

Hadfield Infant School

Pupil Premium Report

Planned Expenditure 2020 - 2021

Hadfield Infant School Pupil Premium Expenditure Report 2019/2020 to be reviewed April 2020, November 2020 and March 2021.

**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 Infant School is committed to providing effective resources and ensuring support is in place for our Disadvantaged pupils in receipt of the Pupil Premium Grant to improve their outcomes.

Number of pupils and Pupil Premium Grant received				
	April 2020	November 2020	March 2021	July 2021
Total number of pupils on roll:	172	163	162	161
Total number of pupils eligible for Pupil Premium	48 = 27.9%	52 = 31.9%	55 = 33.9%	
Pupil Premium FSM	45 = 26.2%	50 = 30.6%	51 = 31.5%	
Pupil Premium Ever 6	3 = 1.7%	2 = 1.2%	4 = 2.5%	
Pupil Premium Post Adopted	2 = 1.2%	0	0	
Pupil Premium Service Children - £300	1 = 0.5%	1 = 0.6%	1 = 0.6%	
Pupil Premium for Current LAC at £1000	1 = 0.5%	1 = 0.6%	1 = 0.6%	
<b>Total amount of PPG received</b>	£74940			

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

		2017		2018		2019			
		School	National	School (21 Y2 pupils)	National	National for FSM	School (26 Y2 pupils)	National	National for FSM
Phonics Y1		70%	68%	61% (28 Y1 pupils)	82.5%	72% (-10.9%)	73.9%	81.8%	70.6%
Reading	Expected	31% (4)	76%	57% (12)	75.4%	62.5% (+8.9%)	50%	74.9%	62%
	Greater depth	38% (5)	25%	14% (3)	25.6%		19.2%	25%	13.8%
Writing	Expected	62% (8)	68%	67% (14)	69.9%	55.4% (+20.8%)	46.2	69.2%	55%
	Greater depth	8% (1)	16%	10% (2)	15.9%		7.7%	14.8%	7.2%
Maths	Expected	31% (4)	75%	67% (14)	76%	62.8% (+13.4%)	50%	75.6%	62.5%
	Greater depth	31% (40)	21%	10% (2)	21.8%		11.5%	21.7%	11.8%
Phonics Y2 32+ score				73% (16)					

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 (15 PP/30 children on SEND register = 50%, which includes GRIP funded child)
- Current Year 2 15/44 = 34%, Year 1 20/70 = 28.9%, Rec 19/49 = 38.7%
- Attendance for Disadvantaged pupils is lower than others non-FSM

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
- 9.3% 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 - June 2021
HLTA delivering English interventions 4 days per week	£14135	£14135	AWi	Group intervention programmes to be delivered to support/enhance the children's learning and early morning phonic sessions.	AWi has been supporting Year 2 pupils in class, within a group or an individual basis. Unfortunately progress has been limited caused by a combination of factors.
Specialist Teaching Assistant to deliver recommended speech and language targets	£9500	£9500	MVe	To deploy universal strategies for enhancing early language skills and increasing children's vocabulary. To deliver recommended targets by SALT.	MVe supported reception children, following advice from SALT
Breakfast Club to ensure that children have had a breakfast. Attend after school club to enhance experiences. Office staff to complete administrative work	£3500 £5350	£6500 £100 food £5350	HSy/ RPa/ BdCe  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 16.5 hours each per week. For office staff to manage all the administrative work related to the Breakfast and After School Clubs, plus photocopying costs.	A brilliant facility, with regular PP children attending. Breakfast Club has certainly helped the PP children settle into class, ready to start learning.
Educational Psychologist	£1000	0		For the Educational Psychologist to assess Pupil Premium children and to provide advice to staff to enhance the children's learning.	Educational Psychologist unable to visit school
Visits and visitors to enhance the curriculum	£1500	0		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.	All trips and visitors cancelled due to Covid-19
Nurture Group delivered by a specialist teaching assistant Snacks and resources	£10084 £200	0	SMc	Three afternoons and one morning per week with a maximum of 16 children (8 children attending an hourly session). Boxall profiles to be completed, analysed and reviewed. Purchase of consumables and equipment replenished.	On hold at the moment due to Covid-19
Cool milk	£850	£850		Provision of milk offered to children who are eligible for pupil premium and free milk to all children in reception who are five	This new system of allowing all children free milk in reception has worked well,

					in September for the whole school to have free milk.
Clothes vouchers to purchase school uniform and PE kits	£500	0		To enable all children to wear the appropriate school uniform.	No up-take from parents.
Digital support subscriptions	£1100	£1200		Subscriptions include: Rapid Phonics, Twinkl, Phonics Play, Sing Up, Primary Site, Tapestry, Hamilton Trust	School has relied heavily on digital programs
To award TLR (pro rata) linked to Pupil Premium Champion	£1567	£1567	HWi	For the Pupil Premium Co-ordinator to monitor the Pupil Premium data and produce relevant reports for Governors.	HWi has been up-dating PP data
Teaching Assistants in Years 1 & 2 (& reception) to deliver interventions and class based support	£30330	£30330	TCI/MFo	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.	Many children requiring support with their learning and nurturing
Software application to monitor pupil welfare	£700	£700		To enable staff to add information about children. For easy transfer and to receive information about children.	CPOMS software is very useful for creating a chronology of information, further training required for staff to input information

Estimated total expenditure = £78266 Actual spend = £71132

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 2020 -2021

- 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 sensible 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 half 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 - unable to moderate assessments
- 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.