

Pupil premium strategy statement: Hook Infant School

1. Summary information					
School	Hook Infant School				
Academic Year	2017/18	Total PP budget	£32,700		
Total number of pupils	292	Number of pupils eligible for PP	25 (9%)	Date for next internal reviews of this strategy	Jan 2018, April 2018 July 2018

2. Current attainment (end of academic year 2016.17)			
	Pupils eligible for PP		Pupils not eligible for PP (national average comparator=all non-disadvantaged)
% achieving a GLD in EYFS	81.4%		
	Year 1	Year 2	End of Key Stage 1
% achieving ARE in Reading	45%	56%	79%
% achieving ARE in Writing	36%	67%	72%
% achieving ARE in Maths	36%	56%	79%
% achieving ARE in Science	-	78%	86%
% achieving ARE in Phonics	44% (NA 81%)	100%	92%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and subsequently literacy skills.
B.	Parental support with home learning e.g. reading is lower for children eligible for PP and this prevents children from achieving in line with other pupils.
C.	Behaviour issues for a small group of Year 1 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Punctuality of pupils eligible for PP is inconsistent in comparison to other children. This reduces their school hours and causes them to fall behind on average.

E.	Many children eligible for PP have social and emotional issues within their family environment and this affects their behaviour and learning in school.
-----------	---

4. Desired outcomes	
----------------------------	--

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improved Literacy skills for PP children in EYFS and KS1.	Pupils eligible for PP make the same progress as other children and achieve in line with other children and national expectations.
C.	Improved punctuality of pupils eligible for PP.	Reduce the number of late marks among pupils eligible for PP.
D.	Behavioural issues of Year 1 pupils addressed and improved.	Fewer behaviour incidents recorded for these pupils on the school systems (without changing recording practices or standards). Improved parental understanding of behaviour issues and how this impacts on learning.

5. Planned expenditure	
-------------------------------	--

Academic year	2017.18
----------------------	----------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved Oral language for children in EYFS</p> <p>B. Improved literacy skills for children eligible for PP</p>	Assess all children using Speech Link on entry to Year R	<p>Language skills of children entering Year R has been declining over the years and this is especially so of children eligible for PP. Evidence from the EEF (Education Endowment Foundation) Toolkit suggests that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>Speech Link is a computerised language program that identifies areas of weakness in speaking, listening and understanding. It also provides targeted sessions and resources to use with children in order to accelerate their language skills and improve their learning.</p>	<p>New Year R staff trained in the use of Speech Link under the guidance of our Speech and Language Assistant and SENDCO.</p> <p>Speech Link resources used and intervention recorded on class provision maps.</p>	SENDCO & EYFS leader	Jan 18, March 18 and June18

<p>A. Improved Oral Language for children in EYFS</p> <p>B. Improved literacy skills for children eligible for PP</p>	<p>Ensure that the KOT(Keep on Talking) project continues to run throughout EYFS and is implemented in KS1-staff training as required</p>	<p>Poor language skills of children entering Year R especially those children eligible for PP. The KOT project is a Hampshire based project which was undertaken last academic year in order to raise attainment in children's language skills. We undertook the project along with other EYFS settings in our area and saw marked improvement in language and literacy skills of not just children eligible for PP but all children.</p>	<p>Classrooms will display a language rich environment.</p> <p>Planning for learning will continually target areas of weakness within language.</p> <p>KOT leader to disseminate information to all new members of staff.</p> <p>KOT leader to ensure all year groups have appropriate language rich resources.</p>	<p>KOT leader EYFS leader</p>	<p>Jan 18, March 18 and June 18</p>
<p>B. Improved literacy skills for children eligible for PP</p> <p>D. Behavioural issues of Year 1 children addressed and improved</p>	<p>Parent workshops for phonics, maths, and behaviour to help parents support their children further at home and understand how behaviour impacts on learning.</p>	<p>The EEF Toolkit states parental Involvement covers the active engagement of parents in supporting their children's learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis.</p>	<p>EYFS leader to arrange parent workshops.</p> <p>Inclusion Manager to arrange behaviour support workshop/information sessions.</p>	<p>EYFS leader</p>	<p>April 2018</p>
<p>D. Behavioural issues of year 1 children addressed and improved</p>	<p>Identify a targeted interventions for identified pupils</p> <p>Use Behaviour Support team to facilitate whole school training</p> <p>Develop restorative approaches and focus on positive behaviours</p>	<p>The EEF toolkit suggests that behaviour interventions seek to improve attainment by reducing challenging behaviours from low-level disruption to general anti-social activities, aggression and violence. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Parental involvement programmes are often associated with reported improvements in school ethos or discipline along with approaches such as improving teachers' behaviour management and pupils' cognitive and social skills.</p> <p>The EEF toolkit suggests interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Inclusion Manager to arrange for Behaviour Support training.</p> <p>School behaviour strategy to be reviewed and revised regularly.</p> <p>External agencies to support parents at home with behaviour issues.</p> <p>Ensure ELSA (Emotional Literacy Support Assistant) training is current and up to date.</p>	<p>Inclusion Manager HT</p>	<p>Jan 18, March 18 and June 18</p>
Total budgeted cost					£18,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Improved oral language for children in EYFS.</p> <p>B. Improved literacy skills for children eligible for PP in EYFS.</p>	<p>1:1 and small group provision of Speech Link for children in EYFS.</p>	<p>Speech Link is a computerised language program that identifies areas of weakness in speaking, listening and understanding. It also provides targeted sessions and resources to use with children in order to accelerate their language skills and improve their learning. This is a programme which has been independently evaluated and shown to be effective in other schools and is recommended by Speech and Language therapists.</p>	<p>Speech and Language SNA to train all EYFS staff in the use of Speech Link.</p> <p>Ensure that all EYFS children are assessed using speech link within the first half term of starting school.</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>EYFS leader SENCO Assessment Manager</p>	<p>February & June 2018</p>
<p>A. Improved oral language for children in EYFS & KS1.</p> <p>B. Improved literacy skills for children eligible for PP.</p>	<p>1:1 and small group daily reading with children in EYFS & KS1.</p> <p>Small group booster groups with SENCO/DHT</p>	<p>Research from the EEF foundation has shown that children who participate in communication and language approaches that emphasise the importance of spoken language and verbal interaction makes approximately six months' additional progress over the course of a year. Reading aloud and discussing books with young children, explicitly extends children's vocabulary by introducing them to new words in context, and by drawing attention to letters and sounds.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence resources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ensure staff have relevant and up to date training in phonics and questioning.</p> <p>Ensure that reading helpers in school have relevant training for supporting reading.</p> <p>SENCO and DHT to have sufficient time to work with small groups of children.</p>	<p>English Manager & Assessment Manager</p>	<p>February & June 2018</p>
Total budgeted cost					£14,200

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved punctuality rates for children in receipt of PP	Cluster group part time parent support worker employed to further support vulnerable families with regards to punctuality and consistency in attending school.	We can't improve attainment for children if they aren't actually attending school or regularly attending on time. NfER briefing for school leaders identifies addressing attendance as a key step.	Head Teacher (HT) to regularly meet with parents regarding their child's lateness. Head Teacher to involve outside agencies as and when needed to support both school and families.	HT	January, March & June 2018
Total budgeted cost					£1,500