

# Pupil premium strategy statement: Hook Infant School

1. Summary information					
<b>School</b>	Hook Infant School				
<b>Academic Year</b>	2019/20	<b>Total PPG budget</b> FSM = £35,640 Service Children = £1,200 PLAC = £6,900	£43,740		
<b>Total number of pupils</b>	338	<b>Number of pupils eligible for PPG</b> FSM = 27 Service Children = 4 PLAC = 3		<b>Date for next internal reviews of this strategy</b>	Jan 2020 April 2020 July 2020

2. Current attainment (end of academic year 2018.19)				
	Pupils eligible for PPG		Pupils not eligible for PPG <i>(national average comparator=all non-disadvantaged)</i>	
<b>% achieving a GLD in EYFS</b>	71.4%		74.8%*	
<b>% passing phonic screening test</b>	<b>Year 1</b> 93%	<b>Year 2</b> 100%	<b>Year 1</b> 82%	<b>Year 2</b> -
	End of Key Stage 1			
	School PP outcomes	School non-PP outcomes	National non-PP Average*	
<b>% achieving ARE in Reading</b>	62.5%	86.1%	74.9%	
<b>% achieving ARE in Writing</b>	62.5%	79.6%	69.2%	
<b>% achieving ARE in Maths</b>	62.5%	85.2%	75.6%	
<b>% achieving ARE in Science</b>	37.5%	82.4%	82.3%	
<b>% achieving ARE in reading, writing and maths combined</b>	50%	79%	68.9%	

\*Provisional NA data

Autumn 2019

<b>3. Identified barriers to learning and achievement</b>		
1.	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.	
2.	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.	
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 and learning in school, but also their self-esteem, self-confidence, motivation and resilience.	
4.	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.	
5.	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.	
6.	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.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
1.	Improved speech, language and communication skills for pupils eligible for the PPG in EYFS & KS1.	Pupils eligible for the PPG make better than expected progress and achieve in line with other children and national expectations.
2.	Improved literacy and numeracy skills for pupils eligible for the PPG in EYFS & KS1.	Pupils eligible for the PPG make better than expected progress and achieve in line with other children and national expectations.
3 & 4.	Improved self-esteem, self-confidence, motivation and resilience for all pupils eligible for the PPG in EYFS & KS1.	Pupils eligible for the PPG in EYFS and KS1 will have increased self-esteem and resilience, and this will lead to improved learning behaviours and progress/academic achievement.
5.	Improved punctuality for some pupils eligible for the PPG in EYFS & KS1.	Pupils eligible for the PPG in EYFS & KS1 will be in school on time and undertaking morning activities alongside their peers. In turn this will lead to improved outcomes.
6.	Improved parental engagement of children eligible for PPG 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	2019.20				
Desired outcomes (4)	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Monitoring
1 & 2	<p>Continue to assess all children on entry to Year R using Speech Link as part of our school Baseline assessment</p> <p>Assess new entrants to school in all year groups</p>	<p>Language skills of children entering Year R has been declining over the years and this is especially so of children eligible for the PPG. Evidence from the EEF (Education Endowment Foundation) 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, making on average +6 months progress. 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>Inclusion Leader will timetable the assessment of all children on entry to Year R and new entrants to our school in all year groups</p> <p>Speech Link resources used and interventions recorded on class provision maps.</p> <p>Speech Link resources used in class and for small group or 1:1 interventions</p>	Inclusion Leader	Termly
1 & 2	<p>Continue the KOT (Keep on Talking) project throughout EYFS and KS1</p>	<p>Poor language skills of children entering Year R especially those children eligible for the PPG. The EEF states that early language interventions result in on average a gain of +6 months progress. 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 the PPG 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	Termly
1 & 2	<p>Continue to provide targeted small group and 1:1 support for language, reading and numeracy skills</p>	<p>Research from the EEF foundation has shown that children who participate in early communication and language and numeracy approaches, make approximately +6 months additional progress over the course of a year.</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 CPD in English and maths</p> <p>Ensure that reading helpers in school have relevant training for supporting reading.</p>	English Manager & Assessment Manager Year group leaders	Half Termly

1, 2, 3 & 4	Continue to develop our quality first teaching including differentiation, individualised learning and mastery learning	<p>Quality teaching is the most important and effective way to improve outcomes for disadvantaged children, and differentiation is key to improving learning and progress for all children. The EEF Foundation 'The EEF Guide to the Pupil Premium' states that using the PPG to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the PPG.</p> <p>Individualised Instruction is a strategy for differentiating learning that involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored, particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum, will be more effective. Children will typically make +3 months additional progress.</p> <p>Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Children typically make on average an additional +5 months progress.</p>	<p>Inclusion Leader to facilitate whole staff training for differentiation and personalised learning on an ongoing basis</p> <p>Inclusion leader alongside class teachers to facilitate 1:1 and small group interventions</p> <p>Inclusion Leader to provide additional training for support staff in the delivery of specific interventions</p> <p>Release DHT from class teaching to facilitate team teaching across year groups and to coach members of staff</p> <p>Ensure staff subject knowledge is up to date by providing relevant CPD</p> <p>Ensure subject leaders have additional opportunities to develop their subject areas</p>	Inclusion Leader & DHT	Termly
2 & 6	Continue parent workshops for phonics, and maths in EYFS and extend this offer across KS1	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), and general approaches to encourage parents to support their children to read or do mathematics, with an average +3 months additional progress.	Year group leaders alongside subject leaders to organise curriculum workshops.	Year group Leaders	Termly
3 & 4	Continue to identify targeted interventions for individual and small groups of pupils.	Evidence from the EEF states that interventions which target social and emotional learning (SEL), metacognition and self-regulation, have consistently high levels of impact, with pupils making an average of between +4-7 months additional progress.	Inclusion Leader alongside class teachers plan and facilitate 1:1 and small group interventions based on the 6 strands	Inclusion Leader & HT	Termly

3 & 4	Continue to develop the wider school curriculum based on the 6 strands	Evidence from the EEF states that interventions which target social and emotional learning (SEL), metacognition and self-regulation, have consistently high levels of impact, with pupils making an average of between +4-7 months additional progress. All pupils will benefit from this chosen approach.	Inclusion Leader to provide additional training for all staff on the 6 strands.  Inclusion Leader alongside subject leaders develop and enhance MTP planning based on the 6 strands.	Inclusion Leader & DHT	Half termly
5	Continue to improve punctuality rates across all year groups		Head Teacher (HT) will 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	Half termly
<b>Total budgeted cost</b>					<b>£39,690</b>

Other spending					
Desired outcomes (4)	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
4 & 6	Continue to provide fully funded enrichment activities including school trips for children eligible for PPG	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.	Children eligible for PPG will have priority over others attending sports and other after school clubs e.g. wild things, Koosa Kids etc. and will have school trips fully funded.	HT	Half termly
4 & 6	Continue to provide fully funded school uniform and accessories to children eligible for PPG	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 which in turn gives the child and their families a greater sense of belonging.	School uniform and accessories purchased for children eligible for PPG.  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 and year group meetings.  The HT will ensure that disadvantaged families have an allocated contact in the school office to ease communication.	HT Admin staff	Half termly
<b>Total budgeted cost</b>					£4,980
<b>Overall budgeted cost</b>					£44,670