



## Hassocks Infant School

Pupil premium strategy statement

Academic year: 2022-2023

This statement details how Hassocks Infant Schools use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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 overview

Detail	Data
School name	Hassocks Infant School
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Adrian Bates-Holland
Pupil premium lead	Sara Nash
Governor / Trustee lead	Charlotte Guy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,875
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£16,875</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hassocks Infant school we are committed to raising the achievements of vulnerable groups. We strive for all children to develop a love of learning and acquire skills and abilities to support them to reach their potential at all stages of life.

We do this by:

- Providing teaching and learning opportunities meet the needs of all pupils.
- Ensuring appropriate provision is made for pupils who are part of vulnerable groups.
- Being committed to the needs of socially disadvantaged children, ensuring these are assessed and addressed.
- Recognising that not all children who are socially disadvantaged are registered or qualify for free school meals.
- Being committed to meeting children's pastoral, social and academics needs within a caring and nurturing environment.

### Challenges

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

Challenge number	Detail of challenge
1	Low communication and interaction
2	Wellbeing concerns and multiple characteristics
3	Access to extra-curricular activities and experiences
4	Low starting points on entry

## 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.

3-year intended outcome
A rich curriculum is in place which meets the needs of all children and encourages a love of learning.
Our school values are embedded in all areas of school life, equipping children with the skills to succeed in life.
Highly effective professional development ensures that the school sustains the highest standards of teaching and learning.

Intended outcome 2022-2023	Success Criteria
To improve outcomes in Literacy by further developing our curriculum to raise attainment in writing.	<ul style="list-style-type: none"> <li>• Staff feel confident to improve outcomes in literacy.</li> <li>• Teachers to research specialist input on improving outcomes in literacy.</li> <li>• Key intervention staff to receive additional training in:               <ul style="list-style-type: none"> <li>○ Speech and Language link</li> <li>○ Use of Nesy</li> <li>○ Little Wandle</li> </ul> </li> <li>• Assessment data demonstrates that vulnerable children are well supported in their writing and make good or better than expected progress, from their starting points.</li> </ul>
<p>To have a highly trained staff in the teaching of Little Wandle, ensuring that all children receive high-quality phonics teaching.</p> <p>Vulnerable groups are quickly identified and supported with their phonetic development.</p>	<ul style="list-style-type: none"> <li>• Monitoring shows a consistent approach to teaching phonics throughout the school.</li> <li>• Vulnerable children will make good or better progress in phonics and reading from their starting points.</li> <li>• Intervention TAs to be receive Little Wandle training in phonics to support vulnerable groups.</li> </ul>
Enhance opportunities to develop children's cultural capital.	<ul style="list-style-type: none"> <li>• A clear plan is in place demonstrating how our curriculum supports children's cultural capital post-pandemic.</li> <li>• A whole school pledge is in place demonstrating curriculum enrichment opportunities.</li> <li>• Vulnerable children are prioritised for cultural capital opportunities.</li> </ul>

Enhance opportunities for pupils to engage in a broad and balanced curriculum.

- Opportunities for vulnerable children to develop their talents, interests are in place.

School values are updated and communicated with the school community.

- Our school values are embedded throughout our curriculum.
- Children can demonstrate an understanding of these values and apply them to their learning.
- Values are increasing vulnerable children's behaviour for learning as demonstrated in the PP ILPs.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD and curriculum development: Literacy / Phonics</b></p> <p>Staff training will take place on improving outcomes in Literacy via whole school training on Little Wandle; Letters and Sounds Revisited.</p> <p><b>Cost:</b> £10,000</p> <ul style="list-style-type: none"> <li>£10,000 allocated for the purchase of the whole school scheme (resources, books and online training for all staff including intervention staff).</li> </ul>	<p><b>EEF Improving outcomes in literacy:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1#nav-downloads</a></p> <p><u>Other supportive research:</u>  <b>EEF Communication and Language approaches:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><b>EEF Phonics:</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 4</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Staff meeting time</li> <li>Leadership time</li> <li>Little Wandle resources and reading books.</li> </ul>

## Targeted academic support

Budgeted cost: £50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staffing: Intervention staff</b></p> <p>To continue with a full timetable of support by intervention staff.</p> <ul style="list-style-type: none"> <li>Phonics/reading support (see above)</li> </ul> <p><b>Cost: £0</b> (funding for targeted phonics support included in the 'Teaching' budgeting cost)</p>	<p><b>EEF Phonics:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 4</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Little Wandle resources for interventions</li> </ul>
<p><b>Curriculum development: Resources</b></p> <p>Renew Nesy subscriptions for specific children (2 students for a year £50).</p> <p><b>Cost: £50</b></p> <ul style="list-style-type: none"> <li>Nesy £50</li> </ul>	<p><b>EEF Phonics:</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,3,4</p> <p>Resources needed:</p> <ul style="list-style-type: none"> <li>Nesy subscription</li> </ul>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £6,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enhancing cultural capital:</b> Vulnerable groups to be prioritised for opportunities which promote cultural capital e.g.</p> <ul style="list-style-type: none"> <li>• Forest School group</li> <li>• Sports social skills group</li> <li>• Clubs</li> <li>• Downland readers</li> </ul> <p>Cost: £235</p> <ul style="list-style-type: none"> <li>• £235 allocated from PPG to support with covering cost of clubs. Additional money can be used from the Sport Premium to support attendance at clubs.</li> </ul>	<p><b>EEF – Physical Activity</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><b>EEF- Arts Participation</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2,3</p>
<p><b>Increasing learning behaviours:</b> Vulnerable groups of children will be targeted to overcome any barriers they may have to applying the school values.</p> <p>The ELSA will be in post three days per week to support vulnerable children.</p> <p>The ELSA will provide strategies and resources to support other staff.</p> <p>Cost: £6,590</p>	<p><b>EEF – Social and emotional learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1,2,3</p>

**Total budgeted cost: £ 16,875.00**



## Part B: Review of outcomes in the previous academic year

Please see our full review of our PP Strategy 2021-2022 [by clicking here.](#)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- There was improved attendance and punctuality for specific children.
- Learning walks demonstrated that children were using maths mastery structures such as tens frames and part-part-whole models. Books showed a breadth of learning and evidence of using White Rose.
- All children spoke positively about Maths during the learning walk. Many children reported Maths was their favourite lesson. Evidence of children being challenged across the school.
- Monitoring of PP maths books demonstrates individual progress.
- 50% of PP children were on track in phonics at the end of Year 1.
- 75% of PP children made good or better progress in phonics.
- 85% of PP children good or better progress in reading, in relation to their personal ILP target.
- 100% of PP children have made some progress in reading in relation to their personal ILP target.
- Children's emotional literacy has further improved. All PP children were able to identify what the different zones meant and ways to help them back to their green zone.
- Teachers are more experienced in supporting children to regulate.
- All classrooms have a Zone of Regulation display and calm area.
- Key staff have high level training on attachment and bereavement. All staff have been trained in attachment.
- Pupil Progress meetings have continued to ensure interventions has the desired impact. Individual intervention records are now completed to show progress.
- Staff have all had training on the graduated approach and this is used across the school.
- A wellbeing action plan has begun to be actioned and a key member of staff has been trained as 'Mental Health and Wellbeing in Schools Lead'.

- An ELSA has been trained and supported her first cohort of children during the summer term – 100% PP children met their SMART target.
- 85% of PP parents attended their initial PP meetings 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.
- A designated area of our school website has been updated regularly 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.

**Please see full review of our PP Strategy 2021-2022 [by clicking here.](#)**

## Further information

Below states other strategies used at Hassocks Infant School to support the achievements of vulnerable groups:

- Teachers and Teaching Assistant prioritise feedback and marking for vulnerable children.
- Vulnerable children are prioritised as regular readers and quality texts/phonics readers are sent home regularly.
- All Pupil Premium and 4ever6 children have their own Individual Learning Plan (ILP).
- Spaces at clubs will be prioritised for Pupil Premium children.
- Children identified as vulnerable will be prioritised to read with Downlands children.
- Children identified as vulnerable will be prioritised for additional extra-curricular activities.
- Children identified as vulnerable will be prioritised to attend weekly focus groups led by our sports coach to enable children to develop team working skills, resilience, and self-esteem.
- Families of Pupil Premium children will be supported with purchasing uniform/resources, where necessary.
- Parents and carers of Pupil Premium children will be offered two additional parent consultations per year with the Pupil Premium lead.
- Parents and carers of Pupil Premium child will be provided with information to contact Pupil Premium Lead should they have any queries.
- Parents and carers of Pupil Premium children will be prioritised to attend parent workshops.