

Hamp Nursery and Infants school

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 | Hamp Nursery and Infants School |
| Number of pupils in school | 216 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2020/2021 to 2022/2023 |
| Date this statement was published | 15-12-2021 |
| Date on which it will be reviewed | Autumn 2022 |
| Statement authorised by | Mary Weatherburn |
| Pupil premium lead | Mary Weatherburn |
| Governor / Trustee lead | Victorija Martutaite |

Funding overview

| Detail | Amount |
|--|-----------------------|
| Pupil premium funding allocation this academic year | £118,334(anticipated) |
| Recovery premium funding allocation this academic year | £12,905 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £15,562 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the | £146,801 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are gifted and talented, and those who face significant barriers to learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are Child Looked After. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, along with maximizing the level of additional support from Teaching and Learning Assistants is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention is that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to needs, based on analysis of robust regular diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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.

Our intention is that all pupils at Hamp Nursery and Infants school make the maximum of progress they can, that none are disadvantaged by their individual needs or circumstances, and that there is no gap between the attainment of our disadvantaged pupils and non-disadvantaged pupils when they leave us at the end of KS1. We aim to ensure our disadvantaged pupils have raised self-esteem, raised confidence and independence, are able communicators and confident, engaged learners, able to self-motivate and view themselves positively and equally amongst their non-disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils indicate <u>underdeveloped oral language skills and vocabulary gaps</u> among many disadvantaged pupils. These are evident from Nursery and Reception through to KS1, and in general, are more prevalent among our disadvantaged pupils than their peers. All pupils, including disadvantaged, start school significantly below the expected standard for their age cohort. September 2021 data shows 99.5% of pupils are working below ARE in Communication and Language, with 52.4% working significantly below at 22-36 months or lower. This is typical of the Reception intake.</p> |
| 2 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <u>phonics</u> than their peers. Of the most recent group to take the Year One phonics screening test 100% of children who did not achieve this either in year one or by the end of year two were from disadvantaged families, and also had attendance issues and SEMH needs. This negatively impacts their development as readers.</p> |
| 3 | <p>Our assessments and observations indicate that the education and <u>wellbeing</u> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. We had a low take up of the vulnerable pupil places that were available in school, and less engagement with Google Classroom and home learning amongst our PP families. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified <u>social and emotional issues</u> for many pupils, notably increased during the pandemic and subsequent lockdowns, and a lack of enrichment opportunities, already particular to this locality which increased during school closure periods. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 42.77% of pupils with SEND in the Autumn term 2021 (63.5% of whom are disadvantaged) currently require additional support with social and emotional needs. This impacts on independence and self-esteem, as well as listening and attention, self-regulation and other self-help skills.</p> |
| 5 | <p>Analysis of <u>attendance data</u>, observations and discussions with pupils and families have identified that attendance is lower for disadvantaged families. This is a national picture, which has increased during the pandemic. The age-range of our pupils means that they cannot bring themselves to school and rely on parental engagement to come to school.</p> |

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 |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils to be achieving in line with their peers, or making more points progress, on average. |
| Improved phonics performance and reading attainment among disadvantaged pupils. | KS1 reading outcomes to show that disadvantaged pupils met the expected standard/exceeding standards in line with their peers, or made more points progress on average. |
| Improved writing attainment for disadvantaged pupils at the end of KS1. | KS1 writing outcomes to show that disadvantaged pupils met the expected standard, in line with their peers, or made equal or more points progress on average. |
| To achieve and sustain improved wellbeing, confidence and self-esteem for all pupils, particularly disadvantaged pupils in our school. | <p>Sustained high levels of wellbeing, confidence and self-esteem demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Increased confidence and independence of pupils. • Improved standards and progress for disadvantaged pupils, measured in the KS assessments <p>High participation in enrichment activities such as after-school clubs, among disadvantaged pupils.</p> <p>Significantly improved communication and independence, especially amongst disadvantaged pupils.</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance data between 94-95% post COVID. • Gap between FSM and Non FSM families reduced. Currently, Year to date, FSM have 3.3% more absence than non FSM. |

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: £ 16000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Employment of specialist Music Teacher, £15,000</i></p> <ul style="list-style-type: none"> • <i>Small group speaking and listening interventions.</i> • <i>Enrichment for the curriculum, development of hidden curriculum.</i> • <i>After-school PP groups.</i> • <i>G&T groups.</i> | <p>There is extensive evidence associating childhood social and emotional skills, development of self-esteem and increased independence with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,4 |
| <p><i>Training and development of RSHE curriculum.</i></p> | <p>There is extensive evidence associating childhood social and emotional skills, development of self-esteem and increased independence with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 1, 3,4,5 |
| <p><i>ELSA training for HSLW.</i></p> | <p>See both points above.</p> | 1,2,3,4,5 |

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

Budgeted cost: £111,301

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>ARP teacher - Specialist small group phonics and reading interventions.</i> | Data shows rapid progress for disadvantaged pupils receiving additional support. | 1,2,3,4 |
| <i>Additional Phonics sessions/intervention groups – double phonics in classes as identified to close the gaps. Update staff training in line with expectations for new validated Phonics schemes.</i> | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4 |
| <i>Daily reading sessions with trained adults in school.</i> | Data shows rapid progress for disadvantaged pupils receiving additional support. | 1,2,3,4 |
| <i>Contingency fund for additional needs, eg further support for pupils affected by absences due to the Covid pandemic.</i> | 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. | |

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

Budgeted cost: £19,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Employment of Home School Liaison worker. Hours increased from September 2021 to support families impacted by the effects of the Covid school closures and to liaise with families to address persistent absences and other issues affecting the pupils school life. | https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3,4,5 |
| <i>Rewards and incentives for attendance £500</i> | | 3,4,5 |

Total budgeted cost: £146,801

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.

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.

Our most recent data for 2019 shows that FSM groups were the third highest achieving group of 18 different groups, with non FSM being the 13th highest achieving group. In the four core areas measured by SAT's at the end of KS1, our FSM pupils achieved in excess of National standards for both EXS and GDS.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Due to the interruptions to learning primarily the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our extensive home-learning provision, daily online contact and well-being calls home, use of Google Classroom, backed up by hard copies of activities where necessary and other online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

| Programme | Provider |
|---------------------------------------|------------------|
| Education CPD | National College |
| Collins Big Cat online reading scheme | Collins |
| Educational resources subscription | Twinkl |
| Educational resources online | Espresso |

Further information

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.
- Further training from our senior SEMH lead.: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a 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

In planning our new pupil premium strategy, we evaluated the impact of our strategy previously to assess what worked well and to look for further improvements. In all areas PP performance academically was good, the strategies were making a significant impact. An area we identified that needed further improvement was the impact of persistent absenteeism on Pupil Premium children, often being one of the most significant reasons for their disadvantage, as school has the least time to make an impact. Extra measures such as increasing the HSLW hours, training an ELSA, half-termly attendance team meetings, introducing My Concern have been put into place this year to attempt to combat this further.

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 also used the FFT Aspire data to view the performance of disadvantaged pupils, and the EEF database to view the performance of pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

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.

