

Pupil premium strategy statement Hatfield Peverel Infants School

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 | Hatfield Peverel Infant School |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 12.7% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 |
| Date this statement was published | October 21 |
| Date on which it will be reviewed | October 22 |
| Statement authorised by | Mary Gurr |
| Pupil premium lead | Mary Gurr |
| Governor / Trustee lead | John Guy |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £20,175 |
| Recovery premium funding allocation this academic year | £3190 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5144 |
| 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 | £28,509 Includes underspend form closure |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

At Hatfield Peverel Infant School we have high aspirations for all our learners and our aim is to ensure all pupils have this aspiration themselves and reach their full potential.

The overarching intent for all actions is to improve the outcomes and match our provision fittingly for our PP children, so that they are in a better position to achieve their full potential and their long term goals.

We aim to identify and address the barriers facing the individuals and their families and support them to overcome these.

As part of our 'inspiring learners for life', we aim to provide children with a broad and ambitious curriculum that motivates them to learn.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Missed schooling due to the lockdown of schools especially where children did not access home learning |
| 2 | Speech and language delay |
| 3 | Poor attendance |
| 4 | Below average starting point due to disadvantage and/or missed schooling |
| 5 | Underdeveloped social skills |
| 6 | Low expectations of parents/children and lack of engagement |
| 7 | Impact of Covid on whole family: emotional, trauma, finance, anxiety, |

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 attendance | Disadvantaged children will improve attendance so they are not persistent absentees and they access more of the extra provision put in place. They will be in line with attendance across the school. |
| Support to overcome specific barriers to outcomes / specific to individuals or families. | The correct support and help is in place including other agencies and all staff are aware of the bigger picture. Staff will be better equipped and more confident to deal with barriers |
| Disadvantaged children will make good/expected progress from their starting point this academic year and will have 'caught up' on learning at their pace. | 2021 data will show the tracking of progress over the year and the % of children making expected progress will match that of NPP children. |
| Disadvantaged children will achieve in line or above Essex and National figures for PP (unless there are specific SEN and EHCP attainment targets) | 2021 data will show the tracking of attainment at key points and the comparison against LA and National. |
| Vulnerable families will have targeted support for social, emotional and health needs | Other agencies are involved and signposted. Discussion of families on weekly meetings Welfare calls and invitations to groups for support or have interventions based on these identified needs. |
| Pupils will have a range of exciting experiences in a broad and balanced curriculum to support their learning increase their cultural capital and their motivation. PP children will have access to enriching extra curricular activities to support their targets. Children will have free access to a range of clubs and to uniform or equipment. | Pupils will be able to talk about their learning in positive terms and feel motivated to learn more. (pupil questionnaires and uptake in extra curricular) Staff will plan a wide range of 'experience' days to kickstart learning and harness enthusiasm. Children will take part in cross curricular and themed visits, workshops, sports events and clubs. Improved confidence, engagement and success in activities across all areas. |

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: £18,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Buy in and Training for new phonics programme and consistency | Children achieving reading success through competent phonic decoding. Monitoring shows staff adopt consistent approach to the delivery of Wandle phonics. | 1,2,4 |
| Training for new Write stuff approach to writing | Development of powerful vocabulary – Writing books showing progress and use of varied and specific new vocabulary | 1,2,4 |
| Disadvantaged champion training and updates | Local Authority initiative and focus. | 1,2,3,4,5,6,7,8 |
| SENco to share expertise around one plan meetings and adaptations to learning | Educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1,6 |
| Extra LSA support for targeted interventions | Progress in intervention data for precision monitoring, phonics and bare necessities. | |

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

Budgeted cost: £ 1,771.88 – NTP, £1657 in house tutoring 1:1

NTP Allocation: £1417.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|---------|
| Small group tutoring | The NTP and our own 3 LSAs providing support after school. We have decided to do this in family groupings in order to ensure better take up and improve attitude and behaviours for learning across families. | 1,2,3,4 |
| Targeted intervention for reading, early vocabulary, | Use of the catch up premium www.Gov.uk/publication/the-pupil-premium-how-schools-are-spending-the-fundingsuccessfully | 1,2,4 |
| Embedding Maths for mastery approach | 2 members of staff taking part in the mastery of maths project | 1,4 |
| Speech and language buy in for identified children and new member of staff. | Recruitment of experienced Sp and L LSA The witham collaborative buy in for SP and L | 3,4 |

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

Budgeted cost: £500 – PP funded clubs estimate

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Barriers to learning scored (Witham Collaborative) sheet completed for all disadvantaged children to identify wider issues. | Sheets in records and sharing at staff meeting. | 3,4,5,6,7 |
| Attendance officer to work closely with AO at the junior school to support families TAF with attendance/school nurse for health related absence | EEF teaching and learning toolkit/engaging parents | 3,4,5,6,7 |
| Achieve enhanced healthy schools status in particular around social emotional wellbeing and behaviour | Input from the Essex wellbeing and nursing team on projects and timelines. | 3,5,6,7 |
| Clubs | Range of free and subsidised clubs. Write to parents specifically for this. | 2,4,3,5,6 |

| | | |
|--|--|--|
| Free clubs across different sports and arts. | | |
|--|--|--|

Total budgeted cost: £ 22,628.88

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.

Internal data:

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Training was successfully undertaken for Talk boost and Precision interventions. The impact of Talk boost will only be seen this Autumn term as it was only begun in the summer. Initial soft data is that this has been a good introduction for children to vocabulary development.

Precision monitoring has been effective showing children's scores and therefore knowledge of sounds or buzzwords to continue to increase at a good rate.

Engaging with vulnerable families to enable them to access learning in lockdown was very difficult. Ultimately inviting the children to come in with key worker children was the most effective in accessing learning with any consistency.

Employing another member of staff specifically for Sp and L has proved an excellent decision with children able to work at their individual targets as set by sp and I teacher. We will continue this this academic year.

Pupil premium outcomes:

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 |
|----------------------|----------|
| Talk boost | |
| Precision monitoring | Essex LA |

