

# Hamp Nursery and Infant School

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	39.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£119,430
Recovery premium funding allocation this academic year	£6,271
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£822
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£126,523

# 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 underdeveloped oral language skills and vocabulary gaps 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.</p> <p>September 2022 data shows 100% of Reception pupils started school below ARE across 17 areas. 36% of Reception pupils are significantly below across 17 areas.</p> <p>100% of PP Reception pupils started school below ARE in September 2022 across 17 areas. 54% of PP Reception pupils started school significantly below ARE across all 17 areas.</p> <p>90.6% of Reception pupils started school below ARE in September 2022 in Communication and Language. 36% of Reception pupils are significantly below ARE in Communication and Language.</p> <p>92.3% of PP Reception pupils started school below ARE in September 2022 in Communication and Language. 46% of PP Reception pupils are significantly below in Communication and Language.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Of the most recent group to take the Year One phonics screening test 41% of the Year 1 cohort did not meet the threshold, with 59% of these being from disadvantaged families also having attendance issues and SEMH needs. This negatively impacts their development as readers. 40% of the pupils who did not meet the standard by the end of Year 2 were from disadvantaged families.</p>
3	<p>Our assessments and observations indicate 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. 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. 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 social and emotional issues 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 attendance data, 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</p>

	that they cannot bring themselves to school and rely on parental engagement to come to school.
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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.

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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• Increased confidence and independence of pupils.</li> <li>• Improved standards and progress for disadvantaged pupils, measured in the KS assessments</li> </ul> <p>High participation in enrichment activities such as afterschool clubs, among disadvantaged pupils. 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"> <li>• Whole school attendance data between 94-95% post COVID.</li> <li>• Gap between FSM and non-FSM families reduced. Currently, Year to date, FSM have 7.1% more absence than non-FSM.</li> </ul>

## 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: £ 15,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of specialist Music Teacher, £13,054 (60% of full cost):</p> <ul style="list-style-type: none"> <li>• Small group speaking and listening interventions.</li> <li>• Enrichment for the curriculum, development of hidden curriculum.</li> <li>• After-school PP groups.</li> <li>• G&amp;T groups.</li> </ul> <p>Employment of specialist PE Teacher, £2,616:</p> <ul style="list-style-type: none"> <li>• Small group interventions.</li> <li>• After-school PP groups.</li> <li>• G&amp;T groups.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/EEF-Social-and-Emotional-Learning">EEF Social and Emotional Learning.pdf</a> (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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/EEF-Oral-language-interventions">Oral language interventions   EEF</a> (educationendowmentfoundation.org.uk)</p>	1,2,3,4
<p>Training and development of RSHE curriculum.</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><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/EEF-Social-and-Emotional-Learning">EEF_Social_and_Emotional_Learning.pdf</a> (educationendowmentfoundation.org.uk)</p>	1,3,4,5

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

Budgeted cost: £82,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARP teacher - Specialist small group phonics and reading interventions.	Data shows rapid progress for disadvantaged pupils receiving additional support.	1,2,3,4
Additional intervention 1:1 support in additional groups – double phonics in classes as identified to close the gaps. Update staff training in line with expectations for new validated Phonics schemes.	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
Daily reading sessions with trained adults in school	Data shows rapid progress for disadvantaged pupils receiving additional support.	1,2,3,4
Contingency fund for additional needs, eg. further support for pupils affected by absences due to the Covid pandemic.	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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Home School Liaison worker. Hours increased from September 2022 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.</p>	<p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3,4,5</p>
<p>Rewards and incentives for attendance £500</p>		<p>3,4,5</p>

**Total budgeted cost: £119,878**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Our most recent National 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. In 2021 our internal data, along with FFT early results shows FSM pupils made more than the expected progress from their starting points, achieving above the National Standard.

Our FSM pupils made very slightly less progress than the non-FSM group, with both groups scoring above National in their SATs scaled scores in Reading/Writing/Maths but achieving more progress in science.

Our internal assessments during 2021/22 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 wellbeing 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
Educational resources subscription	Twinkl
Educational resources online	Espresso
Collins Big Cat online reading scheme	Collins

## Further information (optional)

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.