.uk)](https://theses.ncl.ac.uk/jspui/bitstream/10443/4314/1/Whitby%2C%20M%202018.pdf) | 4 5 |
| PD session – The Art of Brilliance – half day Inset | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 5 |
| PD session - Zones of Regulation – half day Inset | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 5 |
| PD session – Growth mindset | <https://www.mindsetworks.com/science/> | 4 5 |
| 2 staff to attend full Team Teach trainingAll trained staff to attend Team Teach refresher – PD session | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 5 |

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

Budgeted cost: £29*,580*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SMART group – self regulation techniques – group of 4 run by HLTA | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 5 |
| Targeted small group or 1:1 Phonics Catch Up sessions | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1 2  |
| Targeted small group or 1:1 reading sessions with phonetically matched books | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 2 |
| Precision teach sessions – common exception words or single sounds  | <https://www.bangor.ac.uk/psychology/teaching/docs/Precision%20Teaching.pdf><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1 2 |
| Targeted small group maths sessions using the Mastering Number resources to keep up with the class | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 3 |
| Our Home School Support Worker will support the needs of individual children in a mentoring role with 1:1 or small group sessions in response to instances that arise  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 4 5 |

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

Budgeted cost: £ *20,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide families with support via our Home School Support Worker, focusing on supporting families outside of school where needed | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1 2 3 4 5 |
| Disadvantaged pupils will have access to a wide range of enrichment experiences both in the classroom and outside of it to increase their cultural capital which will be fully funded | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 1 |
| Disadvantaged pupils will have access to a wide range of fully funded extra-curricular clubs which will support their well-being and increase their cultural capital  | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 4 5 |

**Total budgeted cost:** £62,*580*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |