

Hadfield Infant School

Pupil Premium Report

Planned Expenditure 2021 - 2022

Hadfield Infant School Pupil Premium Expenditure Report 2021/2022 to be reviewed: December 2021, March 2022 and July 2022.

Objectives of Pupil Premium

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the last six years
- Who have continuously looked after for the past six months
- For children whose parents are currently serving in the armed forces

Hadfield Infants is committed to providing effective resources and ensuring support is in place for Disadvantaged pupils in receipt of the Pupil Premium Grant, to improve their outcomes.

Number of pupils and Pupil Premium Grant received				
	<u>Sept. 2021</u>	<u>December 2021</u>	<u>March 2022</u>	<u>July 2022</u>
Total number of pupils on roll:	171	168	169	168
Total number of pupils eligible for Pupil Premium	58 = 33.9%	56 = 32.7%	56 = 33.1%	56 = 33.3%
Pupil Premium FSM	55 = 32.1%	51 = 30.3%	52 = 30.7%	52 = 30.9%
Pupil Premium Ever 6	3 = 1.8%	4 = 2.3%	4 = 2.3%	4 = 2.3%
Pupil Premium Post Adopted	1 = 0.5%	1 = 0.6%	2 = 1.2%	2 = 1.2%
Pupil Premium Service Children - £300	1 = 0.5%	1 = 0.6%	1 = 0.6%	1 = 0.6%
Pupil Premium for Current LAC at £1000	1 = 0.5%	1 = 0.6	0	0
Total amount of PPG received = £62180				

Key Stage 1 outcomes and Y1 Phonic screening results for Pupil Premium children - No data for 2020 and 2021

		2018			2019			2022		
		School (21 Y2 pupils)	National	National for FSM	School (26 Y2 pupils)	National	National for FSM	School (66 Y2 pupils) 16/20 80%	National	National for FSM
Phonics Y1		61% (28 Y1 pupils)	82.5%	72% (-10.9%)	73.9%	81.8%	70.6%	68.8% (11/16 Y1 pupils)		
Reading	Expected	57% (12)	75.4%	62.5% (+8.9%)	50%	74.9%	62%	61.7%		
	Greater depth	14% (3)	25.6%		19.2%	25%	13.8%	13.8%		
Writing	Expected	67% (14)	69.9%	55.4% (+20.8%)	46.2	69.2%	55%	54.7%		
	Greater depth	10% (2)	15.9%		7.7%	14.8%	7.2%	7.2%		
Maths	Expected	67% (14)	76%	62.8%	50%	75.6%	62.5%	62.2%		

	Greater depth	10% (2)	21.8%	(+13.4%)	11.5%	21.7%	11.8%	11.7%		
Phonics Y2 32+ score		73% (16)						16/20 80% 1/5 20%		
December 2021 Phonics Y2 32+ score 58/67 = 86.6%										
March 2022 Phonics Y2 32+ score 58/66 = 87.8%										

Barriers to future attainment for Disadvantaged pupils

In-school barriers

- On entry to school poor communication and language skills, a large percentage of children are below ARE which affects all areas of learning
- A number of pupils eligible for PP also have SEND (16 PP/27 children on SEND register = 59.2%, which includes EHCP and GRIP funded children)
- Current Year 2 19/67 = 28.3%, Year 1 17/45 = 37.7%, Rec 19/56 = 33.9%
- Attendance for Disadvantaged pupils is lower than others non-FSM (attendance is monitored on a weekly basis)

External barriers

- Attendance for Disadvantaged pupils - is lower in every cohort than others
- Lateness for some Disadvantaged pupils - is higher in most cohorts than others
- 16% of Disadvantaged pupils are on the SEND register

Key Objective; To improve the outcomes for Disadvantaged pupils to bring attainment in line with age related expectation

Strategy	Cost	Actual spend		Role/Action	Impact/Outcomes
Delivering English interventions	£10605	EMP = £1350 Interventions = £6840 Total = £8190 + on costs £500	AWi SBu	Group intervention programmes to be delivered by HLTAs to support/enhance the children's learning and daily early morning phonic sessions in Years 1 & 2 To recruit and train more Reading Friends across school (DBS approved)	It has been a difficult year to consistently deliver interventions, due to many staff absences. However the HLTAs have been mainly based in Year 2 and supported children within the year group. There are 3 classes in Year 2 with an average of 22 children (very small class sizes). The Year 2 early morning phonic sessions started October 2021 & Year 1 started January 2022. Children attending groups are making progress & are more confident learners.

					ABa delivered training to Reading Friends, the children really enjoy reading to them and practising their reading.
Teaching Assistants to deliver recommended speech and language targets	£9500	£2500 + on costs	TCl MRo	To deploy universal strategies for enhancing early language skills and increasing children's vocabulary. To deliver recommended targets by SALT. This will depend if SEND children are in receipt of GRIP funding after October 2021	The NELI scheme for reception children started January 2022, each child in the project accesses 3 x 30 mins. sessions per week. The staff are fully trained and having a positive effect on the children's language skills. Most of the children attending these sessions are PP.
Breakfast Club to ensure that children have had a breakfast. Attend after school club to enhance experiences. Office staff to complete administrative work	£4500 £250 £100 £2500	£4000 + on costs £2500 + on costs £350	HSy/ DMc DMc	Free Breakfast Club available to Pupil Premium children. For the children to have a substantial breakfast, to learn socialisation skills and be taught independent life skills. Two Play Workers employed 16.25 hours each per week. To create a stimulating learning environment, providing lots of play equipment for the children. For office staff to manage all the administrative work related to the Breakfast and After School Clubs, plus photocopying costs. Subscription to Parent Pay online booking program	Two members of staff run the breakfast club, ensuring that all children who attend have a breakfast and integrate with the other children. At the moment PP children don't attend the after school club, this is something we really need to promote.
Educational Psychologist	£1050	£1050		For the Educational Psychologist to assess Pupil Premium children and to provide advice to staff to enhance the children's learning.	The EP has observed & written reports for 3 PP children. Advice has been taken on board and SEND funding has been applied for.
Visits and visitors to enhance the curriculum	£2000	£1475		To subsidise trips to enhance the curriculum, widen children's life experiences and raise aspirations. Finance must not be a barrier for access to school clubs and trips.	Oct '21 - July '22 Forest Schools Nov '21 Jewish Adventures £275 Dec. '21 Christmas sport club £100 May '22 Poet £250 May '22 Mosque visit £100 June '22 YSP £500 July '22 Musician £250
Nurture Group delivered by a specialist teaching assistant Snacks and resources	£6000 £200		SMc	School is hoping to continue Nurture Groups January 2022, two afternoons per week supporting 16 children. Boxall profiles to be completed, analysed and reviewed. Purchase of consumables and equipment replenished.	Due to staff absenteeism the Nurture Group has not taken place, also staff felt it was important to keep and nurture children in the classroom.

Cool milk	£1000	£1100		Provision of milk offered to all children across the school	All children receiving free milk throughout the school has been beneficial.
Clothes vouchers to purchase school uniform and PE kits	£500	£0		To enable all children to wear appropriate school uniform.	
Digital support subscriptions	£1200	£3000		Subscriptions: Rapid Phonics, Twinkl, Phonics Play, Sing Up, Primary Site, White Rose, Tapestry, Hamilton Trust, Primary Stars, Discovery Education, imove, Nelson, Synthetic phonics	Due to the pandemic school has had to subscribe to many more digital sites to aid learning.
To award TLR (pro rata) linked to Pupil Premium Champion	£1567	£1700 + on costs	HWi	For the Pupil Premium Co-ordinator to monitor the Pupil Premium data and produce relevant reports for Governors.	
Key Stage 1 Teaching Assistants delivering class based support & interventions	£12000		YGo SBu SMc	TAs to provide small group tutoring for children currently working below age related expectations in English and maths. To lead phonic groups, guided reading, grammar and maths mastery sessions.	x
Software application to monitor pupil welfare	£680	£700		To enable staff to add information about children. For easy transfer and to receive information about children. Trying to become paperless and now beginning to scan reports into the child's file.	CPOMS is a useful tool to record confidential information about the children. All staff are now trained to use.
Parent Group delivering a version of Incredible Years/Solihull Approach	£1500	£1750	MDe	To offer a parent group one afternoon per week, to provide advice/strategies, networking to support families within school	At present there are only a few parents using this service, however it is a powerful tool for those attending. The offspring of parents attending are really improving with their learning, behaviour and self-esteem.
Providing advice & support to families who are struggling	£3000	£1000	MDe	Family Advisor and Support Worker to visit families in the home who have children in school who are presenting issues, as and when required.	MDe has visited a few families at home and attended TAF meeting.
Improving attendance in school	£1000 £100		DMc	To attend RM attendance course, understanding codes & retrieving reports. Weekly to produce attendance reports for Headteacher.	This has been a difficult year to monitor, but strategies are in place
Lunch time supervision for PP child and additional class		£6000 + on costs	DMc CMA	To support children at lunch time with staggered lunch times and a PP SEND child	Having the additional staff has ensured that the lunch time session to run smoothly, with minimal behavioural issues and calmer staff.

Actual expenditure so far (11/7/22) = £35815

Plus funding £45000 for an additional class, to avoid mixed age classes and smaller class size. Used staff to cover staff absences rather than use supply budget (as staff were not keen on having new staff in school during Covid-19 pandemic).

Rational for chosen activities;

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 2021 -2022

- 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.
- Interventions are adapted or changed if they are not working - this has been difficult to complete this year, however the early morning phonics group has been a great success