



Hook Infant School Pupil Premium Strategy Statement 2020/21

School Vision and Values

'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

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

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.

Attainment KS1 (2020) Disadvantaged Pupils (PP / PP non-SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan recovery curriculum plans. These were based on likely attainment based on March assessments prior to school closure / lockdown. **Therefore, this data is the 2018.2019 national published data.**

Percentage reaching expected standard	School PP Outcomes	School Non-PP Outcomes	Gap + / -	National Average all pupils	National Non-PP Outcomes
EYFS GLD	67%	88%	-21%	72%	75%
Year 1 Phonics	93%	92%	+1%	82%	84%
Year 2 Phonics	100%	90%	+10%	92%	-
KS1 Reading, Writing & Mathematics combined	50%	79%	-29%	65%	69%
KS1 Reading	63%	86%	-23%	75%	78%
KS1 Writing	63%	80%	-17%	69%	73%
KS1 Mathematics	63%	85%	-22%	76%	79%

Key barriers and rationale for Pupil Premium priorities

- On entry to EYFS we have identified that the speech, language and communication skills of pupils eligible for the PPG are typically less developed than those not eligible for the PPG. This slows reading progress and subsequently literacy and numeracy skills.
- We have identified a lack of parental support with home learning e.g. reading, for children eligible for the PPG and this prevents children from achieving in line with other pupils.
- A small number of pupils eligible for the PPG have been identified as having social and emotional needs which not only affects their behaviour and learning in school, but also their self-esteem, self-confidence, motivation and resilience.
- A number of children eligible for the PPG have been identified as not having equal access to wider educational experiences outside of school hours which impacts on their self-esteem, self-confidence, motivation and resilience, and in turn academic achievement.
- The punctuality of some pupils eligible for the PPG is poor in comparison to other children. This reduces their learning time which in turn affects their outcomes.
- A small number of parents of children eligible for the PPG do not engage fully with the school and as such their attendance at parent evenings and curriculum events are often sporadic.

School Improvement Plan 2020/21 priorities for disadvantaged pupils

Objectives	Success criteria	Actions / professional development	Monitoring
To improve Speech, language and communication skills	Pupils will be able to access the curriculum, make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> • Continue to assess all EYFS and new KS1 children on entry to school using Speech Link and provide relevant interventions • Continue to provide 1:1 or small group SALT sessions • Provide ongoing CPD for SALT assistant as directed by the school link SALT • Ensure relevant resources are provided for use in class for individual or groups of children • Make necessary adjustments to the curriculum based on individual need 	PP Strategy Group
To improve social and emotional skills	Pupils will have improved self-confidence, self-esteem, resilience and motivation, and will make at least expected progress and achieve in line with their peers Pupils will have equality of opportunity	<ul style="list-style-type: none"> • Continue to provide ELSA for individual children • Provide regular release time for our ELSA to attend ELSA Supervision sessions • Continue to provide small group interventions • Continue to develop the wider curriculum based on 'The 6 Strands' • Provide relevant CPD for all staff • Continue to provide fully funded access to school trips, school uniform and wrap around care 	PP Strategy Group
To improve literacy and numeracy skills	Pupils will make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> • Continue to provide targeted interventions for individual and small groups of children • Provide regular release time for English and maths leaders to attend Hampshire English and maths core provision and to observe teaching across the school • Continue to review and revise the curriculum in response to the needs of the cohort 	PP Strategy Group

		<ul style="list-style-type: none"> • Continue to provide parental workshops (virtual) for phonics and maths across the school • Continue to develop the wider curriculum based on The 6 Strands 	
To continue to develop quality first teaching, including differentiation, individualised learning and mastery	Pupils will make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> • Provide release time for subject leaders to develop their subjects and observe teaching across the school • Continue to provide relevant and specific CPD in order to improve T&L • Inclusion Leader to facilitate regular CPD for all staff • Provide opportunity for all teachers and LSAs to informally observe each other in order to develop own practice 	PP Strategy Group
To improve punctuality rates across all year groups	Pupils will attend school on time and make at least expected progress and achieve in line with their peers	<ul style="list-style-type: none"> • HT to meet (virtually) with parents to discuss any attendance problems • HT to involve outside agencies as and when needed to support both school and families 	PP Strategy Group

Summary allocation of funding	
Teaching and Learning	
<ul style="list-style-type: none"> Continue to assess all EYFS children and new children to the school using Speech link and implement relevant interventions either 1:1 or small group Provide targeted 1:1 and small group support/interventions for English and mathematics Continue to develop our quality first teaching including differentiation, individualised learning and mastery Embed the 6 Strands fully into our curriculum - SENDCO to continue to provide ongoing training for new and existing staff Provide training for all staff to be able to deliver a variety of interventions 	Expenditure S&L Language Lead Additional LSA time SENDCO Resources/Licences Training £23,471
Targeted Academic Support (Emotional, social and behavioural support)	
<ul style="list-style-type: none"> Continue to provide ELSA support for individual children SENDCO to provide ongoing behaviour support training for new and existing staff Continue to provide interventions either 1:1 or small group for SEMH Continue to subscribe the Hampshire EP Service 	Expenditure ELSA SENDCO LSA £19,905
Wider support strategies (Enrichment, personal support, parental support)	
<ul style="list-style-type: none"> Continue to offer parent workshops across the curriculum in EYFS online, and extend to KS1 Provide fully funded school trips for individual children Provide fully funded school uniform and accessories for individual children Provide fully funded wrap around care for individual children 	Expenditure EYFS Leader Trips Koosa Uniform £3,800
Total Expenditure	£47,182