

Pupil Premium Strategy Statement for Hadfield Infant School 2022 - 2023

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hadfield Infant School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	48/144 = 33.3%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A. Barnes
Pupil premium lead	A. Barnes/H. Wild
Governor/Trustee lead	K. Holtom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78255
Recovery premium funding allocation this academic year	£7250
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantages and non-disadvantaged pupils
- To support our children's mental health and wellbeing
- To allow the same learning opportunities to disadvantaged and non-disadvantaged pupils
- To provide quality interventions for identified pupils
- To raise aspiration and importance of our school community within our Global community

What are the key principles of our strategy plan?

At Hadfield Infants we look to identify the barriers to learning for each child and to provide quality teaching, interventions and activities which will help to narrow gaps and / or broaden children's experiences. Support or enhancement is provided, differing levels of support and funded opportunities.

We review our allocations of funds and effectiveness of the provision provided and update progress termly or in some cases, half termly. Good practices are shared within school and built upon, (small group teaching) while also removing ideas or interventions which have not been successful.

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and we look for ways to enrich or expand their learning. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our Governing Body receive regular reports and updates as well as undertake Pupil Premium Learning Walks through school and Pupil Voice. They review the pupil premium spending plan and provide challenging questions regarding levels of teaching standards, effectiveness of interventions, standards of resources available, additional learning support and support payments for activities, educational visits and uniform.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our pupil premium children as a group are not making as rapid progress in their reading, writing and maths as non-pupil premium children.
2	Level of poverty impacts upon basic requirements such as breakfast and uniform.
3	Limited life experiences and opportunities to join in enrichment opportunities due to low aspiration and this would allow for more knowledge of the world and vocabulary acquisition.
4	Lower attendance due to low importance of school for some parents.
5	Health and wellbeing, creating positive attitudes across school.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected progress in phonics, reading, writing and maths.	Gap will close in progress made between PP and non PP and achieve average progress in KS1 phonics, reading and maths.
Increase overlearning and reinforcement in reading and maths at home and school.	Increase in reading ages (evidenced via phonic screening scores and PM readers) and maths (evidence recorded on White Rose assessment sheets) for PP pupils.
Pupils access a wide range of interventions to meet their needs.	Children able to access class work and achieve as well as non-disadvantaged learners. Gaps in the pupils learning are reduced.
Pupils access a range of enrichment experiences both in and out of school.	Pupil surveys/Pupil voice reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed, (evidence seen via school work/improved attitude and better mental health/team work skills seen).
Pupils have a sense of pride in who they are and the school they attend.	Children wearing correct uniform (including PE kit) and speak fondly about being at Hadfield Infant School. Children feel proud to participate in all activities, without feeling isolated.

Activity in this academic year 2022 - 2023

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching & Targeted academic support

Budgeted cost £

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase online subscriptions to aid lessons and learning: <ul style="list-style-type: none"> • Tapestry • Twinkl • Phonics Play • Rapid Phonics • Sing Up • Primary Site • White Rose • Hamilton Trust • Primary Stars • Nelson Handwriting • Discovery Education • Synthetic Phonics 	There is clear evidence that digital technology can enhance lessons and can provide a multi-sensory approach to learning	1
Delivering English interventions to address gaps in knowledge for KS1 pupils	Providing small group early morning phonic sessions can have a positive impact on the children's learning delivered by TAs. To pay 40% of the total cost towards the National Tutoring Programme delivered by a qualified teacher. High quality small group interventions and collaborative learning approaches.	1
Delivering a Speech and Language Programme (NELI) to EYFS children	Identifying gaps in the children's learning and then providing relevant teaching experiences to improve their vocabulary and speaking and listening skills	1
Subject co-ordination training and relevant CPD delivered to all staff	To ensure that co-ordinators can complete deep dive questions for their subject leader role and know what is being taught in classes	1
To provide resources for the children to take home to improve their learning	Books and other resources to be purchased, so that children can take them home and share with their parents	1
Quality teaching for all pupils with maths and English as a high priority on the SDP	Sutton Trust - quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers to deliver targeted support.	1, 2, 3, 4
Educational Psychologist to assess some PP children	Educational Psychologist to provide advice to staff to enhance the children's learning	
To provide an additional mid-day supervisor	Ensuring that all children are safe and enriching the lunch time experience	5
Smaller class sizes to reduce mixed age group classes	EEF evidenced that smaller class sizes and small groups are effective	1, 5

Wider strategies

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Mental health staff training	Peer Tutoring - although these Mental Health Champions are not providing academic tutoring, their role in modelling how to resolve situations or help to address mental health issues has a direct impact upon pupils' ability to concentrate in the classroom and pupils' attendance too.	1, 2, 4, 5
Attendance monitored closely and addressed quickly to avoid lost learning	Parental engagement Dedicated person who monitors attendance data and who has a good relationship with parents is most effective at ensuring good pupil attendance and identifying early help, if needed. Good communication between home and school as evidence through emails, texts and phone calls.	1, 4
Cultural capital experiences promoted in the curriculum	Learning is contextualised in concrete experiences and language rich environments. Pupil surveys reflect greater enjoyment and engagement in school. Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupils' books and data.	1, 3, 4
Breakfast Club subsidised or fully funded. Provide school uniform or parts of missing uniform. Offering free after school clubs Free milk for all children	Pupils able to concentrate in lessons without being hungry. Pupils feel included in the school community and able to participate in PE or other activities requiring a change of clothing. To enrich pupils experiences and skills in music, dance or literature.	1, 2, 4
Trip/visitors costs are free/part funded for PP children	Trips/visitors are essential to enhance the curriculum, widen the children's experiences and raise aspirations. Finance must not be a barrier.	1, 3
To employ a Family Support Worker	To support families and share parenting strategies through the Parent Group	
To support families by providing food parcels	To subscribe to Fareshare and to give food parcels on a weekly basis.	

Total budgeted cost: £

Education Endowment Foundation and Sutton Trust research evidence:

- Smaller class sizes and small groups are effective (additional teachers linked to year groups)
- Quality first teaching essential and planning a progressional, relevant curriculum
- 1:1 tuition - moderate impact
- Phonic interventions - good impact on pupils' progress, particularly in groups of less than 5
- S & L early intervention has moderate impact
- Increasing children's vocabulary and questioning skills impacts on their progress

Monitoring of Pupil Premium Spending 2022 -2023

- The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop bespoke strategies and interventions to promote improvement.
- A wide range of data is used - achievement data, pupils' work, observations, learning walks and case studies.
- Assessment Data is usually collected termly so that the impact of interventions can be monitored regularly - this has not been possible this year
- Assessments are closely moderated (with other local schools) to ensure they are accurate - writing moderation completed with St Charles Primary
- Teaching staff attend and contribute to tracking meetings each term and the identification of children is reviewed, report given to staff.
- Regular feedback about performance is given to children and parents. Reception staff will report to parents the baseline results and the next plan of action.
- Interventions are reviewed, adapted or changed if they are not working effectively

Part B: Review of outcomes in the previous academic year 2021 - 2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 academic year.

Please see evaluations included on Pupil Premium Report Planned Expenditure 2021 -2022