



Hassocks Infant School

Pupil Premium Review 2021-2022

School Overview

Metric	Data
School name	Hassocks Infant School
Pupils in school	263
Proportion of disadvantaged pupils	4.2
Pupil premium allocation this academic year	£12,434.81
Academic year or years covered by statement	2020 to 2023
Publish date	October 2020
Review date	July 2023 The following milestone review dates will apply each academic year: - Autumn 1 - Summer 2
Statement authorised by	Adrian Bates Holland
Pupil premium lead	Sara Nash
Governor lead	Charlotte Guy

Review of Progress	
Area	Progress against personal PP ILP targets
Reading	85% of PP children good or better progress in reading. 100% of PP children have made some progress in reading.
Writing	70% of PP children good or better progress in writing. 100% of PP children have made some progress in writing.
Maths	92% of PP children good or better progress in maths. 100% of PP children have made some progress in maths.

Others areas monitored

Area	Percentage	Impact Evidence
Attendance		SLT has worked hard with families to improve attendance – see CPOMS.
Additional support and guidance provided to parents	85% of PP families reported that they felt supported by the school.	<p>High levels of communication and engagement from PP parents.</p> <p>85% of PP parents attended their PP meetings with DHT. These meetings were held additionally to parent consultations with the class teacher.</p> <p>Evidence: see PP parent meeting forms, communication records on CPOMS, parent feedback</p>

Summary of 2020-2021 PP Strategy Objectives	Summary of 2020-2021 PP expenditure	Impact	Evidence
Teaching			
Key staff to lead a research project on effective feedback strategies to improve progress of disadvantaged pupils.	Due to the impact of COVID, it was decided to direct these resources towards enhancing our provision for supporting emotional wellbeing and mental health (see below).		
Develop a whole school mastery approach to maths by effectively using DfE guidance (2020) to support and accelerate learning.	<p>Key members of staff attended TGR maths mastery training and will continue to do so.</p> <p>Leadership time for key members of staff to monitor and update policy.</p>	Learning walks demonstrated that the use of STEM sentences by children has been embedded. Evidence of children using maths mastery structures such as tens frames and part-part whole models. Books	<p>Learning walk feedback.</p> <p>Learning environments.</p>

	Total: £341.71	<p>showed breadth of learning and evidence of using White Rose.</p> <p>Children spoke positively about maths during the learning walk. Many children reported that maths was their favourite lesson.</p> <p>Evidence of children being challenged across the school.</p> <p>Monitoring of PP maths books demonstrates individual progress.</p>	<p>Child questionnaire during learning walk. School report comments.</p> <p>Book looks.</p> <p>Book looks.</p>
Ensure high quality phonics teaching across the school by training new staff, key intervention staff and Year 2 staff.	<p>Release time for KS1 leader to ensure all phonic reading books are closely matched to the sounds that children are learning.</p> <p>Total:£400.00</p>	<p>Whole school outcomes in phonics high due to high quality teaching provided during remote learning and since returning to school.</p> <p>50 % of PP children were on track in phonics at the end of Year 1.</p> <p>75% of PP children made good or better progress in phonics.</p> <p>85% of PP children made good or better progress in reading, in relation to their personal ILP target.</p>	<p>Data tracking.</p> <p>Phonics screening results.</p> <p>PP ILPs.</p>
Training for whole school on: Zones of Regulation, attachment, bereavements and circle times.	<p>Zones of Regulation is now embedded across the school.</p> <p>Key staff attended attachment and bereavement courses. All staff trained on attachment via podcasts.</p>	<p>Children’s emotional literacy has improved. All PP children were able to identify what the different zones meant and ways to help them back to their ‘green zone’.</p>	<p>Children’s voice gathered during subject leader monitoring and Ofsted inspection.</p> <p>See Podcast training records.</p>

	Total: £0	Teachers have a better understanding and are more experienced in supporting children to regulate. All classrooms have a Zones of Regulation display and a calm area. Key staff have an increased understanding of attachment and how to support bereaved children.	Learning environments. Evidence on CPOMs – offering to support specific families.
Targeted Support			
Key staff to undertake intervention training.	TAs trained to lead interventions. Support provided to other staff regarding interventions. Total:£0	Pupil Progress meetings continue to ensure that interventions have the desired impact.	See pupil progress meeting forms. See intervention records.
Improve the monitoring of interventions to ensure impact.	Leadership time given to review KPIs and interventions and attend Pupil Progress meetings. Total:£200	Individual Intervention records completed showing entry and exit data. Pupil Progress meetings held termly.	See intervention records. See Pupil Progress meeting notes.
Wider Strategies			
Develop a mental health policy and implement a graduated approach.	Release time for member of staff who completed 'Mental Health in Schools Lead' course with Place2Be.	A 'Mental Health and Wellbeing Lead' job description created and tasks allocated between relevant leaders. Emotional Wellbeing and Mental Health Action plan created and implementation begun.	See job description. See action plan.

	Teachers have been trained on the graduated approach and this is being used across the school Total:£400		See ISPs.
Continue Pupil Premium Parent Consultations and workshops.	SENCo's leadership time. Total: £0	85% of PP parents attended their PP meeting with DHT. These meetings were held in addition to parent consultations with the class teacher. PP families reported that they felt supported by the school and were provided with correct guidance to support their children.	PP parent meeting forms. Parents' feedback.
Manage webpage to identify supportive links and training.	DHT and SENCo's time. Total: £0	Designated area of the website maintained and updated to offer support and signposting to families. PP families reported that they felt supported by the school and were provided with correct guidance to support their children.	See CPOMs communication with parents.

Conclusions and Next Steps

- Continue to develop the quality of Teaching and Learning to impact PP children learning within the classroom (QFT)
- Further develop phonics teaching across the school with the introduction of the 'Little Wandle' Phonics Scheme.

- Adapt PP ILP templates to take into account long-term targets and specific areas of need.
- Ensure new members of staff are confident in using the milestone document to monitor the progress of children working below the age expected standard.
- Ensure new members of staff understand the use of SMART targets.