# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | 148 |
| Proportion (%) of pupil premium eligible pupils | 46 (Oct 21 census) 34% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022  2022-2023  2023-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Aim Board |
| Pupil premium lead | Becky O’Neill |
| Governor / Trustee lead | Alison Dyke |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 63,710 |
| Recovery premium funding allocation this academic year | £5,832.00 |
| 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 | £69,542 |

# 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 which 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 |

## 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 | There is an attainment gap between Pupil Premium eligible children and non Pupil Premium eligible children at the end of KS1 in R/W/M at the expected standard.  Reading – 58%/80%  Writing – 31%/60%  Maths – 53%/64% |
| 2 | Poor language and communication skills on entry to school. Early assessment of pupils in EYFS indicate underdeveloped oral language skills and vocabulary gaps among many pupils. This is evident from Reception through to KS1 and in general, are more prevalent among our PP pupils than their peers. There is also an increase of pupils with EAL from families with Refugee or Asylum Seeker status. |
| 3 | There is a gap in the retention and application of basic number facts/fluency in early number between PP and non PP pupils. |
| 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 PP. |
| 5 | Observations and discussions with pupils and families continue to suggest that the education and wellbeing of many of our PP and other disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. |
| 6 | Attendance monitoring identifies that punctuality and attendance are an issue for a number of our families – a significant proportion are PP. |

## 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. | Attainment in 2022/23 Y1 Phonics screening for all pupils will be at least national.  Attainment in 2022/23 Y1 Phonics screening for disadvantaged will be at least national. |
| To improve oracy in Reception through WellComm Interventions which in subsequent years will impact positively in KS1.  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 disadvantaged | 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 reading | All children identified as on track for ARE achieve ARE at the end of the year.  Whole school reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard. |
| Improved attainment of all pupils including disadvantaged in Writing | All children identified as on track for ARE achieve ARE at the end of the year.  Whole school writing outcomes in 2022/23 show that more than 50% of disadvantaged pupils met the expected standard. |
| Improved attainment of all pupils including disadvantaged in Maths | All children identified as on track for ELG/ARE achieve ARE at the end of the year.  Whole school maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard. |
| To equip all pupils with the knowledge and skills to demonstrate fluency in calculation and a confidence and flexibility with number – continue with Mastering Number programme. | All children identified as on track for ELG/ARE achieve ARE at the end of the year.  Whole school maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard. |
| 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. | All staff will follow the Behaviour Policy to use a restorative approach to understanding and managing behaviour needs.  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.  PP pupils will have equal access to Extra-curricular activities to promote higher levels of engagement – half termly monitoring  All 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.  Qualitative data from student and parent voice and teacher observations. |
| Attendance and punctuality for all will improve all pupils. | PP attendance is at least in line with their peers. |

## 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: £ *15,500*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Baseline assessment of all pupils who join after Rec start to be completed. Birmingham toolkit to be used for any pupils below EXS. | All staff will know the start points and next steps for new pupils. | 1 2 3 |
| Termly data drop and PPM to be held. | Discussion based on progress, attainment and specific needs of pupils taking into account achievement academically and SEMH needs. Next steps/interventions to be identified. | 1 2 3 |
| Review of feedback and marking strategies  Spring Term | EEF Feedback +6months  EEF Individualised instruction +4months  [Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 1 2 3 |
| Deliver WellComm program in Reception | EEF Oral language interventions +6 | 1 2 |
| PD sessions - Vocabulary for all staff | EEF Oral language interventions +6 | 1 2 |
| Rec, Year 1 and Year 2 Lead participants continue to attend local training workshops to deliver the NCETM Embedding the Impact 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 |
| Behaviour policy to be implemented consistently by all staff.  Regular review and reflection as necessary throughout the year. | EEF Behaviour interventions +4  [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 – Growth mindset | <https://www.mindsetworks.com/science/> | 4 5 |
| New staff to attend full Team Teach training | EEF Behaviour interventions +4 | 4 5 |
| New staff to attend Read, Write, Inc training | [EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) +5months | 1 2 |
| HLTA to take on role for EAL interventions. PD opportunities and planning time to be allocated. Interventions to be delivered across the school to remove barriers for pupils. | EEF Oral language interventions +6 | 1 2 |

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

Budgeted cost: £28,210

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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 | [EEF Social-and-emotional-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) +4 months  [EEF Behaviour-interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) +4months  EEF – Social and emotional learning +4months | 4 5 |
| Targeted small group or 1:1 Phonics Catch Up sessions | [EEF Small-group-tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) +4 months  [EEF Teaching-assistant-interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) +4months | 1 2 |
| Targeted small group or 1:1 reading sessions with phonetically matched books | [EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) +5months  [EEF Small-group-tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) +4 months | 1 2 |
| Precision teach sessions – common exception words or single sounds | <https://www.bangor.ac.uk/psychology/teaching/docs/Precision%20Teaching.pdf>  [EEF Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) +5months  [EEF Teaching-assistant-interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) +4months | 1 2 |
| Targeted small group maths sessions using the Mastering Number resources to keep up with the class | [EEF Teaching-assistant-interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) +4months  [EEF Mastery-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) +5months | 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 | EEF Mentoring +2 months | 4 5 |
| Other necessary TA/Class teacher led interventions where need arises throughout the year. |  |  |

**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 |
| Family Support Worker engages with vulnerable families across school offering a range of support. | EEF parental Engagement +4 | 1 2 3 4 5 6 |
| 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 | EEF parental Engagement +4 | 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 | [EEF Physical-activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) +1 | 4 5 6 |
| School Attendance team track, monitor and implement attendance policy daily. | [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) | 6 |
| Weekly attendance monitoring meetings between Principal, HSSW and Admin to embed principles of good practice set out in the DFE’s [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf) and school Attendance policy. | [Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)  Outcomes cannot improve if attendance is poor. Supporting families to get children in to school, educating them on keeping the children well and holding them to account for their child’s attendance. | 6 |
| Parent workshops to increase engagement with families – Maths, Phonics, Computing with particular focus on ensuring the attendance of PPG/vulnerable families. | EEF Parental engagement +4 months | 4 5 6 |

**Total budgeted cost:** £63,710

# 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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| Objective | Activity | Outcome/impact |
| * 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 | INSET session – Reading framework – all staff, half a day.  RWI refresher session for all teaching an support staff.  Additional RWI book bags purchased.  Reading volunteer x pm in Year 2 – Listened to individual readers.  Targeted small group or 1:1 Phonics Catch Up sessions.  Phonic screening interventions delivered by TAs – focus segmenting and blending skills | Y1 screening check 2022  HHIS 79% v Nat76%  \*Increased engagement in home reading evidenced in monitoring of reading diaries in all year groups.  \*Pupil voice highlighted that the pupils liked the books and found them easier to read than the books that we used previously (Book banded) |
| * 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 disadvantaged KP1 KP5 | Rec TA trained in delivery of WellComm.  Robust assessment of pupils, identification of pupils and intervention delivered with fidelity throughout the year. | Speaking ELG 2022 – HHIS v Nat  HHIS 88% v Nat 83%  Comm and Language  HHIS 83% V Nat 80% |
| * Improved attainment of all pupils including disadvantaged in Reading   KP1 KP4 KP5 | Targeted small group or 1:1 Phonics Catch Up sessions.  Targeted small group or 1:1 reading sessions with phonetically matched books.  Half termly assessment and tracking of RWI groups by English lead. Pupils who had not progressed identified for intervention.  Precision Teach sessions delivered.  Termly data drop and PPM. | Reading 2022 – HHIS v Nat  EY 78% v 68%  KS1 70% v 67%  58%PPG/80% non – 22%  PPG pupils with us from Rec = 70%/ joiners 33% at EXS +37% |
| * Improved attainment of all pupils including disadvantaged in Writing   KP1 KP4 KP5 | Handwriting interventions were delivered.  Spelling interventions were delivered.  Termly data drop and PPM. | Writing 2022 – HHIS v Nat  EY 78% v 68%  KS1 50% v 58%  31% PPG/60% non -29%  PPG pupils with us from Rec = 46%/ joiners 33% at EXS +13% |
| * Improved attainment of all pupils including disadvantaged in Maths   KP1 KP4 KP5 | Termly data drop and PPM.  Interventions delivered by class teachers and TAs including guided groups in Maths lessons, same day interventions, after school Maths Club (Y2), pre-teach, whole class feedback. | Maths 2022 HHIS v Nat  EY 88% v 76%  KS1 61% v 68%  53% PPG/64% non - ARE+ -11%  PPG pupils with us from Rec = 66%/ joiners 29% at EXS +37%  \*62% of Maths Club intervention group achieved ARE+  \*Learning walks and pupil voices showed that children from all groups were able to articulate their understanding of concepts. Y2 children were confident in challenging others and give their reasons for doing this.  \*Learning walks and pupil voice showed that children were engaged in Mastering Number sessions. In KS1, some children could explain how they used this earning in their main maths sessions. |
| * To equip all pupils with the knowledge and skills to demonstrate fluency in calculation and a confidence and flexibility with number   KP1 KP4 KP5 | 4 x weekly Mastering Number sessions – 15mins per day with fidelity.  All lead staff attended key training.  Materials were provided by the NCETM for all year groups. | Evaluation submitted to NCETM demonstrated -  \*Subitising skills were more embedded during the year  \*More pupils were able to calculate rather than reliance on counting in ones  \*Stem sentences gave greater access to PPG, EAL and SEN  \*Staff confidence increased due to a deepening of subject knowledge, understanding of pedagogical principles and use of carefully matched representations and stem sentences.  \*In KS1, staff began to utilise transferable skills and knowledge in the planning and delivery of their main maths lessons.  \* Learning walks and pupil voice showed that children were engaged in Mastering Number sessions. In KS1, some children could explain how they used this earning in their main maths sessions. |
| * 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 | Our Behaviour Policy was reviewed and shared with all staff.  PSHE lessons delivered with a focus on the Zones of regulation.  The SMART programme was reviewed to incorporate the Zones of Regulation.  Early identification of pupils that would benefit from participating in SMART group.  SMART group was delivered with fidelity.  TAs implemented both timetabled and ‘needed’ sensory breaks  HSSW delivered Early Help and attended Early Help meetings led by other settings for our pupils.  HHSW supported parents by being available for a chat, signposting them to sources of support, brokering support, completing application and referrals.  HSSW completed 1:1 work with pupils.  All DAP have access to two extra-curricular clubs each week and trips are fully funded. | \*Fewer incidents of behaviour issues where SLT were called and less children entered in the sad face book.  \*Pupils have strategies to self-regulate their emotions and as a result are more ready for learning each day. This resulted in wider curriculum participation.  \*Identified parents of vulnerable pupils were given support to implement the Zones of Regulation at home to ensure consistency between both settings.  \*Some children accessed extra-curricular clubs. This will be an area to monitor and review next year and changes to provision will be made when necessary.  \*Some children were signed up for extra-curricular clubs but did not attend – registers will continue to be monitored next year. |

## 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? | N/A |
| 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.* |