

# Pupil premium strategy statement: Hook Infant School

1. Summary information					
<b>School</b>	Hook Infant School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£29,040	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	297	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	Jan 2017

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and subsequently literacy skills.
<b>B.</b>	Parental support with home learning e.g. reading is lower for children eligible for PP and this prevents children from achieving in line with other pupils.
<b>C.</b>	Self-regulation, meta-cognition and emotional resilience of PP children appears to be lower than other children therefore affecting their ability to learn effectively and make progress in line with their peers.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Punctuality of pupils eligible for PP is inconsistent in comparison to other children. This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	Many children eligible for PP have social and emotional issues within their family environment and this affects their behaviour and learning in school.

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in EYFS.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improved Literacy skills for PP children in EYFS and KS1.	Pupils eligible for PP make the same progress as other children and achieve in line with other children and national expectations.
<b>C.</b>	Improved punctuality of pupils eligible for PP.	Reduce the number of late marks among pupils eligible for PP to 0% or below. Overall PP punctuality improves from 52% to 100% to 100% in line with 'other' pupils.
<b>D.</b>	Improved self-regulation, meta-cognition and emotional resilience for PP children.	Pupils eligible for PP will make rapid progress by the end of the year and meet age related expectations.

## 4. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Oral language for children in EYFS	Assess all children using Speech Link on entry to Year R	Language skills of children entering Year R has been declining over the years and this is especially so of children eligible for PP. Evidence from the EEF (Education Endowment Foundation) Toolkit suggests that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. Speech Link is a computerised language program that identifies areas of weakness in speaking, listening and understanding. It also provides targeted sessions and resources to use with children in order to accelerate their language skills and improve their learning.	All Year R staff will be trained in the use of Speech Link under the guidance of our Speech and Language Assistant and SENDCO.	SENDCO & EYFS leader	Jan 17, March 17 and June 17  <i>Speech and language link £1500</i>
A. Improved Oral Language for children in EYFS	Ensure that the KOT(Keep on Talking) project continues to run throughout EYFS	Poor language skills of children entering Year R especially those children eligible for PP. The KOT project is a Hampshire based project which was undertaken last academic year in order to raise attainment in children's language skills. We undertook the project along with other EYFS settings in our area and saw marked improvement in language and literacy skills of not just children eligible for PP but all children.	Classrooms and external learning areas will display a language rich environment.  Planning for learning will continually target areas of weakness within language.	EYFS leader & KOT leader	Jan 17, March 17 and June 17  <i>KOT implementation and planning £2500</i>
B. Improved literacy skills for children eligible for PP	Staff training on high quality feedback to children (questioning)	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning, Blooms Mastery learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school in all areas of learning.	Course researched and selected using evidence of effectiveness.  Use INSET days / staff meeting sessions to deliver training.  Lessons from training embedded in school assessment policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment.	HT, DHT & Assessment Manager	Jan 17, March 17 and June 17  <i>Staff training £1800</i>  <i>Additional resources £2300</i>

D. Improved self-regulation, meta-cognition and emotional resilience for PP children.	Update all staff training for P4C (Philosophy for Children).	Self-regulation and emotional resilience amongst children eligible for the PP has been in decline over the years and this has had an effect on their ability to learn and behave in school. Research show that efforts to improve self-regulation often seek to improve levels of self-control and reduce impulsivity. The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem-solving. The EEF shows that on average strategies used to improve self-regulation and meta-cognition have an average impact of 8 months additional progress. Evaluations of various interventions including P4C found gains of around 5 additional months progress.	Research P4C level 2 training.  Ensure P4C language is visible in all classrooms and through planning of children's lessons and through pupil conferencing.  Ensure all staff have had relevant and up to date P4C training – use INSET and staff meeting time.	P4C Manager	July 2017  <i>P4C training/ Saphre training 2a/2b £2500</i>
<b>Total budgeted cost</b>					£10,600
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language for children in EYFS.  B. Improved literacy skills for children eligible for PP in EYFS.	1:1 and small group provision of Speech Link for children in EYFS.	Speech Link is a computerised language program that identifies areas of weakness in speaking, listening and understanding. It also provides targeted sessions and resources to use with children in order to accelerate their language skills and improve their learning. This is a programme which has been independently evaluated and shown to be effective in other schools and is recommended by Speech and Language therapists.	Speech and Language SNA to train all EYFS staff in the use of Speech Link.  Ensure that all EYFS children are assessed using speech link within the first half term of starting school.  Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EYFS leader SENDSCO Assessment Manager	February & June 2017  <i>15 mins x2 per child Speech and Language x 30 weeks = £3000</i>

<p>A. Improved oral language for children in EYFS &amp; KS1.</p> <p>B. Improved literacy skills for children eligible for PP.</p>	<p>1:1 and small group daily reading with children in EYFS &amp; KS1.</p>	<p>Research from the EEF foundation has shown that children who participate in communication and language approaches that emphasise the importance of spoken language and verbal interaction makes approximately six months' additional progress over the course of a year. Reading aloud and discussing books with young children, explicitly extends children's vocabulary by introducing them to new words in context, and by drawing attention to letters and sounds.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Ensure staff have relevant and up to date training in phonics and questioning.</p> <p>Ensure that reading helpers in school have relevant training for supporting reading.</p>	<p>English Manager &amp; Assessment Manager</p>	<p>February &amp; June 2017</p> <p><i>English and Assessment Courses/networks = £500</i></p> <p><i>Phonics training INSET= £600</i></p> <p><i>3 x LSA 1:1 = £9000</i></p>
<p>D. Improved self-regulation, meta-cognition and emotional resilience for PP children.</p>	<p>Update all staff training for P4C (Philosophy for Children).</p> <p>Introduce 'Family groups' across the school with a specific focus on PSHE and resilience.</p>	<p>Research has shown that approaches such as Growth Mindsets and P4C improve children's learning by approximately 4 months as they provide children with the skills to improve self-regulation, meta-cognition and emotional resilience all fundamental to learning. We would like to embed P4C further into the wider curriculum and provide further opportunities throughout the school to do this.</p>	<p>Set up 'family groups' across the school.</p> <p>Revisit timetabling across the school.</p> <p>Provide additional training for P4C.</p> <p>Facilitate a parent workshop focusing on P4C as a tool to improve self-regulation, meta-cognition, emotional resilience and learning.</p>	<p>P4C Manager &amp; HT</p>	<p>July 2017</p> <p><i>SLT = £600</i></p> <p><i>P4C Training =£600</i></p> <p><i>PSHE course/network =£500</i></p>
<b>Total budgeted cost</b>					£14800
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>C. Improved punctuality rates.</p>	<p>Cluster group part time parent support worker employed to further support vulnerable families with regards to punctuality and consistency in attending school.</p>	<p>We can't improve attainment for children if they aren't actually attending school or regularly attending on time. NFER briefing for school leaders identifies addressing attendance as a key step. As a cluster group of local schools all experiencing similar issues with punctuality and attendance it is felt that a parent support worker be employed to support school further with addressing the underlying causes of lateness and non-attendance.</p>	<p>Thorough briefing of support worker about existing absence issues.</p> <p>HT and support worker will collaborate to ensure new provision and standard school processes work smoothly together.</p>	<p>HT</p>	<p>March 2017</p> <p><i>Support worker/HT = £4000</i></p>
<b>Total budgeted cost</b>					£4000

Total cost 29400.00  
Overspend 360.00  
September 2016