



HAMSTEL INFANT SCHOOL AND NURSERY
PUPIL PREMIUM STRATEGIC PLAN: ACADEMIC YEAR 2018-2019

Summary information

| Academic Year | Total Number of Pupils (not including Nursery) | Number of pupils eligible for PP | Total PP Budget | Date of next internal review of this strategy |
|----------------------|---|---|------------------------|--|
| 2018 / 2019 | 445 | 128 (29%) | £168,960 + £860 cfd | July 2019 |

| Strategy to enhance outcomes for pupils eligible for Pupil Premium Funding | | | |
|---|--|--|---------------------|
| Project | Focus | | Planned Cost |
| 1 | To increase the achievement and attainment of Pupil Premium pupils through targeted interventions, support and enrichment activities across the curriculum. | | £97,637 |
| 2 | To ensure high ability pupils who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career. | | £4,916 |
| 3 | To embed an effective programme of parental engagement to ensure outcomes for Pupil Premium pupils and their families are enhanced. | | £2,000 |
| 4 | To support children's emotional well-being when needs are identified by effective nurture and counselling support for Pupil Premium children and their families. | | £41,614 |
| 5 | To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils. | | £8,261 |
| 6 | To provide identification and analysis of pupil premium data, including monitoring data for Unidentified Children Destined for Disadvantage (UCDD) | | £3,841 |
| Total | | | £158,269 |

Project 1 - Increase the achievement and attainment of Pupil Premium pupils through targeted interventions, support and enrichment activities across the curriculum.

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
|--|--|---|---|---|--|
| Higher rates of progress and outcomes for PP children for Reading, Writing and Mathematics. February/July 2019 Review: Increased %age of target pupils exceeding expected rates of progress compared to last year | Mentor and coach pupils on a 1:1 basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to access learning and experience success. Staff training implemented for effective observation and feedback. | The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Evidence suggests high quality feedback is an effective way to improve attainment, and embedding this approach will enable standards of Reading, Writing and Maths to rise. | AHT (I) and SENCo to work with SLT to ensure identification of target pupils is rigorously tracked and monitored. Organise school timetable to ensure effective staff delivery. CPD opportunities for all staff focused on pre- and post-teaching techniques and outcomes. Teachers to ensure children targeted for in the moment tuition for delivery by Teaching Assistants. | SLT / SENCo / AHT (I) / YGL / Teachers | Half termly |
| Increase outcomes and raise standards in Reading and Writing through effective spoken language programmes. Speech Link Language Link (SLLL) programme targeted in Year R | Specialist trained staff implement early intervention and social language development programmes. Individual support in reading and writing to ensure all children by the end of Year 2 achieve the expected standard and outcomes within English. SLLL trained staff to screen and support targeted children. | To ensure that PP pupils, in the longer term, will achieve good or better rates of progress within English. Evidence suggests high quality feedback is an effective way to improve attainment, and embedding this approach will enable standards of English to rise. Specifically target PP children within this programme to support learning | CPD opportunities for all staff focused on effective feedback. Peer observations implemented. 1:1 individual tuition support implemented where the need arises. Teachers focused on pre-teaching strategies and communicating and working with 26% of TA's time to support this. Identified member of staff highly trained to work 1:1 with children HLTA and Speech and Language Unit specialist staff | EY Manager / Reception Lead SLLL staff member | Termly Termly |
| Learning mentor used to support targeted children | Children identified for EAL support | To ensure EAL children have full access to learning | Progress of EAL pupils is tracked to ensure progress is at least good in all areas. | Learning Mentor | Termly |

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| Increase outcomes for identified children who need support to access additional opportunities. | Swimming fees for eligible Year R children are paid for by the school to support the issues of non-payment. SEND swimming additional swims | The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Previous use of specialist units have demonstrated positive outcomes for identified pupils. | Identification of targeted children for Swimming (Year R only), trips and Breakfast Club. (Swimming to be paid for Year 1 and 2 children through Sport Premium.) AHT (I) and SENCo to identify children in need to Bursar for payment | SENCo / AHT (I) / SLT Bursar | Ongoing |
| To provide access for additional opportunities and experiences within school. | Fully fund school trips for those eligible and unable to fully contribute. | To ensure vulnerable children have full access to trips and other experiences off site. | Identification of targeted children to support financially | SENCo / AHT (I) / SLT Bursar | Termly |
| Outdoor Learning provision on a regular basis | To enhance experiences across the curriculum. Fund a Forest Ranger | Outdoor learning experiences have demonstrated positive impact on children's behaviour, self-esteem, independence and healthy life styles | All pupil premium children experience the outdoor element to our learning styles alongside their peers, this enriches their experiences and has a positive impact upon their attitude to learning. | Outdoor Learning Lead | Ongoing |
| Early identification of Unknown Children Destined for Disadvantage (UCDD) | To provide a | | | | |
| Project 1 - Expenditure planned for delivery | | | | £97,637 | |

Project 2 - Ensure high ability pupils who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
|--|---|--|---|------------|--------|
| Improved progress for high attaining pupils February/July 2019 Review: 70% of higher attaining PP pupils are on track to achieve greater depth at the end of the year in | CPD opportunities for staff on depth and fluency across the curriculum. | Recognition of the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects. To ensure PP pupils achieve high attainment and to train staff in effective practices to provide challenge and encouragement for these identified pupils. | CPD selected and attended by all teaching and support staff. Peer observation and coaching models implemented by the Deputy Headteacher. | DHT | Termly |

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| combined subjects within Yr 2. | | | | | |
| Weekly 1:1 personalised tuition in addition to quality first teaching. February/July 2019 Review: Identified pupils make more than expected progress across combined subjects. | Targeted provision for more able pupil premium children – computing / Reading Gladiators etc | We want to provide extra support to maintain high attainment. 1:1 with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils. | Impact overseen and moderated by SLT. Engagement with parents and pupils before intervention begins to ensure effective home/school learning from additional lessons. 29% TA's time to support and challenge initiatives for identified more able children. | DHT / YGL's / Class Teachers | July 2019 |
| Project 2 - Expenditure planned for delivery | | | | £4,916 | |

Project 3 - To embed an effective programme of parental engagement to ensure outcomes for PP pupils and their families are enhanced.

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
|--|---|--|--|---|-------------------------|
| Embed Parents Forum. | For parents to have a forum to meet informally, to feel that voice is heard when feeding back to the school. To encourage the parents in to school. | To increase parental confidence in approaching the school. To allow the parents a vehicle in which to air their views on a more informal, but more regular basis. | Staff identified to support the establishing of a Parents Forum. Resources, such as venue / time to be determined in discussion with parents. | AHT (I) / Manager for Well-Being | July 2019 |
| Increased parental engagement in PP pupil's educational development. Parents and carers positively engage with the school to support their child's learning. 100% of PP parents attend Open Evenings within the Autumn / Spring Terms. | Trained staff employed to support pupils and their families and follow up on issues and concerns. To create a 'safe' environment for parents to meet and discuss their child's experiences at school. Class teachers build relationships with parents to encourage them to attend | Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. Harder to reach parents are brought on board with their child's learning | Staff released to support this project initially, with the aim for the parents Forum to be self-sustaining in the future. Attendance at Open Evenings is collected and analysed with feedback provided. | DHT / Manager for Well-Being DHT / Manager for Well-Being Teachers | July 2019 Termly |

Project 4 - To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially) so that this doesn't have a detrimental effect on their academic progress.

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
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| To provide additional extra-curricular opportunities through setting up clubs and activities | Ensure all children are focused and engaged in their learning experiences. Ensure all pupils have equal access to learning experiences beyond the school day. | Staff training and whole school implementation and practice. February 2019 Review: Club analysis indicates equal access for Pupil Premium pupils in extra-curricular activities. | Pupils need to be fit and ready to learn within the school and wider learning community. | DHT / PHSE Lead / Teachers | Half termly |
| Social skills are developed through participation in a range of activities by the school and external providers. | Free Nurture Room breakfast club provision to ensure PP pupils are in school and ready to learn. | Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils. | Termly analysis of the number of pupils who have taken part in activities. Teachers are aware of funding available – can approach parents if appropriate, i.e Cookery Club. | DHT / PHSE Lead / Teachers | Half termly |
| Improve the self-esteem, social skills and emotional needs of pupils leading to increased confidence and attainment within the learning environment. | Provide support to help build pupils emotional development. Clear protocols in place ensuring pupils are referred appropriately. Regular opportunities for staff to feedback to relevant agencies and parents. To emotionally support pupils within social and emotional development. | Play is incredibly important for a child's development - helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences. | Half termly implementation of inclusion team meetings focused on identifying the needs of PP pupils. Teachers and parents are aware of the referral process for support. Review of nurture room attendance ensuring equal access for all pupils. | AHT (I) / SENCO / Teachers / HT | June 2019 |
| Increase outcomes for those children who need support to access the curriculum. Emotional well-being | To provide Specialist Units to support individual needs: Autistic Unit (DfE recognised) Nurture Unit Pre-Nurture Unit Speech and Language Unit | The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Previous use of specialist units have demonstrated positive outcomes for identified pupils. | Identified Specialist staff training programmes Identification of targeted children Class teachers use method of referral to identify children in need Inclusion meetings take place on a weekly basis to support identified needs | SENCo / AHT (I) / SLT Class Teachers | Ongoing |

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| enables all pupil to be fit to learn | | | | | |
| Social skills, independence, perseverance and team work are developed through participation in group activities and nurture based learning activities. | Provide nurture staffing to support in terms of Sunshine / Welcome Rooms programmes focused to help develop children's resilience and perseverance. Clear protocols and assessment analysis for pupil outcomes. Provide regular opportunities for nurture lead to feedback outcomes to teachers. | The school recognises the important emphasis within the nurture group on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities. This then enables pupils to transfer these skills into the wider learning context. | Half termly review of outcomes from nurture programmes and outcomes through the implementation of Boxall profiling. Early intervention and rigorous monitoring of pupils at risk of underachievement. February 2019 Review: Diagnostic profiling demonstrates significant impact for pupil premium children. Monitor and coach pupils equipping them with transferrable skills and strategies through nurture approach. | SENCo / AHT (I) / SLT Class Teachers | February 2019 |
| To provide free access to breakfast Club for vulnerable children | Fully paid contributions to Breakfast Club for pupil premium children | Children have the opportunity for a good start to the school day with a healthy breakfast. They arrive to school on time and are able to make a positive start to their school day, being ready to learn. | Staffing and Breakfast Club sundries are provided to support this scheme | AHT (I) / Nurture Lead | Termly |
| To provide specialist lunchtime care for vulnerable children. | Provide designated lunchtime areas, away from the main playground and supervised support for identified children. | To support children to be able to access less structured activities in a fun and, meaningful way. | Staffing, training and resources are provided to support this scheme. | SMDA /SENCo / AHT (I) / SLT | Half termly |
| Project 4 - Expenditure planned for delivery | | | | £ 41,614 | |

Project 5 - To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress.

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
|---|---|--|--|---|-----------|
| Higher rates of attendance for PP and FSM pupils in line with all pupils within school and nationally. This will lead to improved progress for pupils | Monitor attendance data to identify trends – implement 1:1 tutoring for pupils with absence patterns. Enhance positive relationships with parents and set clear expectations of good attendance – early | The school recognises the important emphasis on excellent attendance. Pupil Premium pupils within school attend at a higher rate than national PP pupils; however the school recognises the importance of narrowing the gap between PP and non PP pupils within our school. Excellent attendance | Embed contact with a pupil's parent on the first day of absence. Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. | Attendance Manager / Well-Being Manager / Headteacher | June 2019 |

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| with higher absence levels. | identification and attendance meetings. Learning mentor approach - short term meeting with parents. | enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further. | Gather pupil's views and provide responsibility for good attendance and punctuality. | | |
| Provide support to parents to ensure their child arrives on time, is picked up on time and are ready to learn. | Fortnightly meetings are scheduled with the LA Attendance Officer to support identification of families in need and to provide assistance to meet attendance targets set. | Fortnightly meetings are monitored and parents' attendance at these meetings is expected. Letters sent to parents of children who may be at risk of falling below the attendance required. | Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. Weekly feedback on class and whole school attendance in staff meetings. Teachers have first line of responsibility to support children attending on time. | Attendance Manager / Well-Being Manager / Headteacher | July 2019 |
| Project 5 - Expenditure planned for delivery | | | | £ 8,261 | |

Project 6 - To provide identification and analysis of pupil premium data

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice? | How will we ensure this is implemented? | Staff Lead | Review |
|---|---|--|--|--------------------------------------|---------------|
| To provide AHT (I) management support for analysis of PP children | 5 days per year are allocated to support analysis | Staff identified to ensure pupil premium spend has impact upon children and is within budget | Termly analysis | AHT (I) / Headteacher | June 2019 |
| To provide Manager for Well-Being management support for analysis of PP children | 5 days per year are allocated to support analysis | Staff identified to ensure pupil premium spend has impact upon children and is within budget | Termly analysis | Manager for Well-Being / Headteacher | June 2019 |
| To buy into external advisory analysis to ensure pupil premium spend is within current and local remits | To buy into Arbor Gap and Attainment and Progress Reports | Reports presented and discussed at SLT. | Annual analysis | HT | November 2018 |
| To correctly identify those families who would attract PP | Buy into the LA Free School Meals Eligibility Checks | Number of checks done at £2.60 per check. | Monthly checks are carried out. | Bursar | Monthly |

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| funding to support their child's learning and progress | | | | | |
| Project 6 - Expenditure planned for delivery | | | | £ 3,841 | |

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| Projects 1-6 Total expenditure planned for delivery | | | | £ 158,269 | |
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How the school will measure the impact of Pupil Premium Expenditure

To monitor attainment and progress, the school implements rigorous monitoring and tracking of pupil achievement for all identified groups. This is used to inform target setting and pupil progress and enables early identification of need, support and intervention. Review meetings will take place throughout the academic year (approximately every 8 weeks) and includes members of the Senior Leadership Team, teachers and the SENCO. At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next period. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. Pupil Premium Funding and the impact of this is a regular item on the Governors' committees. The use of Ofsted's report Unknown Children – Destined for Disadvantage (UCDD) (July 2016) has enabled us to use processes for early identification of children who may be at risk and put measures in place to support these children and their families too. We use the data from our UCDD collection to inform early steps for support.

Unknown Children Destined for Disadvantage / Pupil Premium percentages 2018

| Class | PP Number | PP Year group % | UCDD Number | UDCC Percentage |
|--------------|--------------|--------------------|----------------|--------------------|
| Nursery | 0 | 0% | 10/49 | 20% |
| Reception | 41 | 27.3% | 70 | 46% |
| Owl | | | 17/30 | 57% |
| Peacock | | | 18/31 | 58% |
| Swan | | | 6/30 | 20% |
| Woodpecker | | | 15/30 | 50% |
| Kingfisher | | | 14/31 | 45% |
| Year 1 | 48 | 32.4% | 80 | 54% |
| Dragonfly | | | 13/30 | 43% |
| Duck | | | 21/31 | 68% |
| Frog | | | 16/29 | 55% |
| Heron | | | 11/30 | 37% |
| Newt | | | 19/29 | 66% |
| Year 2 | 39 | 26.4% | 68 | 47% |
| Badger | | | 14/29 | 48% |
| Hedgehog | | | 14/30 | 47% |
| Squirrel | | | 15/29 | 52% |
| Otter | | | 12/29 | 41% |
| Fox | | | 13/29 | 45% |
| Whole School | 128 | 25.9% | 228 | 42% |

Information gathered provides for discussion at SLT, Year Group and Class level. Number of children identified under UCDD criteria gives quite a different picture to the schools context and issues we are dealing with. This information is used to support children and families who may not be eligible for Pupil premium funding for whatever reason, but who may be at risk.