

## **Hamstel Infant School and Nursery**

### **Pupil Premium Strategy 2020 - 2021**

With the impact of Covid-19 threatening to impact / reverse progress made on the attainment gap between disadvantaged pupils and their peers, the Pupil Premium is more important than ever. This funding, coupled with the DfE's new Catch-Up Funding, will be used to support disadvantaged pupils and mitigate, wherever we can, the disruption to their education.

In light of these changes, we have re-thought our Pupil Premium spend in order to ensure that all pupils are set up for success in 2020 / 2021 and beyond.

- The EEF (Education Endowment Fund) estimates that School closures due to Covid-19 are likely to reverse progress made to close the attainment gap in the last decade since 2011
- To support disadvantaged pupils who have been out of school due to Covid-19, the DfE has announced a £1 billion Catch-Up Fund, £35,680 of which has been allotted to us which will go towards supporting the children.

The latest updates on Pupil Premium policy and evidence-based strategies from key bodies in the education sector have been used to inform our planning. We have looked at a series of best-practice case studies on a range of topics, including improving cultural capital, supporting looked after children and developing a whole-school Pupil Premium strategy, in order to improve attainment in core subjects.

To effectively support disadvantaged pupils through the Pupil Premium we will identify:

- Who to support with Pupil Premium: identifying disadvantaged pupils
- The impact of Covid-19 on disadvantaged pupils and detailing the Catch-Up Funding
- The National Funding Formula: ensuring disadvantaged pupils are properly funded and supported
- Achieving the maximum impact with Pupil Premium, highlighting best practice
- To provide support for remote learning at home

To mitigate the impact of Covid-19 on the attainment gap we will review and monitor:

- Covid-19 and the attainment gap: finding that school closures are likely to heavily impact progress
- Measuring the impact of spend to drive improvement in pupil premium interventions
- The use of evidence to inform decision-making and introduce new interventions / ways of supporting
- Benchmarking aims and impact using data from similar schools

In order to adopt and embed a whole-school Pupil Premium strategy we will:

- Know our Pupil Premium cohort: analysing demographics to add context

- Develop a whole-school strategy and buy-in
- Carefully manage Pupil Premium funding to ensure it is used to create impact on learning
- Recognise opportunities for intervention and support, encouraging staff to track and modify ideas where appropriate
- Identify interventions that have worked and key learning points

We will further develop positive teacher-pupil relationships to improve outcomes by:

- Highlighting the importance of consistent relationships between disadvantaged pupils and teachers
- Developing a robust teacher training and retention programme to aim to support a 'no supply' policy
- Combatting pupil attitudes that they cannot be successful through school ethos and teaching
- Embedding a culture of continuous improvement alongside quality assurance throughout the school
- Providing further training and support for staff
- Highlighting the need for pupil and staff well-being as key to success

We will employ evidence-based Pupil Premium strategies by:

- Highlighting the latest research in improving disadvantaged pupil's attainment and outcomes (EEF based), NELI programme and Early Adopters for EYFS
- Developing Pupil Premium strategies with relevant research and data in mind, using the Promising Projects information from EEF
- Recognising the characteristics of schools where disadvantaged pupils perform well
- Identifying what makes a good intervention, best practice and common challenges
- Responding to Covid-19: effective practice so far and next steps

We will develop cultural capital among Pupil Premium pupils by:

- Developing an overarching Pupil Premium spending strategy with a mix of individual support and whole school improvement
- Highlighting the importance of building cultural capital in disadvantaged pupils
- Spending Pupil Premium on cultural enrichment days to boost knowledge of the arts in the broadest sense
- Monitoring the impact of cultural interventions on behaviour, confidence, and attitudes

We will improve outcomes for Looked after Children (LAC) by:

- Identifying best practice from the latest pilot studies and interventions in schools (EEF based)
- Evaluating school-based interventions targeting looked after children
- Improving relationships and stability for children with Social Workers
- Using evidence to design successful targeted interventions
- Highlighting the barriers and disruptions children in care face in education

We will support Academically Able disadvantaged pupils by:

- Identifying missing talent: characteristics of disadvantaged pupils who underachieve
- Outlining the protective and risk factors for academic success of able disadvantaged pupils
- Conducting research into how schools intervene to support able disadvantaged pupils
- Encouraging best practice in effectively supporting these pupils: intervention planning and examples
- Re-accreditation of the NACE Award, IQM Award at flagship status and the National Whole School Nurture Award

The Pupil Premium spending this year is critical in achieving our aims and will be constantly under review and monitored by the Senior leadership Team and the Inclusion Team.