

# Pupil premium strategy statement: Hampton Infant School

Summary information					
<b>School</b>	Hampton Infant School				
<b>Academic Year</b>	2018-19	<b>Total PP budget (allocated April 2018 – March 2019)</b>	£62,083.00	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	352	<b>Number of pupils eligible for PP</b>	37	<b>Date for next internal review of this strategy</b>	July 2019

1. Attainment results (2017-18)							
	<i>2018 KS1 PPG children reaching expected standard</i>	<i>2018 KS1 PPG children reaching expected standard – national data*</i>	<i>2018 KS1 children reaching expected standard</i>		<i>Phonic-screening: percentage of PPG children reaching expected standard</i>	<i>Phonic-screening: percentage of Year 1 children reaching expected standard</i>	<i>Phonic-screening national attainment:</i>
<b>Reading</b>	55%		77%		56.25 %	85%	83%
<b>Writing</b>	46%		61%				
<b>Maths</b>	55%		76%				

\*To be updated when dashboard data is published

2. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Reading progress across Key Stage 1 with a focus on low-prior attainers and Year 1 phonics.
<b>B.</b>	Attainment in writing for all pupils and closing the gap between reading and writing attainment
<b>C.</b>	Low levels of self-esteem, parental understanding of anxiety and the impact it can have on children's learning.
External barriers	
<b>D.</b>	Persistent absence and unauthorised absence for PP and FSM

<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Reading progress across Key Stage 1 with a focus on Year 1 phonics.</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, baseline assessments, pre-testing, SALFORD reading, Catch Up Literacy Assessments.</p>	<p>In year 1 and 2 reading results:</p> <ul style="list-style-type: none"> <li>• 30% increase amount of PPG children passing the phonics screening assessment.</li> <li>• On average the PPG cohort make 6+ steps progress over the year</li> <li>• Over 80% of PPG in year 1 and 2 make good progress in their reading.</li> </ul>
<b>B.</b>	<p>Attainment in writing for all pupils and closing the gap between reading and writing attainment</p> <p>Measure: Age Related Expectation and Progress, Target Tracker, baseline assessments, pre-testing, SALFORD reading, Catch Up Literacy Assessments.</p>	<p>Writing results:</p> <ul style="list-style-type: none"> <li>• 30% increase in the number of PPG pupils achieving national expectation at end of year 2.</li> <li>• On average the PPG cohort make 6+ steps progress over the year</li> <li>• Over 70% of non-SEND PPG pupils make good progress in writing.</li> </ul>
<b>C.</b>	<p>Low levels of self-esteem, lack of parental understanding around anxiety and the impact it can have on children's learning.</p> <p>Measure: data provided by school counsellor, surveys, and target tracker, qualitative data from teachers / parents, surveys distributed to parents and teachers.</p>	<p>Surveys of pupil show a positive evaluation of intervention and support.</p> <p>Children feel more positive about school and their readiness to learn.</p>
<b>D.</b>	<p>Persistent absence and unauthorised absence for PP and FSM</p>	<p>For KS1 absence figures for PPG and FSM to be less than 4% to ensure we are closing the gap with the non-PPG cohort.</p> <p>For Reception absence figures for PPG and FSM to be less than 6% to ensure we are closing the gap with the non-PPG cohort.</p>

Planned expenditure				
	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
A	Catch up Literacy Training: 1x lead teacher 1x teacher 1x TA	£995.00	<ul style="list-style-type: none"> <li>✓ EEF toolkits identifies that 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–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</li> <li>✓ This intervention is based on rigorous academic research and is targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors. As a result of this intervention research has shown that: <ul style="list-style-type: none"> <li>• Children achieve double the normal rate of progress in their Reading.</li> <li>• It improves learners' confidence, behaviour, and engagement with the whole curriculum</li> </ul> </li> <li>✓ Catch Up® Literacy is a book-based reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers.</li> <li>✓ A small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement.</li> <li>✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics. They: <ul style="list-style-type: none"> <li>• made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 2 times per week for 15 mins.</li> <li>✓ Feedback given to class teacher, parents and children regularly</li> </ul> <p>To be reviewed March 2019</p>
A/C	TAs responsible for teaching specific	£16,466.00	<ul style="list-style-type: none"> <li>✓ Specific focus on raising attainment of PPG pupils – identified through target tracker.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> </ul>

	<p>interventions and targeted support for individual pupils:</p> <ul style="list-style-type: none"> <li>-Catch up Literacy</li> <li>-Letterland/Phonics</li> <li>-Maths over-learning and pre-teaching</li> <li>-ELSA</li> <li>-Drawing and Talking</li> </ul>		<ul style="list-style-type: none"> <li>✓ The EEF toolkit identifies that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</li> <li>✓ The EEF toolkit evaluated the effectiveness of direct reading interventions, such as Catch Up Literacy, and identified that: on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</li> <li>✓ EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. And identified that: on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 3 times per week for 15 mins.</li> <li>✓ Feedback given to class teacher, parents and children regularly</li> <li>✓ Rigorous baselines conducted to track progress and identify need.</li> </ul> <p>To be reviewed in March 2019</p>
A/B/D	PPG Lead and AHT with focus on PPG	£29,186.00	<ul style="list-style-type: none"> <li>✓ Focused PPG champions in school to lead on PPG and focus on the children's progress and attainment; this will enable children, who may be falling behind, to be identified and children, who may need challenging and extending, to be identified also. The person will also be responsible for liaising with the PPG governor.</li> <li>✓ Specific and personalised intervention delivered by specialist teachers.</li> <li>✓ EEF toolkit evidences that opportunities for children to develop an understanding at a mastery level led to accelerated progress. That there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</li> <li>✓ It has been identifying that having a specific person/people</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children and to track progress.</li> <li>✓ Rigorous baselines to inform successes and next steps.</li> <li>✓ Termly meetings with the PPG governor to inform of progress and to ensure that staff are feeding back successes and next steps.</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Attending PP meetings to ensure they are informed of PPG progress in contrast to their peers.</li> <li>✓ Delivering relevant training to parents to up-skill and ensure there is a confident dialogue between home and school.</li> </ul> <p>To be reviewed in March 2019</p>

			<p>to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report <a href="#">Pupil Premium: Next Steps</a> (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor.</p> <ul style="list-style-type: none"> <li>✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</li> <li>✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.</li> </ul> <p>Evidence of percentage progress for children involved in PPG lead intervention 2017-18:</p> <p>Evidence of progress made by children involved in PPG lead intervention 2017-18:</p>	
C	Emotional Health Service	£2805.00	<ul style="list-style-type: none"> <li>✓ The Emotional Health Service will be providing support or training for PPG parents. They will provide input and support for parent evenings, advising parents on how to effectively respond to behavioural challenges or how to identify the onset of more severe psychological and behavioural problems that may require professional assessment and help. They will deliver specialist training for staff or pupils; providing training programmes for common problems such as a range of anxiety problems, low mood,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise awareness of social emotional needs with staff, through staff meetings</li> <li>✓ Supporting parents through parent workshops; delivering key information and strategies.</li> <li>✓ Liaising carefully with the school Inclusion Manager and staff to determine appropriate training in order to directly address areas of need.</li> </ul> <p>To be reviewed January 2019</p>

			<p>peer group problems such as bullying, eating problems or disorders, but also for problems related to exam stressors and how to best deal with these. All of their training programmes will include advice on resilience factors and the importance of developing communication skills and a positive and integrative school culture.</p> <ul style="list-style-type: none"> <li>✓ EEF has identified that, on average, social and emotional learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> <li>✓ Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when 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.</li> <li>✓ SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</li> </ul>	
C	School Counsellor	£5328.00	<p>Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p> <p>It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school</p>	<ul style="list-style-type: none"> <li>✓ Raise awareness of counselling with staff</li> <li>✓ Ensure leaflets are available in the office</li> <li>✓ Regular review meeting with counsellor</li> <li>✓ Ensure a confident rapport is evident between the counsellor and parents</li> </ul> <p>To be reviewed in March 2019 prior to Easter holidays.</p>

			<p>success. A number of specific social and emotional competencies have positive effects on academic achievement:</p> <ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> <p>OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</p> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
C	Numicon homework packs and numicon homework book	£384.00 +£75.00	<ul style="list-style-type: none"> <li>✓ Numicon parent sessions will be run by school staff, then parents will have the opportunity to take a Numicon Homework Pack home alongside various activities.</li> <li>✓ OFSTED's published paper: 'Review of best practice in parental engagement' <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</a></li> <li>✓ Identified that: Parental engagement has a large and positive impact on children's learning. Quoting the single most important finding from a recent and authoritative review of the evidence:</li> <li>✓ Parental involvement in the form of 'at-home good</li> </ul>	<ul style="list-style-type: none"> <li>✓ Letters, for parent groups, sent out with plenty of notice to enable maximum attendance.</li> <li>✓ Sessions run/attended by PPG parents and evidence of the resources being used at home.</li> <li>✓ Improved engagement in lessons for those children attending the intervention</li> <li>✓ Good progress in Maths when compared to cohort.</li> </ul> <p>To be reviewed January 2019.</p>

			<p>parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges 2003).</p> <p>✓ It is therefore a priority for schools to identify interventions that are effective in supporting parental engagement, particularly for those parents who are not significantly involved in their children's education.</p>	
A	Beanstalk Readers	£1284.00	<p>✓ OFSTED's published paper: 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' identified successful intervention included:</p> <ul style="list-style-type: none"> <li>• Carefully targeted support for specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics.</li> <li>• Intervention which are taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants</li> <li>• Interventions which were time limited, not a way of life and linked well to day-to-day teaching</li> </ul> <p>✓ Beanstalk readers is a twice weekly reading intervention, for 30 minutes, focusing on using trained volunteers to provide consistent, one-to-one literacy support to primary school children who need our help. Their trained reading helpers give the children the support they need to improve their reading ability and confidence.</p>	<p>✓ For children to become more engaged in reading.</p> <p>✓ For their confidence to improve and for them to develop a love of reading.</p> <p>✓ For the speed of children's reading to be improved – monitored through the use of EOT assessments and baseline assessments.</p> <p>✓ For the children's comprehension when reading to improve – monitored through the use of EOT assessments and baseline assessments.</p> <p>To be reviewed January 2019</p>
C	Educational Psychologist	£2640.00	<p>✓ At present, in Key Stage One, 42% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</p> <p>✓ At present, in our Early Years, 20% of our children with an identified SEN are also accessing the pupil premium grant (PPG).</p> <p>✓ An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways:</p>	<p>✓ EP used for continuous staff development through delivering insets and supporting intervention</p> <p>✓ EP used for liaison with the school Inclusion Manager to action plan next steps and children and determine appropriate action/s.</p> <p>✓ EP used to meet with parents and discuss needs and supportive actions.</p> <p>✓ EP to conduct assessments, when appropriate, and use these to determine needs and further support necessary.</p>

			<ul style="list-style-type: none"> <li>-To support families who may need further advice at home to support their children.</li> <li>- To conducts assessment to determine a child's area of SEN.</li> <li>-To provide guidance to teaching and support staff around strategies to support specific children.</li> <li>-To deliver interventions to target specific children's needs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ EP used to conduct training with PPG parents; guiding them around support which can be delivered at home</li> </ul>
C	Gardening groups and resources	£200.00	<ul style="list-style-type: none"> <li>✓ To develop social skills and an understanding of nature and healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>✓ This groups is run to enable children the opportunity to experience activities that they might not have access to at home.</li> <li>✓ Ensuring that a wide-range of children get access to the group and the opportunity to do something they may not ordinary be able to do.</li> <li>✓ Monitor successes and points for improvement.</li> </ul>
C	Financial support for visits, school uniform, music lessons	£750.00	<ul style="list-style-type: none"> <li>✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are able to access opportunities which would otherwise be unavailable to them; broadening their experiences.</li> <li>✓ Improved confidence and engagement in curriculum activities.</li> </ul>
-	School milk	£800.00		

Review of Expenditure:			
Previous Academic Year 2017-18:			
Desired Outcome:	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate:	Lesson learned (and whether you will continue with this approach)
Continued expected rate of progress of all pupils eligible for PPG throughout Key Stage 1	Small group intervention programmes to specific areas of writing, phonics and/or maths as necessary	Year 1 cohort reading: 4.9 PPG cohort reading: 5.1 Year 1 cohort writing: 4.9 PPG cohort writing: 4.9 Year 1 cohort maths: 4.9 PPG cohort maths: 5	<ul style="list-style-type: none"> <li>-PPG children have made progress in-line with their peers in all curriculum areas.</li> <li>-More vigilant baselines for <b>all</b> pupils in September to ensure that TT judgements are accurate and reflective</li> </ul>

PPG phonics screener attainment: 56%

*Overall progress is below the expected 6 steps per term for each child. PPG progress is in line with this.*

Year 2 cohort reading: 6.6

PPG cohort reading: 6.3

Year 2 cohort writing: 6.1

PPG cohort writing: 5.7

Year 2 cohort maths: 6.3

PPG cohort maths: 6.2

*Overall progress is below the expected 6 steps per term for each child. For reading and maths, PPG progress is in line with this.*

of the children's attainment and progress.

-Precision teaching used to ensure rapid/effective teaching of phonics from September – all relevant support trained accordingly

-Catch up Literacy training for Inclusion Manager, PPG lead and PPG focus LSA – this should raise standards in year 2 writing and reading to more in line with their peers.

**FOCUS:**

-Phonics screening for Year 1 PPGs; raise attainment to 80%

- Year 2 Literacy with focus on children who did not pass the phonics screener. PPG children to make the expected 6 steps of progress in reading and writing alongside their peers.

Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
<p>Increased resilience and self-awareness in making good choices that support learning.</p>	<p>Weekly small group sessions run by ELSA (Emotional Literacy Support Assistant)            -Weekly 1:1 Drawing and Talking sessions for 'at risk' pupils            -Further training for PPG TA leds</p>	<p>-Weekly ELSA sessions are tracked and monitored regularly by the school's ELSA lead.            -Through use of strength and difficulties questionnaires, 89% of Year 1 pupils showed a marked improvement in their emotional awareness, social skills, self-esteem and anger management. E.g. scored at 33 → 38 etc.            -Drawing and talking has shown a significant impact on pupil's well-being at school. Staff who work with the pupils see a change week-on-week which in turn is having a positive effect on their access to the curriculum.</p>	<p>-Continue with both ELSA and D&amp;T groups next year.</p> <p>-Use skills of D&amp;T trained staff to complete further research-based other interventions e.g. social skills what's the buzz and talk about.</p> <p>-Further, specialist support needed for some children; feedback from ELSA showed that some children have made improvements through this group but would benefit from further time to talk about their feelings.</p> <p><b>FOCUS:</b>            -School counsellor for next year            -Further training for D&amp;T specialist – complete the next level of training to enable group therapy/play therapy.</p> <p>As a result of the recent 'Child &amp; Young People Wellbeing Service- Parent Anxiety Workshop' we would like to ensure further training for all parents re mental health worries and anxieties – parents felt this was very beneficial and that further insights would be invaluable.</p>



Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
Increased parental support and engagement in learning for pupils eligible for PPG	<p>Ensure a comprehensive understanding of PPG entitlement is shared with all parents.</p> <ul style="list-style-type: none"> <li>-Recruitment of parents of pupils eligible for PPG to help in school or on visits.</li> <li>-PPG lead to ensure a familiarity with PPG parents by being in the playground 2 mornings a week.</li> </ul>	<ul style="list-style-type: none"> <li>-Numicon training session arranged, parent feedback was overwhelming positive; parents feel more inspired to work with their children at home and develop some of the strategies worked on in school.</li> <li>-PPG information shared with parents during curriculum evening/s.</li> <li>- PPG lead providing further support for PPG parents – TAC meetings; playground interactions; letters to inform interventions and email correspondence.</li> <li>-Reading event organised to promote reading in PPG pupils through raising awareness.</li> <li>-‘Child &amp; Young People Wellbeing Service- Parent Anxiety Workshop’ well-attended, parents requested further, similar workshops to increase understanding.</li> </ul>	<p>Further training to be offered to ALL parents next year; as this allows all parents, alongside PPG, to access support.</p> <p>PPG information to be shared at curriculum evening/s – leaflets etc as applicable.</p> <p>As a result of the recent ‘Child &amp; Young People Wellbeing Service- Parent Anxiety Workshop’ we would like to ensure further training for all parents re mental health worries and anxieties – parents felt this was very beneficial and that further insights would be invaluable.</p> <p><b>FOCUS:</b></p> <p>-Further training to be organised through the emotional health service; up-skilling parents and offering sessions to promote inclusive practise.</p>
Desired Outcome:	Chosen action/approach	Estimated impact:	Lesson learned (and whether you will continue with this approach)
Increased pupil attendance	<p>Monitoring of half termly attendance to identify persistent absentee’s</p> <ul style="list-style-type: none"> <li>-Whole school focus on raising attendance</li> </ul>	<ul style="list-style-type: none"> <li>-School office, EWO and PPG lead to liaise half termly recoding attendance figures and identifying persistent absentee’s</li> <li>-Regular EWO contact to discuss persistent absentee’s</li> <li>-Class teachers to be informed of any EWO involvement</li> </ul>	<p><b>FOCUS:</b></p> <p>AHT with PPG focus will liaise directly with the EWO regarding PP absence and will attend meetings with parents.</p>

