

Pupil premium strategy statement: Hook Infant School

1. Summary information					
School	Hook Infant School				
Academic Year	2018/19	Total PP budget FSM = £35,640 Service Children = £900 LAC = £4,600	£41,140		
Total number of pupils	302	Number of pupils eligible for PP FSM = 27 Service Children = 3 LAC = 2	32	Date for next internal reviews of this strategy	Jan 2019, April 2019 July 2019

2. Current attainment (end of academic year 2017.18)				
	<i>Pupils eligible for PP (national average comparator=all non-disadvantaged)</i>		<i>Pupils not eligible for PP (national average comparator=all non-disadvantaged)</i>	
% achieving a GLD in EYFS	83.3%		85.4% (NA = 71.5%)	
	Year 1	Year 2	End of Key Stage 1	
			School	National Average*
% achieving ARE in Reading	43%	40%	86%	75%
% achieving ARE in Writing	43%	40%	78%	70%
% achieving ARE in Maths	28%	50%	84%	76%
% achieving ARE in Science	-	60%	90%	83%
% achieving ARE in Phonics	43% (NA = 82%)	80% (NA = 92%)		

*Provisional NA data

Autumn 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
1.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress and subsequently literacy and numeracy skills.	
2.	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.	
3.	Behaviour issues for a small group of Year 2 pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.	
4.	Low self-esteem, self-confidence, motivation and resilience of children eligible for PP.	
External barriers		
5.	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.	
6.	Many children eligible for PP have social and emotional/child protection issues within their family environment and this affects their behaviour and learning in school.	
7.	Many children eligible for PP do not have equal access to wider educational experiences outside of school hours and impacts on their self-esteem, self-confidence and motivation and academic achievement.	
8.	Many parents of children eligible for PP do not engage fully with the school and as such their attendance at parent evenings and curriculum events are often sporadic.	
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 and numeracy 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 2 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 and the affect it has on learning.
E.	Improved social and emotional skills including self-esteem of pupils eligible for PP.	Pupils eligible for PP in EYFS and KS1 will have increased self-esteem and resilience, and seen in their learning behaviours and progress.
F.	Improved parental engagement of children eligible for PP in EYFS and KS1.	Parents will regularly attend school curriculum and learning events and they will know how to better support their children's learning at home.

5. Planned expenditure					
Academic year	2018.19				
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 and numeracy 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 INCLUSION MANAGER.</p> <p>Speech Link resources used and intervention recorded on class provision maps.</p> <p>Speech Link resources used in class and for small group or 1:1 interventions</p>	INCLUSION MANAGER & EYFS leader	Termly
<p>A. Improved Oral Language for children in EYFS</p> <p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS and KS1</p>	Continue the KOT(Keep on Talking) project throughout EYFS and KS1	<p>Poor language skills of children entering Year R especially those children eligible for PP. The KOT project is a Hampshire based project 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>	KOT leader EYFS leader	Termly

B. Improved literacy and numeracy skills for children eligible for PP in EYFS	Continue parent workshops for phonics, and maths in EYFS	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.	EYFS leader to arrange parent workshops.	EYFS leader	April 2019
D. Behavioural issues of year 2 children addressed and improved F. Improved parental engagement of children eligible for PP in EYFS and KS1	Identify targeted interventions for identified pupils Use Behaviour Support team to facilitate training for new staff and for lunchtime supervisors Develop restorative approaches and focus on positive behaviours	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. 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.	Inclusion Manager to arrange for Behaviour Support training for new staff and lunchtime supervisors Inclusion Manager to attend additional training 1:1 adult support for specific children to be monitored by the Inclusion Manager, and relevant training to be undertaken School behaviour strategy to be reviewed and revised annually. External agencies to support parents at home with behaviour issues. Ensure ELSA (Emotional Literacy Support Assistant) training is current and up to date.	Inclusion Manager HT	Jan 19, April 19 and July 19
Total budgeted cost					£21,870

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 & KS1.</p> <p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS & KS1.</p>	<p>1:1 and small group provision of Speech Link for children in EYFS and KS1</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 programme has been independently evaluated, shown to be effective in other schools and is recommended by Speech and Language therapists.</p>	<p>Speech and Language SNA and Inclusion Manager to regularly monitor the use of Speech Link resources</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 INCLUSION MANAGER Assessment Manager</p>	<p>Half termly</p>
<p>A. Improved oral language for children in EYFS & KS1.</p> <p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS & KS1.</p>	<p>1:1 and small group daily reading with children in EYFS & KS1</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>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>English Manager & Assessment Manager Year group leaders</p>	<p>Half Termly</p>

<p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS and KS1</p>	<p>Small group English and maths sessions with Inclusion Manager</p>	<p>Research from the EEF Foundation defines small group tuition as ‘one teacher or professional educator working with two to five pupils together in a group’. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.</p>	<p>Release Inclusion Manager/DHT from class teaching to work with small groups of children and ensure a timetable is set up</p> <p>Ensure 1:1 staff are sufficiently trained and a timetable of dedicated 1:1 and small group support is set up</p>	<p>Inclusion Manager DHT HT Year group leaders</p>	<p>Half termly</p>
<p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS & KS1.</p>	<p>1:1 maths and English sessions with Inclusion Manager or SNA</p>	<p>The EEF Foundation states ‘One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.’ Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. In the UK, four recent evaluations of one to one tuition interventions (see Catch Up Numeracy, Catch Up Literacy, REACH, and Switch-on Reading) found average impacts of between three and six months’ additional progress.</p>	<p>Release Inclusion Manager/DHT from class teaching to work with small groups of children and ensure a timetable is set up</p> <p>SNA timetabling</p>	<p>Inclusion Manager DHT HT</p>	<p>Half termly</p>

<p>D. Behavioural issues of year 2 children addressed and improved</p> <p>E. Improved social and emotional skills including self-esteem of pupils eligible for PP in EYFS and KS1</p>	<p>Small group sessions to develop social and emotional, and self-regulation skills</p>	<p>The EEF Foundation's research states that Metacognition and self-regulation approaches aim to help pupils 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: 1) cognition - the mental process involved in knowing, understanding, and learning; 2) metacognition - often defined as 'learning to learn', and 3) motivation - willingness to engage our metacognitive and cognitive skills. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>SNA timetabling SNA training</p>	<p>Inclusion Manager</p>	<p>Half termly</p>
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<p>E. Improved social and emotional skills including self-esteem of pupils eligible for PP in EYFS and KS1.</p>	<p>1:1 and small group sessions focussing on social and emotional aspects of learning e.g. ELSA, socially speaking etc.</p>	<p>Research from the EEF Foundation has found that Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than 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. Three broad categories of SEL interventions can be identified: 1) universal programmes which generally take place in the classroom; 2) more specialised programmes which are targeted at students with particular social or emotional needs; and 3) school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. SEL approaches have been found to be effective in primary and secondary schools, and early years settings.</p>	<p>SNA timetabling SNA training</p>	<p>Inclusion Manager</p>	<p>Half termly</p>
Total budgeted cost					<p>£14,592</p>

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?
<p>C. Improved punctuality rates for children in receipt of PP</p> <p>F. Improved parental engagement of children eligible for PP in EYFS and KS1</p>	<p>Cluster group part time parent support worker employed to support vulnerable families concerning punctuality and consistency in attending school.</p>	<p>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.</p>	<p>Head Teacher (HT) will regularly meet with parents regarding their child's lateness.</p> <p>Head Teacher to involve outside agencies as and when needed to support both school and families.</p>	HT	Termly
<p>E. Improved social and emotional skills including self-esteem of pupils eligible for PP in EYFS and KS1.</p> <p>F. Improved parental engagement of children eligible for PP in EYFS and KS1</p>	<p>Purchase of CPOMS</p>	<p>CPOMS is an electronic based tracking system specifically for Social and Emotional Needs of children. Head teachers and outside agencies recommend this.</p>	<p>Head Teacher and Deputy Head Teacher who are both Designated Safeguard Leads, to receive training on the use of the new CPOMS system and to cascade this to all teaching staff.</p>	HT	Termly
<p>E. Improved social and emotional skills including self-esteem of pupils eligible for PP in EYFS and KS1</p> <p>B. Improved literacy and numeracy skills for children eligible for PP in EYFS and KS1</p>	<p>Provide fully funded enrichment activities including school trips for children eligible for PP</p>	<p>The EEF Foundation states that the overall impact of enrichment activities on academic achievement tends to be positive, but small. Of course, the activities may have intrinsic or other related benefits. For example, there is some evidence that enrichment activities, such as sports participation, may lead to small improvements in attendance. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p>	<p>Children eligible for PP will have priority over attending sports and other after school clubs e.g. wild things, Koosa Kids etc. and will have school trips fully funded.</p>	HT	Half termly

<p>D. Behavioural issues of year 2 children addressed and improved</p> <p>C. Improved punctuality rates for children in receipt of PP</p> <p>F. Improved parental engagement of children eligible for PP in EYFS and KS1</p>					
<p>F. Improved parental engagement of children eligible for PP in EYFS and KS1</p>	<p>Provide fully funded school uniform and accessories to children eligible for PP.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. Schools and early years settings can support parents to engage with their children's learning in a wide range of ways. By funding school uniform, we see this as a valuable way of initially making good relationships with disadvantaged families and keeping the channels of communication and engagement open and ongoing. There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline, motivation, and is essential for all children to feel fully part of our school community.</p>	<p>School uniform and accessories purchased for children eligible for PP. The HT will ensure that this is communicated to disadvantaged families in a way that does not single them out from others e.g. during new parent meetings ad year group meetings. The HT will ensure that disadvantaged families have an allocated contact in the school office to ease communication.</p>	<p>HT Admin staff</p>	<p>Half termly</p>
Total budgeted cost					<p>£4,800</p>
Overall budgeted cost					<p>£41,262</p>