



Hassocks Infant School

Pupil Premium 3 Year Strategy Statement 2020-2023

School Overview

| Metric | Data |
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| School name | Hassocks Infant School |
| Pupils in school | 265 |
| Proportion of disadvantaged pupils | 2.3% |
| Pupil premium allocation this academic year | £9,070 |
| 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: <ul style="list-style-type: none">- Autumn 1- Summer 2 |
| Statement authorised by | Adrian Bates Holland |
| Pupil premium lead | Lauraine Smith |
| Governor lead | Liz Burrows |

Disadvantaged pupil progress from last academic year 2019-2020

| Others areas monitored/supported during lockdown | | |
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| Area | Percentage | Impact and Evidence |
| Attendance - PP children attending school | March: 50% April: 50% May: 83.3% June: 100% July: 100% (Percentage of PP children who attended) | 100% of parents reported that their child's attendance at school during lockdown had a positive impact. <i>Evidence: parents' feedback</i> |
| Additional services support sought by school | The school sought additional support for 83.3% of PP families during the school closure period. | In 100% of cases the additional support provided positive impact on the wellbeing of their children/family. <i>Evidence: communication records on CPOMs, parents' feedback</i> |

| Up until Lockdown, Spring Term 2020 | | |
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| These percentages are based upon data up until the School Closure in the Spring Term 2020 | | |
| Subject area | Personal PP ILP Target Review | Progress |
| Reading | 100% | 80% |
| Writing | 80% | 80% |
| Maths | 80% | 80% |

See Pupil Premium Strategy 2019-2020 review [here](#).

3 Year Strategy aims for disadvantaged pupils

| Measure | Activity |
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| Priority 1 | To develop highly effective quality first teaching focused on high expectations and improving outcomes for learners. |
| Priority 2 | To invest in training to ensure interventions are of a high quality. |
| Priority 3 | To meet the needs of all learners developing a whole school approach for promoting wellbeing. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staffs confidence in providing high quality teaching/quality first teaching. |
| Projected spending | £18,140 (based on a projected average) |

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | To achieve good or better progress in reading from starting points. | July 2021 |
| Progress in Writing | To achieve good or better progress in writing from starting points. | July 2021 |
| Progress in Mathematics | To achieve good or better progress in Maths from starting points. | July 2021 |
| Phonics | To achieve 90% in the phonics screening check. | July 2021 |
| Other | To review progress regularly to ensure good or better progress is sustained from starting points. | July 2021 |

Targeted academic support for current academic year 2020-2021

| Measure | Activity |
|---|---|
| Priority 1 | <ul style="list-style-type: none"> - Key staff to lead a research project on effective feedback strategies to improve progress disadvantaged pupils. - Develop a whole school mastery approach to Maths by effectively using DfE Maths Guidance (2020) to support and accelerate learning. - Ensure high quality phonics teaching across the school by training new staff, key intervention staff and Year 2 staff. |
| Priority 2 | <ul style="list-style-type: none"> - Key staff to undertake intervention training (training for interventions will be decided following baseline and ongoing assessments). - Improve the monitoring of interventions to ensure impact. - To organise and run an intense reading intervention programme. |
| Priority 3 | <p>Training for whole school on:</p> <ul style="list-style-type: none"> - <i>Zones of Regulation, attachments, bereavements and circle times.</i> |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staffs' confidence in providing high quality teaching/quality first teaching. |

Wider strategies for current academic year 2020-2021

| Measure | Activity |
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| Priority 1 | See above |
| Priority 2 | See above |
| Priority 3 | <ul style="list-style-type: none"> - Develop a mental health policy and implement a graduated approach. - Introduce Pupil Premium Parent Consultations and workshops. |
| Priority 4 | <ul style="list-style-type: none"> - Set up and manage webpage to identify supportive links and training. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staffs confidence in providing high quality teaching/quality first teaching. |

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| Projected spending for academic year 2020-2021 | £9,070 plus an additional £2240 from SIP |
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Pupil Premium Action Plan for academic year 2021 – 2021

| Area | Actions | Who and When? | Resources | Research Links | Success Criteria | Monitoring |
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| Teaching Rationale for below focuses: <ul style="list-style-type: none"> - <i>Data of disadvantaged pupils demonstrates slower progress and reduced outcomes compared to peers.</i> - <i>Pupils needing support with independence and developing resilience.</i> - <i>Pupils needing support to develop understanding of number.</i> | | | | | | |
| Key staff to lead a research project on effective feedback strategies to improve | Links with SIP <ul style="list-style-type: none"> • Identify key member of staff to lead research on effective feedback strategies. | HS, ongoing | Leadership re-lease time - SIP Staff meetings | EEF Feedback Toolkit: here . | Monitoring demonstrates that feedback is used effectively to support vulnerable groups. | |

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| <p>progress disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Use staff meetings time to further develop the use of feedback to improve learning outcomes and feedback on research. • Identify a whole-school marking and feedback approach based on feedback (taking into account the research which has been carried out). | <p>HS and LS, Spring Term HS, Summer 2</p> | | | <p>Research has taken place and staff can confidently use agreed effective strategies.</p> | |
| <p>Develop a whole school mastery approach to Maths by effectively using DfE Maths Guidance (2020) to support and accelerate learning.</p> | <ul style="list-style-type: none"> • Identify key member of staff to lead research on Mastery Math approach. • Use staff meetings time to develop mastery approach across the school. • Identify effective strategies and set T&L expectations for Maths and update policies in line with this (taking into account the research which has been carried out). | <p>MB, ongoing MB, Autumn 2 & Spring 2 MB, Autumn 2 – calculation Summer Term – Maths Policy</p> | <p>Leadership re-release time - SIP TRG training</p> | <p>DfE Maths Guidance: Teaching Mathematics in Primary Schools (2020) here. EEF Maths Mastery Toolkit here.</p> | <p>Monitoring demonstrates agreed Maths Mastery approaches are effectively used to support vulnerable groups. Research has taken place and staff can confidently use agreed effective strategies. Policies have been updated.</p> | |
| <p>Ensure high quality phonics teaching across the school by training new staff, key intervention staff and Year 2 staff.</p> | <p>Links with SIP</p> <ul style="list-style-type: none"> • Training for new members of staff on SoS approach for phonics. • Support for Year 2 to develop SoS approach alongside No Nonsense spelling. • Develop year group resource packs to support first hand learning experiences in phonics. • Parent workshops for each year group to support home-school learning. • Review home learning policy to ensure that each year group has a weekly phonics home learning task. • Small group teaching for SEN and PP pupils in phonics. | <p>MH LS CTs MH MH</p> | <p>£500 phonics resources - SIP 3 days release time Literacy lead – £600 - SIP</p> | <p>EEF Phonics Toolkit here.</p> | <p>Pupil outcomes in phonics are in line with national data by the end of the year. Monitoring demonstrates high quality phonics teaching with practical opportunities to apply skills.</p> | |

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| <p>Training for whole school on: <i>Zones of Regulation, attachments, bereavements and circle times.</i></p> | <p>As on SIP</p> <ul style="list-style-type: none"> • Zones of Regulation to be displayed and used in all classrooms alongside golden rules and behaviour chart • Rupture and repair strategies used daily with whole-class develop secure relationships and manage regulation • Develop a lunchtime club • Develop SEND support (access to resources, assessment through shared drive) | <p>CTs, Autumn 2</p> <p>CTs, Autumn 1</p> <p>Summer 2021</p> <p>JH, Autumn 2</p> | <p>BUPA funding - Training £840 and resources £300</p> | <p>EEF Metacognitions and self-regulation toolkit: here.</p> | <p>Children will learn about lifelong, supportive mental health strategies</p> <p>Children can express their emotions safely and do so using a common language system</p> | |
| <p>Targeted Support</p> <p>Rationale:</p> <ul style="list-style-type: none"> - <i>Staff not feeling confident to deliver high quality interventions.</i> - <i>Limited investment in interventions for a significant number of years.</i> - <i>New staff who are not aware of the intervention programmes run.</i> - <i>Ensuring interventions are purposefully and impact of children's learning.</i> | | | | | | |
| <p>Key staff to undertake intervention training.</p> | <p>Links with SIP</p> <ul style="list-style-type: none"> • Support and training for staff in delivering and selecting interventions. • Identified staff to become intervention teachers and training to be given • Reading programme intervention to be introduced. CJ | <p>JH Autumn 1</p> <p>Autumn 1</p> <p>Ongoing</p> <p>Autumn 2 onwards</p> <p>Half-termly</p> | <p>In school training</p> <p>PP funding – salaries</p> | <p>DfE formal school interventions (2017) here.</p> | <p>Interventions demonstrate impact on children's progress.</p> <p>Staff feel confident at delivering interventions.</p> | |
| <p>Improve the monitoring of interventions to ensure impact.</p> | <p>Links with SIP</p> <ul style="list-style-type: none"> • Develop key performance indicators for each year group. • Use of EEF toolkit to assess impact on interventions. | <p>LS / JG / MH</p> <p>LS</p> <p>ABH</p> | <p>Staff meeting time</p> <p>SLT time</p> | <p>EEF toolkit to assess impact on interventions.</p> | <p>Monitoring demonstrates delivery of high-quality interventions.</p> | |

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| | <ul style="list-style-type: none"> Review of interventions across the school to ensure that they positively impact on pupil outcomes. Review assessment procedures for interventions, ensuring clear baseline / outcome. Staff training to develop new assessment procedures. Set up new tracking system which enables teachers to identify gaps in children's learning. Monitoring of interventions against pupil progress action plans by subject leaders. Regular moderation of KPI's in each year group. | MH MB SLT JG MG | | DfE formal school interventions (2017) here . | <p>Interventions impact on pupil outcomes.</p> <p>Teaching and learning is supported by a robust assessment system.</p> <p>Monitoring demonstrates that assessment is used effectively to support all children.</p> | |
| <p>Wider Strategies</p> <p>Rationale:</p> <ul style="list-style-type: none"> - Disadvantaged pupils demonstrate a range of characteristics - Changing context of children's emotional needs - A higher level of expertise is needed to support the emotional wellbeing of some pupils - Increase in the number of pupils needing wellbeing support which impacts progress. - There has been an increase in the number of staff needed to support wellbeing needs. - Marc Rowland – specialist in PP states that improving relationships with parents is an effective means to supporting children's learning (LS attended training by Marc Rowland) – see PP Lead Folder. | | | | | | |
| Develop a mental health policy and implement a graduated approach. | <p>Links with SIP</p> <ul style="list-style-type: none"> SENCo to undertake training in graduated approach. Staff meeting to introduce and implement this approach. Write a mental health policy in line with schools updated approach. | JH, Autumn 2 | SENCo time | <p>EEF social and emotional learning here.</p> <p>DfE Mental Health and Behaviours in School here.</p> | <p>Mental health graduated approach will support staff to identify needs and provide support for children</p> <p>Staff will have completed training and be applying skills to support children</p> | |

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| <p>Introduce Pupil Premium Parent Consultations and workshops.</p> | <ul style="list-style-type: none"> • Introduce PP parent consultations. to staff and parents. • Set dates for PP consultations. • Create a pro forma for PP consultations. • Monitor parents' feedback and identify any support needed and provide supportive resources e.g. parent workshops. | <p>Autumn 1</p> <p>Ongoing</p> | <p>DHT time</p> | <p>EEF working with parents to support children's learning here.</p> | <p>Parents will have had additional PP consultation with the DHT.</p> <p>Workshops will be created to support parent's to better understand their child's learning.</p> | |
| <p>Set up and manage webpage to identify supportive links and training.</p> | <p>Links with SIP</p> <ul style="list-style-type: none"> • Website with key information to support families to be updated. • Arrangements for KIT calls to be shared with staff and parents. • DSL, SENCO to continue to identify vulnerable families and organise additional support. | <p>LS and JH</p> <p>Ongoing</p> | <p>DHT and SENCO time</p> | <p>EEF working with parents to support children's learning here.</p> | <p>Website offers a range of resources and signposts to useful resources.</p> | |