

Pupil premium strategy statement – Hook Infant School

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
School name	Hook Infant School
Number of children in school	335
Proportion (%) of pupil premium eligible children	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Melanie Walker Head Teacher
Pupil premium lead	Louise Hannan Deputy Head Teacher
Governor	Mr Chris Mullholland, Lead for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 50,439
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,305
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£ 51,774

Part A: Pupil premium strategy plan

Statement of intent

'Every child, Every day, Every Future'

At Hook Infant School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to achieve their full potential.

Respect Kindness Perseverance Teamwork Courage

Through our mission and values, we believe that all children at Hook Infant School, irrespective of their ethnicity, background or the challenges they face within their lives should make good progress and achieve high attainment across all subject areas. High-quality inclusive teaching alongside the promotion of good mental health and well-being for all, is at the heart of our approach and the purpose of our pupil premium strategy is to further support all pupils, most notably children experiencing vulnerability, to achieve that goal. Our strategy is integral to our wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for all children whose education has been worst affected. We will ensure that all children's attainment will be sustained and improved and through this continue to close the attainment gap between children experiencing vulnerability and those not experiencing specific vulnerability. We will consider the challenges faced by all groups of children and our whole school approach will be responsive to common challenges and individual needs through the following:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all children experiencing vulnerability are capable of overcoming their personal barriers to succeed.
- Children experiencing vulnerability and their families are held in high regard.
- Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for children that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
- High quality inclusive teaching for all children; responsive on-going formative assessment is essential to ensure children experiencing vulnerability children make strong progress.
- Teachers are committed to successfully engage all children in their learning through making necessary adaptions to lessons taking into account individual needs of learners.
- Professional development for teachers and support staff is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to high quality inclusive teaching; class teachers retain accountability for all children's achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Provision maps are used to ensure barriers to learning are highlighted and addressed through adaptations in lesson, enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Ensure that all children are challenged in the work they are set.
- Learning gaps and misconceptions are identified and addressed so that all children can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for all children and more often those experiencing vulnerability, are carefully planned and implemented.

Data-driven

- The progress of all groups of children is discussed at pupil progress meetings and at key assessment milestones. Different pupil groups are identified and monitored within school assessment procedures. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

- A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of all children and more often those children experiencing vulnerability.
- Resources are targeted at children at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many children experiencing vulnerability especially on entry to school in EYFS. This is also evident across Key Stage 1 and in general, are more prevalent among children experiencing vulnerability than their peers. This negatively impacts their speaking and listening ability, and in turn has a detrimental impact on their phonics, reading and writing progress, and subsequently their numeracy skills.
2	Assessments, observations and discussions with children suggest that children experiencing vulnerability generally have greater difficulties with

	phonics, reading and writing than their peers. Through our positive relationships and ongoing discussions with families, we have also identified that some families and more often those experiencing vulnerability, find it hard to support their children at home with reading, and phonics. This, further impacts pupil's acquisition of phonics and reading skills, and their development as readers and writers, and in turn, progress and attainment.
3	Through our assessments, observations and discussions with families, we have highlighted that the education and mental health and well-being of our children, and to a greater extent our children experiencing vulnerability, continues to be affected by the impact of partial school and nursery closures during the COVID-19 pandemic. These findings are supported by national studies. This not only affects children's behaviour, learning and attainment in school, but also their self-esteem, self-confidence, motivation and resilience.
4	Through our positive relationships and ongoing discussions with families, we have identified that some families, and to a greater extent our children experiencing vulnerability, have been identified as not having equal access to wider educational experiences or clubs outside of school. This can impact on pupil's mental health and well-being, and in turn their behaviour, self-esteem, self-confidence, motivation, resilience and attainment.
5	Our attendance and punctuality data, shows that a small number of children, in particular our children experiencing vulnerability, are more often late in into school and have a greater percentage of absence. This is negatively impacting children's SEMH and well-being, their readiness to learn and ultimately their academic progress and attainment.

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 for all children, particularly among our children experiencing vulnerability.	Observations and assessments indicate significantly improved language skills for all children. Children have a better understanding of their own learning and are ready to learn in Year 1. Children make at least good progress with their learning and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment for all children particularly among our children experiencing vulnerability.	Year 1 phonics screening outcomes in 2023/24 show that at least 60% of children experiencing vulnerability children met the expected standard. Scores for children who did not meet the expected standard are higher than previous years.

	<p>Year 2 phonics screening outcomes show that at least 60% of children experiencing vulnerability met the expected standard.</p> <p>Scores for children who did not meet the expected standard are higher than previous years.</p>
Improved Literacy and numeracy skills and attainment, particularly among our children experiencing vulnerability.	<p>Outcomes at the end of KS1 show that at least 60% of children experiencing vulnerability met the expected standard in reading, writing and maths.</p> <p>Children who did not meet the expected standards will have significantly improved quality of work.</p>
To achieve and sustain improved social, emotional and mental health and well-being in our school, particularly among our children experiencing vulnerability.	<p>Improved self-confidence, self-esteem, resilience and motivation as seen through children's readiness to learn, behaviour and attendance, especially among our children experiencing vulnerability.</p> <p>Improved progress, quality of work and outcomes for all children and particularly among children experiencing vulnerability.</p> <p>Reduction in families needing additional support from external agencies such as Early Help Hub (EHH).</p>
Sustained improvement for attendance and punctuality for all pupils, particularly among our children experiencing vulnerability.	<p>Children attend school on time and are ready to learn.</p> <p>Through observations, discussion with children, and children's work, this shows improved engagement in lessons and improved quality of work.</p>

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: £ 28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess EYFS children on entry and run the NELI program for those identified as at risk.	<p>NELI has been now been rolled out to all schools across England:</p> <p>https://www.teachneli.org/</p> <p>Oral language interventions have an impact of on average 6months additional progress. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Provide staff training on Meta-cognition and self-regulation	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components:</p> <ol style="list-style-type: none">1. cognition – the mental process involved in knowing, understanding, and learning2. metacognition – often defined as 'learning to learn'; and3. motivation – willingness to engage our metacognitive and cognitive skills. <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	All

Participate in the NCETM Mastering Number programme with our Maths Hub, and implement it across the school in order to enhance maths provision and improve outcomes	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches to raise achievements in maths and teach for mastery: Mastery Explained NCETM	1, 3, 4
Embed Anima Phonics across the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for children experiencing vulnerability children: Phonics EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £ 16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole staff training on metacognition.	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small groups of between 5-6 children is optimum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Additional phonics, maths and reading sessions (1:1 or small group) targeted at children who need further support, particularly children experiencing vulnerability.	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small groups of between 5-6 children is optimum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4

	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension is high impact with an average of 6 months additional progress. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
--	--	--

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

Budgeted cost: £ 7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide small group sessions based on the nurture group principle for those children who need it.	<p>Both targeted interventions and universal approaches can have positive overall effects with on average 4 months additional progress:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Continue to provide regular staff training on behaviour management based	<p>Adopting new behaviour interventions, whether universal or targeted ensures high quality delivery and consistency across the school:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4

on current research and good practice.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	5
Embed the Senior Mental Health Lead in school and produce a mental health and well-being strategy.	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges that have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p>Senior mental health lead training - GOV.UK (www.gov.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	All
Head teacher cluster group to create a generic policy for attendance for consistency and expectations across the cluster group of schools.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. On average these approaches show a gain of 4 months additional progress. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)</p>	All

Total budgeted cost: £ 52,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's children experiencing vulnerability during 2022/23 academic year, drawing on provisional national assessment data and our own internal summative and formative assessments.

The school context data demonstrated that our school has a higher percentage of children experiencing vulnerability who are also in additional vulnerability sub groups of SEN Support and SEN EHCP as compared to local authority and national percentages. The school context data also demonstrated that our school has a higher percentage of children experiencing vulnerability who are also in the sub vulnerability groups of Ethnicity (BME) and Language (EAL) as compared to our local authority, but not in comparison to national percentages. To help us gauge the performance of our children experiencing vulnerability we compared their results to those children experiencing vulnerability and to those children not experiencing specific vulnerability at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our children not experiencing specific vulnerability.

The data demonstrated that although our children experiencing vulnerability have not all met the expected standards in reading, writing and maths, all children made good progress from their starting points. Based on provisional local authority and national data, the number of children experiencing vulnerability achieving GDS and EXS for combined RWM are higher than both local authority and national percentages for children experiencing vulnerability.

Assessment Data for KS1 – 21 out of 117 children

	School - 21 pupils		School - All pupils	
	EXS+	GDS	EXS+	GDS
Reading	47.6%	14.3%	70.39%	25.6%
Writing	47.6%	9.5%	66.7%	9.4%
Maths	52.4%	19%	80.3%	22.2%
RWM combined	38.1%	9.5%	63.2%	8.5%

Phonics Screening results

Year 1 children – 64% (7 out of 11) of children experiencing vulnerability achieved the pass mark of 32 or above compared to 85% of all pupils.

Year 2 phonics re-take (19 children in total) – 33% (3 out of 9) of children experiencing vulnerability achieved the pass mark of 32 or above compared to 63% (12 out of 19) of all pupils. Of all the pupils 3 children were disappled due to their SEND needs.

Assessment data for GLD EYFS – 7/99 children

At the end of EYFS, 57% (4 out of 7) of children experiencing vulnerability achieved GLD compared to 83% of all pupils in school.

Attendance data for 2022.23 academic year

Children experiencing vulnerability - 89.7%

All children not experiencing specific vulnerability - 95.7%

We have also drawn on school data and observations to assess wider issues impacting the performance of our children experiencing vulnerability, including attendance, behaviour and well-being. The data demonstrated that pupil attendance overall has improved but is still lower for our children experiencing vulnerability than for those children not experiencing specific vulnerability. This continues to be at the forefront of improving all children's academic progress and we have a number of strategies in place to support families as needed.

Pupil behaviour continued to improve last year following the success of our behaviour policy which was revised in the 2021.22 academic year. Challenges continue to remain for all our families and children, and to a greater extent for children experiencing vulnerability, in relation to well-being and mental health which continue to be higher than before the COVID-19 pandemic. We continue to focus on this area of need within this plan.

Based on all the information above, the performance of our children experiencing vulnerability met expectations for the year 1 phonic screening. However, the performance of our children experiencing vulnerability at the end of KS1 for RWM and the phonic screening re-sit did not quite meet our expectations. We therefore believe we are currently on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our new Anima phonics scheme has had an impact on results for all children across the school and our results are rising back to pre-pandemic levels. For children who did not pass the phonic screening we have seen an increase in individual scores compared to previous years and prior to adopting Anima Phonics. Our continued focus on quality first inclusive teaching continues to improve behaviour and the learning experience and outcomes for all children.

We have reviewed our strategy plan and made some changes as to how we intend to use some of our budget this academic year as set out in the Activity in This Academic Year section above and in the Further Information section below. Although there were some strong individual performances at the end of KS1 within our overall attainment for our children experiencing vulnerability, this was below our expectations. We continue to strive to close the gap between our children experiencing vulnerability and those children who are not experiencing specific vulnerability.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Please see Further Information Section below for all additional strategies used.

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Our pupil premium strategy continues to be supplemented by additional interventions not funded by the pupil premium or recovery premium. We have used the EEF's Implementation guidance to help us develop our strategy [Guidance for teachers | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk) and will continue to use it through the implementation of activities. We have also used the DfE guidance, Using pupil premium: guidance for school leaders [Using pupil premium: guidance for school leaders \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Additional activities/interventions:

- ELSA support 1:1
- Small group additional social skills groups
- Embedding 'The 6 Strands' into our curriculum with guidance and support from our SENDCO
- Continuing to offer vulnerable families help with the purchase of school uniform, trips and extra-curricular activities
- Continue to have a robust focus on quality first inclusive teaching, keeping abreast of current research and best practice
- Continue to focus on effective feedback to children referring to EEF evidence. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. [Teacher Feedback to Improve Pupil Learning | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)
- Provide parent workshops in Phonics and Maths to further develop parental understanding of how these subjects are taught and how they can support their children.

We have put a robust evaluation framework in place for the duration of our three-year plan reviewing and adjusting it yearly within the framework in order to secure improved outcomes for all children.