



Pupil Premium Strategy

2021/2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 pupil premium main contacts 2021-2022

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School overview 2021-2022

Detail	Data
School name	Hadleigh Infants and Nursery School
Number of pupils in school	261 - Reception - Year 2
Proportion (%) of pupil premium eligible pupils	15.7%
Years that our current pupil premium strategy plan covers	2021-2022 / 2022-2023 / 2023-2024
Academic year	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2021 / January 2022 / March 2022 / May 2022 / July 2022
Statement authorised by	Mr. S. Proctor
Pupil premium lead	Mrs. L. Bicknell
Governor / Trustee lead	Mrs. L. Wyatt

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£5,949
Tutoring grant funding allocation this academic year	£3,645
COVID Catch up funding forward from previous years	£5,678
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,727

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is aimed at addressing the inequalities which exist between pupils from disadvantaged backgrounds and their peers. At HINS our intent is to use this funding to equip our disadvantaged pupils for their academic journey, and to prepare them with the social and emotional skills to be successful and productive members of society.

From initial data and in-school research it is beginning to become clear that the COVID-19 pandemic has disproportionately impacted our disadvantaged pupils compared to many of their peers. The staff are determined to provide high-quality education coupled with a wide range of opportunities and experiences to support the disadvantaged pupils quickly close gaps that have further widened in the past 2 academic years.

We are committed to forming solid relationships with our disadvantaged pupils, discovering their individual interests and encouraging them to set aspirational goals for themselves. We identify specific barriers which are obstacles to learning, and provide the pupils with strategies to overcome them. All staff are committed to fostering feelings of value and self-worth in our disadvantaged pupils, helping them to find their place in the world and ensuring they know their voice is being listened to.

At HINS we are aware that to ensure the pupils have the best chances of succeeding we must build strong relationships with families, accepting the complexities and challenges that they may face. As a school we are proactive in our support for families, providing practical support and advice where we can. We offer our support in a non-judgemental way, signposting family members to professional organisations for further support as necessary.

Following guidance of best practice from the EEF for Disadvantaged children (which align with the Essex LA approach to tackling disadvantage), we take a tiered approach to our plan:

Tier 1 is aimed at developing consistently high-quality teaching across the school so that all pupils have access to good teaching and learning across the whole curriculum. We aim to meet the needs and interests of all our pupils through a purposeful, progressive and engaging curriculum which provides opportunities for LOTC, rich learning experiences and challenge. Teachers take responsibility for their disadvantaged pupils by knowing them well and responding to their needs accordingly.

Tier 2 is aimed at targeted academic support to fill gaps and aid catch-up including booster groups and a school-led tutoring programme.

Tier 3 is aimed at wider strategies which are non-academic but equally important, e.g. attendance, behaviour, social and emotional needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils - these are evident from Reception through to the end of KS1.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with Reading. This includes difficulties with phonics, comprehension, limited exposure to quality texts and having opportunities to listen to and read texts to adults. This negatively impacts their development as readers and writers whilst also providing a barrier to accessing other curriculum areas. This is more prevalent among our disadvantaged pupils than their peers. which may not be evident for their peers.
3	Internal and external (where available) assessments indicate that attainment in all areas among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments, observations and relationships with our children and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>This has negatively impacted on their ability to effectively function in school for example, compounding attachment difficulties, creating emotional regulation difficulties and increasing anxiety resulting in significant challenges that further impact on their academic and social emotional outcomes.</p>
5	By observing and working with children, and talking with teachers and parents, we have found that some disadvantaged children have poorly developed learning behaviours and lack motivation and resilience which often results in the children experiencing low self-esteem. They may find it difficult to work independently, organise their learning, make links in their learning and reflect on what they have done. These behaviours and attitudes also impact on some children's ability to form meaningful relationships that further impact on their academic and social emotional outcomes.
6	Our attendance data shows that there are lower attendance and punctuality rates and higher rates of persistent absenteeism amongst disadvantaged children. Our assessments and observations indicate that absenteeism and lateness is negatively affecting the progress of disadvantaged children.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lesson, the children’s ability to communicate effectively and ongoing formative assessment.
Improved Phonics outcomes among disadvantaged pupils by the end of Key Stage 1.	Phonics outcomes by 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. The average score by 2023/24 for disadvantaged pupils is above 32.
Improved Reading, Writing and Maths attainment among disadvantaged pupils by the end of Key Stage 1.	Disadvantaged children make at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics. KS1 Reading outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. KS1 Writing outcomes by 2023/24 show that more than 71% of disadvantaged pupils met the expected standard. KS1 Maths outcomes by 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged pupils Observations and discussions with teachers and children indicate significantly improved levels of motivation, self-esteem and learning behaviours. Strong and effective relationships result in disadvantaged children making at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics. There will be consistency amongst staff whilst dealing with social, emotional and well-being concerns/incidents. All staff to follow ‘Trauma Perceptive Practice’ way of working. This will lead to a sense of well-being and enhanced belonging at school.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by any of the following:</p> <p>The overall absence rate for all pupils being no more than 4%.</p> <p>or</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1%.</p> <p>and</p> <p>The percentage of all pupils who are persistently absent being below 10%</p> <p>Or</p> <p>The figure among disadvantaged pupils being no more than 5% lower than their peers.</p>
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Activity in this academic year

This next three tables details how we intend to spend our pupil premium (and additional related recovery funding as outlined on page 3) this academic year to address the challenges listed on page 5.

Teaching

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT and selected leaders to attend External CPD sessions. Linked to:</p> <ul style="list-style-type: none"> • Vocabulary • Oracy • SEND -Four areas of need • Enhancement of EYFS and Year 1 • Early Year curriculum design • Writing • Maths • Reading <p>Which will inform the school's future approaches which will be communicated through the school's internal CPD programme.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom. Effective CPD provided to key leaders which is then disseminated to all relevant staff which is then effectively implemented and monitored will have a positive impact on the school's quality of teaching.</p>	<p>1/2/3/4/5/6</p>
<p>Delivery of internal CPD programme to improve the quality of teaching and learning linked to the following areas.</p> <ul style="list-style-type: none"> • Metacognition/self-regulation • Reading - including comprehension strategies • Feedback • Oracy across the curriculum • Phonics <p>Release time for teachers and SLT support.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Metacognition/self-regulation EEF Toolkit - +7m</p> <p>Reading - comprehension strategies EEF Toolkit - +6m</p> <p>Feedback EEF Toolkit - +6m</p> <p>Oracy EEF Toolkit - +6m</p>	<p>1/2/3/4/5/6</p>

	<p>Phonics EEF Toolkit - +5m</p> <p>In paper published by EPI it states that professional development makes a significant difference to student attainment. It also suggests that regular effective professional development could be as equivalent to having a teacher in the classroom with over a decade's experience.</p>	
<p>Specific CPD and external support to support children with SEND needs.</p> <p>Training for the school's SENCO which will be disseminated to all relevant staff.</p> <p>10 hours of specialist SEND support purchased to complete observations, CPD session and provide staff with 1:1 support.</p>	<p>The school's own data suggests that Pupil Premium children that are also identified as SEND are even more vulnerable.</p> <p>Effective CPD and support will enable the staff to provide high quality teaching regardless of the child's background or ability.</p>	1/2/3/5
<p>Review of the school's feedback to create actions which will be implemented to further improve the effectiveness of feedback.</p> <p>Teachers will also use the feedback and prior assessment to ensure the children are provided with more individualised activities.</p> <p>Resources and release time for relevant teachers.</p>	<p>A focus based on the EEF tiered approach to tackling disadvantage. Tier 1 is aimed at maintaining consistent high quality teaching in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Feedback EEF Toolkit - +6m</p> <p>Individualised instruction +4m</p> <p>The school's approach will also help to strengthen the relationship between child and adults within the class. Relationships are identified as being one of the core elements that is key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such forms an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged Children.</p>	3/5
<p>Purchase high quality books, comprehension materials and literacy resources.</p>	<p>High quality texts promotes pleasure for reading. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1/2

	<p>Reading - comprehension strategies EEF Toolkit - +6m</p> <p>Providing high quality texts exposes children to a wide and rich vocabulary that will support their understanding of key concepts and allow them to make better connections which embeds and solidifies understanding.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>HT will oversee the introduction of key elements from the KS1 guidance including the language, making connections and assessment questions.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>HT will oversee SEL approaches embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf</p>	4/5/6

Targeted academic support

Budgeted cost: £ 48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group spoken language intervention delivered in Early Years Foundation Stage.</p>	<p>Based on the research finding on oral language interventions in the Early Years, the Education Endowment Foundation state that “All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds”</p> <p>Nuffield carried out robust evaluations and found NELI children made on average 3 months of additional progress in language. Children receiving the NELI programme also made an additional 2 months’ progress in early word reading.</p>	1
<p>Programme of school led tutoring</p>	<p>The chosen pupils are well known to the teacher and the intervention is targeted to the needs of the pupils.</p> <p>A focus based on the EEF tiered approach to tackling disadvantage and the suggested action provided by the DfE.</p> <p>Small group tuition EEF Toolkit +4m</p>	1/2/3
<p>Classes to be provided with 1 half term of intensive support. Each class will receive additional resources for a half term including a teacher for a 1.5 days a week. During this time, disadvantaged children will receive additional support from their own class teacher and an additional teacher. This support will be used for:</p> <ul style="list-style-type: none"> • 1:1 support • Small group tuition • Allowing for the class teacher to build a much stronger relationship with the disadvantaged 	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>Small group tuition EEF Toolkit +4m</p> <p>One to one tuition EEF +5m</p> <p>Individualised instruction EEF +4m</p> <p>Feedback EEF Toolkit - +6m</p> <p>Building positive relationships which is clearly identified in the MR’s work as to being one of the core elements that is key to improving the outcomes of disadvantaged children.</p>	1/2/3/4/5

<p>children to ensure that overall quality of teaching for individuals is improved.</p>		
<p>Personalised programme of targeted support coordinated/delivered by either the class teacher or Higher Level Teaching Assistant</p>	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>When children require support beyond high quality teaching in the classroom, specific interventions are chosen and provided. This includes a range of reading, writing and maths interventions. These are monitored regularly to ensure they remain relevant and effective.</p> <p>Phonics EEF Toolkit + 5m</p> <p>Reading comprehension activities EEF Toolkit + 6m</p> <p>Small group tuition EEF Toolkit +4m</p> <p>One to one tuition EEF Toolkit +5m</p> <p>Individualised instruction EEF Toolkit +4m</p> <p>Feedback EEF Toolkit +6m</p> <p>Teaching Assistant Interventions EFF Toolkit +4m</p>	<p>1/2/3</p>
<p>Additional phonics sessions targeted at Yr 2 disadvantaged pupils who require further phonics support.</p> <p>This will be delivered by Yr 2 teachers.</p>	<p>This programme supports our Tier 2 academic intervention approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF.</p> <p>Phonics EEF Toolkit - +5m</p> <p>Small Group tuition +4m</p>	<p>2</p>

Wider strategies

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff provided time to diagnose both academic and social and emotional needs of pupils. Which will be used to inform future decision making linked to teaching and interventions.	This activity supports our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF. Individualised instruction EEF Toolkit +4m	1/2/3/4/5
The Learning Mentor provides emotional and behavioural support to pupils and families and support to staff with strategies in the classroom. The Learning Mentor also works closely with families to support children to attend school by embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Social and emotional learning EEF Toolkit +4m Behaviour interventions EEF Toolkit +4m Mentoring EEF Toolkit +2m The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4/5/6
Whole staff training on the school's new behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school creating an effective learning environment.	Both targeted interventions and universal approaches can have positive overall effects: Social and emotional learning EEF Toolkit +4m Behaviour interventions EEF Toolkit +4m	4/5
Counselling programme	This programme supports our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF. Social and emotional learning EEF Toolkit +4m	4/5/6
Clubs and wider opportunities. Disadvantaged children will participate in all trips and will be provided with a broad and wide ranging of experiences and opportunities.	The planned activities support our Tier 3 Wider Strategies approach informed by Addressing Educational Disadvantaged Marc Rowland and EEF. Extending school time EEF Toolkit +3m	4/5/6

	Summer schools EEF Toolkit +3m Arts participation EEF Toolkit +3m Physical activity EEF Toolkit +1m	
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Costs

Detail	Amount
Teaching budgeted cost	£12,500
Targeted academic support budgeted cost	£48,500
Wider strategies budgeted cost	£23,000
Total budgeted cost	£84,000

Funding for the strategy

Detail	Amount
Pupil premium funding allocation this academic year	£52,455
Recovery premium funding allocation this academic year	£5,949
Tutoring grant funding allocation this academic year	£3,645
COVID Catch up funding forward from previous years	£5,678
Funding taken from main school budget to supplement school's approach	£16,273
Total budget for this academic year	£84,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. During the previous two years, we have seen the COVID-19 pandemic negatively impact of the on outcomes of all pupils; however, the disadvantaged pupils have been disproportionately impacted. The Gap between the disadvantaged and non-disadvantaged had widened by the end of 2020/2021 compared to the end of 2018/2019. The table below demonstrates the how much the gap has widened for the end of Key Stage 1 during this time period.

Group	Cohort Size	Reading	Writing	Maths	RWM Com
2018/2019 - Year 2 Disadvantaged	15	73% (11)	67% (10)	67% (10)	60% (9)
2018/2019 - Year 2 Non Disadvantaged	74	78% (58)	70% (52)	78% (58)	66% (49)
2018/2019 - Gap	-	-5%	-3%	-11%	-6%
2020/2021 - Year 2 Disadvantaged	13	46% (6)	46% (6)	54% (7)	46% (6)
2020/2021 - Year 2 Non Disadvantaged	69	75% (52)	70% (48)	74% (51)	61% (42)
2020/2021 - Gap	-	-29%	-24%	-20%	-15%

To mitigate against the impact of a second year of disrupted education, the school completed research into the impact the lockdown period had on the disadvantaged pupils in 2019/2020. Once this research had been completed it was clear that a small percentage of disadvantaged pupils engaged in remote learning. At the beginning of the 2020/2021, the school designed a new approach to support the children if there was to be a second lockdown period this included inviting all disadvantaged children into school alongside pupils of Key Workers and SEND pupils to provide them with face-to-face education wherever possible. When the second lockdown started in January 2021, we implemented our new plan and invited the pupils into school - only

60% attended. The remaining 40% stayed at home and very rarely interacted with the adapted remote learning offer despite encouragement, resources and support given to families.

When the children were in school, they were provided with a range of interventions linked to Reading, Writing, Maths and speech and language; however, disruption linked to COVID related absences resulted in the disadvantaged pupils not being able to fully benefit from our planned programmes. The academic progress made by the disadvantaged pupils in Year 1 and Year 2 during 2020/2021 can be found in the table below:

Group	Cohort Size	Reading	Writing	Maths
Year 1	18	5.5	5.2	5.2
Year 2	13	5.3	5.7	5.6

During the academic year 2020/21, the attendance of disadvantaged pupils increased by 2.2% since 2018/2019 (95.3% 2020/2021 - 93.1% 2018/2019) The gap between the whole school attendance and disadvantaged pupils also closed during the same period from 3.4% to 1.5%. Although the overall attendance of the disadvantaged pupils increased during 2020/2021, the school also saw the level of disadvantaged pupils who were deemed as persistently absent also increased by 8.3% compared to 2018/2019. This increase made the percentage gap between the overall attendance and disadvantaged pupil widen to 16.6%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The school recognises that some of the progress that the disadvantaged pupils have made is represented in the hard data shown above; however, there are other pupils whose successes are less measurable, but no less important to us. To capture and record this progress the school has created Case Studies which demonstrate how individual have made important progress that will provide them with better opportunities to make academic progress in future years. Copies of the school's Case Studies are available on request.

During 2020/2021, we used pupil premium funding to provide wellbeing support for all disadvantaged pupils, and targeted SEMH interventions where required. We are building on that approach with the activities detailed in this plan.