

Hook Infant 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	Hook Infant School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Melanie Walker Head Teacher
Pupil premium lead	Louise Hannan DHT
Governor / Trustee lead	Chris Mulholland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,060.00
Recovery premium funding allocation this academic year	£ 1,015.00
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	£ 34,075.00

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 teaching alongside the promotion of good mental health and well-being for all, is at the heart of our approach. Our strategy is integral to our wider school development plans to continually improve outcomes for *ALL* children, including education recovery from the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We will respond to individual needs and ongoing challenges 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 disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Disadvantaged pupils 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 pupils 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 teaching for all.
- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development 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 teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils 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 disadvantaged pupils are carefully planned and implemented.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. 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 disadvantaged pupils.
- Resources are targeted at pupils 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	On entry to EYFS we have identified that the speech, language and communication skills of a small number of pupils eligible for the PPG are typically less developed than those not eligible for the PPG. This negatively impacts their phonics and reading progress and subsequently literacy and numeracy skills.
2	We have identified that a small number of pupils eligible for the PPG lack parental support with home learning e.g. reading, and this further impacts the children's acquisition of phonics and reading skills, and their development as readers and writers.
3	A small number of pupils eligible for the PPG have been identified as having social and emotional needs which not only affects their

	behaviour, learning and attainment in school, but also their self-esteem, self-confidence, motivation and resilience.
4	A small number of children eligible for the PPG have been identified as not having equal access to wider educational experiences outside of school especially during school closures, which impacts on their behaviour, self-esteem, self-confidence, motivation and resilience, and attainment.
5	The punctuality of a small number of pupils eligible for the PPG is poor in comparison to other children. This reduces their learning time which in turn impacts on their 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	Observation and assessment will indicate significantly improved language skills particularly among disadvantaged pupils. Pupils will make at least good progress with their learning and achieve in line with their peers.
Improved phonics and reading attainment	Year 1 phonics screening will show that more than 50% of disadvantaged pupils met the expected standard Year 2 phonics screening will show that more than 60% of disadvantaged pupils met the expected standard.
Improved Literacy and numeracy skills	Outcomes at the end of KS1 will show that more than 50% of disadvantaged pupils met the expected standard in reading, writing and maths
To achieve and sustain improved social, emotional and mental health and well-being in our school, particularly for our disadvantaged pupils	Pupils will have improved self-confidence, self-esteem, resilience and motivation, and will make at least good progress and achieve in line with their peers Pupils will have equality of opportunity
To achieve and sustain improved punctuality for all pupils, particularly our disadvantaged pupils	Pupils will attend school on time and will be ready to learn. Children will make at least good progress and achieve in line with their peers.

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: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all EYFS staff in the NELI programme and implement it into EYFS practice	<p>NELI has been trialled by a number of schools and has now been rolled out to all schools across England: https://www.teachneli.org/</p> <p>Oral language interventions have an impact of on average 6months additional progress. Targeted interventions that focus on the stage of the learner's development extends their learning and connects them to the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 4
Provide staff training on Meta-cognition and self-regulation	<p>These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/Maths_guidance_year_1.pdf</p>	1, 3, 4

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Improve the quality of social and emotional (SEL) learning. This will include ELSA as part of our normal school practice.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	All

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

Budgeted cost: £ 31,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up and implement 'Sunshine Club' focussing on social, emotional and mental health and well-being of pupils	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</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 pupils is optimum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3, 4
Additional phonics, maths	The average impact of the small group tuition is four additional months' progress, on average, over the	2, 3, 4

and reading sessions (1:1 or small group) targeted at pupils who need further support, particularly disadvantaged pupils	<p>course of a year. Small groups of between 5-6 pupils is optimum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review whole behaviour policy with support from Hampshire Behaviour Support Services	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	3, 4
Whole staff training on behaviour management with the aim of improving behaviour across the whole school	<p>Adopting new behaviour interventions, whether universal or targeted ensures high quality delivery and consistency across the school:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

This will involve additional training for relevant staff members		
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Total budgeted cost: £ 43,960

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to 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, and ensuring that all children who were deemed most vulnerable were able to attend school in person.

Pupil lateness increased following school closures and is being addressed with a more detailed focus in this plan.

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

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

Programme	Provider

Service pupil premium funding (optional)

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

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)

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

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> 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 <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

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 disadvantaged families help with the purchase of school uniform, trips and extra-curricular activities
- Continue to have a robust focus on quality first teaching, keeping abreast of current research and best practice
- Continue to focus on effective feedback to pupils 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. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- Utilising a [DfE grant to train a senior mental health lead](#). The training will enable us to develop a more robust whole school approach to mental health and well-being across the school following a needs assessment

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 better outcomes for *ALL* children.