

# Hampton Wick Infant and Nursery School Pupil Premium Strategy Statement 2017 - 2018



**1. Summary information:** HWINS is a high performing school, attaining standards which are above National Averages (NA). This is reflected in school data over a sustained number of years. By the end of KS1, children attain higher than NA in Reading, Writing, Maths and Science. The % attaining Greater Depth exceeds NA. Our vulnerable children attain as well as ALL children nationally from similar starting points. Progress data shows that Pupil Premium and Disadvantaged children make significant progress from their starting points.

<b>School</b>	Hampton Wick Infant and Nursery School			
<b>Academic Year</b>	2017 - 2018	<b>£41,218</b>	<b>Date of most recent PP Review</b>	Feb 2018
<b>Fiscal Year</b>	2017- 2018	<b>£31,573</b>	<b>Latest Update</b>	July 2018
	2018-2019	<b>£9,645</b>		Sept 2018
<b>Total number of pupils</b>	213 (Jan 2018 census)	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>
		<b>2017 – 2018: 35 children</b>		
		<b>2018 – 2019: 27 children</b>		Jan 2019
<b>Data 2018 Headlines: where has PPG had the biggest impact?</b>	<p>As a result of targeted support, 60% (3/5) Reception PPG children met ELG in reading and mathematics. Those who did not reach ELG have an EHCP or are receiving personalised support in learning ; both made progress from their starting points.</p> <p>77% (7/9) Year 1 in receipt of PPG passed the Phonics Screening Test; 2 who did not have personal programmes in place and are progressing with their learning and flagged for support in Year 2. In Reading and Maths, 89% (8/9) children attained Expected Standard or above; 67% (6/9) attained Expected or above in Writing.</p> <p>In Year 2, children in receipt of PPG attained the following for Expected Standard or above: Reading 83% (10/12) , Writing 75% (9/12) and Maths 83% (10/12). Targeted support ensured that 75% of PPG Year 2 children achieved end of year attainment threshold in reading, writing and mathematics with 42% (5) working at Greater Depth in Reading, 16% working at Greater Depth in Mathematics(2) and 8% working at Greater Depth in Writing (1). Funding to support needs such as this and daily reading for PPG and vulnerable children continues to be positively impactful on children’s achievement.</p> <p>What has had the biggest impact?</p> <ul style="list-style-type: none"> <li>- An earlier start (September 2017) for specific phonics support for Year 2 chn who did not pass the Phonics Screening; robust impact made</li> <li>- Consistent and sustained support as needed: Whole School Provision map reflects that PPG children are well supported; any gaps in learning were addressed.</li> <li>- Carefully tracking of individuals with gaps addressed</li> <li>- Teachers, TAs and parents have reported very positively on impact of Lego therapy in Year 1 a consequence of which</li> </ul>			

	<p>directional language and listening skills of children have improved from starting points</p> <ul style="list-style-type: none"> <li>- Children participated in funded extra curricular clubs broadening the opportunities for growing self-esteem, the promotion of positive relationships and wider learning thus reflecting the school vision.</li> <li>- Strong, positive relationships were nurtured with PPG parents. Outside agencies are used efficiently and effectively to support targeted teaching as well as support for children and families.</li> </ul>
<p><b>2017– 2018 Gaps: what has been identified that needs to be addressed 2018 – 2019?</b></p>	<p>* All children in receipt of PPG to attain their personal targets and to continue to narrow gaps vs peers and where possible, for children to attain at least in line with national expectations ie GLD, pass PS and attaining at least NC Expected and above</p> <p>*Staff will continue to a focus on Quality First Teaching with no children leaving class for interventions other than for specialist input or interventions which are delivered in a different way to class teaching and support. Children will be supported in class by the class teacher and teaching assistant, ensuring that children continue to build resilience, understand class expectations and develop skills to manage well in mainstream school life. Only those who did NOT achieve the Year 1 end of year threshold in subjects need to access support outside the classroom and those receiving specific therapies</p> <p>* All teaching staff involved understand that where applicable, social stories must be read daily, at a specific time to ensure effective behaviour management</p> <p>*Year 2 chn in receipt of PPG targeted 1-1 support to narrow gaps</p>

2.	3. Raise Online Attainment 2014 – 2017 (end of KS1 Tests)					4.
	<p>2014 Level 2B+ 15 pupils eligible for PP</p>	<p>2015 Level 2B+ 15 pupils eligible for PP</p>	<p>2016 Tests 12 Pupils eligible for PP</p>	<p>2017 Tests 13 pupils eligible</p>	<p>2017 KS1 Test Outcomes Pupils not eligible for PP (National Average 2016) plus PP Children</p>	<p>2018 Year 2 Tests 12 Pupils eligible</p>
<p><b>% achieving Expected in reading, writing and maths</b></p>			<p>42% (5)</p>	<p>8 (61%)</p>	<p>80% - NB for all children including PP</p>	
<p><b>% achieving at least Expected in Reading</b></p>	<p>100%</p>	<p>100%</p>	<p>75% (9)</p>	<p>8 (61%)</p>	<p>90% NB for all children including PP</p>	<p>83% (10/12)</p>
<p><b>% achieving at least Expected in Writing</b></p>	<p>100%</p>	<p>100%</p>	<p>58% (7)</p>	<p>8 (61%)</p>	<p>84% NB for all children including PP</p>	<p>75% (9/12)</p>
<p><b>% achieving at least</b></p>		<p>100%</p>	<p>58% (7)</p>	<p>8(61%)</p>	<p>84% NB for all children</p>	<p>83% (10/12)</p>

<b>Expected in Maths</b>	100%				including PP	
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<b>5. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Continue to raise the attainment (including attendance) and progress of pupils eligible for PP as well as other vulnerable learners so that their performance is at least in line with ALL learners (ie including non- vulnerable )	
<b>B.</b>	Consistent staff engagement in supporting vulnerable chn to consistently achieve their best, improving conversion rates from Emerging to Expected at EYFSP; Expected to Greater Depth at end of Yr 1; Expected to Greater Depth at end of Year 2 Tests 2018	
<b>C.</b>	Access to wider, enrichment experiences and opportunities	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Children with lower starting points than their peers as a consequence of lack of family support or opportunity (eg learning English); or a lack of wider opportunities due to deprivation; or a lack of aspiration	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Sustained and improved performance of PP and vulnerable chn	Gaps are narrowed between PP and non PP peers; high attaining PP children perform at least as well as high performing non PP peers; 90%+ attendance
<b>B.</b>	High level of staff consistency in everyone being acutely aware of PP and vulnerable chn's needs and how to address these	All staff are championing the academic and social development of children
<b>C.</b>	All PP chn have the opportunity to engage in enrichment activities (funded though PP grant, school budget/PPG budget or allocated free club spaces)	All PP and vulnerable chn engage in enrichment opportunities
<b>D.</b>	Improved family engagement supported through guided work to do at home (eg workbooks) ; daily reading at school; pre-school day booster groups with improved attendance at these; evidence based targeted intervention programmes (eg colourful semantics,	Families are well supported to help their children at home through targeted support eg home workbooks, parenting courses, supporting with reading at home; wellbeing advice and family support

	speaking and listening groups, talk and draw) which boost learning;	
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7. Planned expenditure						
Academic year	2017 –2018 (funding and total number of children cross over an academic year)					£47,360 total (fiscal year)
First 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?	Impact
<b>Able Readers</b> (£9165)	Daily reading for PP and Disadvantaged learners led by TAs	Specific 1-1 longitudinal reading intervention to supplement speaking, listening, vocabulary enrichment and where appropriate, lack of home input	Tracked through reading diaries and records, reading book scans; reading progress data; PP audit; Year 1 phonics outcomes; KS1 progress vs peers	All teachers Deputy Head	Termly and end of year data outcomes (attainment + progress)	Outcomes March 2018: N:Vocubularly development of some vul and EAL learners R: Extra support in Social &Emotional, Physical. In place and progress being tracked – looking positive Extra small group support in phonics and blending in place. Ed psych hours targets in place for one child teacher felt struggling. 1: On track. Additional support (play therapy) purchased by school as child with obvious attachment issues on attaining. Monitoring 2: All children expected to attain personal targets. 2 PPG chn, on cusp, accessing additional support to ensure achieve end of year attainment target for Year 2. Support needed but expected to have expected impact. July 2018 22% of Year 1 PPG children and 25% of Year 2 PPG children attained greater depth in reading
<b>Robust Leadership</b> (£3600)	ELT, Vigorous progress tracking, monitoring, analysis, targeted focus, champions PP	High level of accountability, moral responsibility to build consistency at all levels Attachment training for Inclusion Leader	Leadership Action Plans, Assessment and monitoring frames, Appraisal targets, Governor monitoring	DH, HT	Half termly	March 2018: Capacity building in terms of level of skill set that staff have. Leaders have a developing understanding of their accountability for pupils outcomes for all. Children's needs are being met in class in part through QFT. Knowledge and skill development through CPD. See data drop feedback, progress of PP May 2018: Growth of ability and awareness of supporting vul learners seen in L+M particularly of DH (assessment tracking), AH KS1 (data drop feedback and knowledge of learners); Inclusion Leader and robust monitoring of staff to meet needs through support. As a consequence of their key engagement and understanding, teachers and TAs have a greater awareness of meeting needs of children. July 2018
					£12765	
<b>i. Targeted support</b>						
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?	Impact

<b>Specific teaching input</b> (3 x weekly, 1hr) <b>£1K</b>	Targeted support	Teacher impact on standards in supporting most in need Lego therapy	Timetabled support; reviewed half termly; PP audit	Inclusion Leader	Half termly – input vs impact (attainment + progress)	Outcomes March 2018: N: R: 1: On track to attain targets and making progress (see PP audit)
<b>Improved grasp of basic skills</b> (£16000)	Evidence based interventions* (reduced from 1/9/17) In class support for learners	All interventions are EP evidence based eg Snap Maths, Project X, ELS Time to Talk, Nurture Group	Half termly monitoring and review of impact and pupil progress	Inclusion Leader, DH, HT		March 2018: Careful tracking demonstrates that previously the impact of this provision has been less than expected. As a consequence, the specified interventions are in place and tracking shows impact (see PP audit) on successful outcomes for the majority of learners. Well focused TA provision across school supports teachers in QFT and is reflected in pupil outcomes (See March data drop feedback) <b>July 2018</b> 66% of PPG children passed phonic screening (those who did not were EAL and EHCP child ( missed by 1 point))
<b>Total budgeted cost</b>					<b>£17,000</b>	
<b>ii. 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>	<b>Impact</b>
<b>Support ECHP Funding</b> plus ECHP pending <b>£18K</b>	Effective use of allocated funds to support 3 X ECHPs	Targeted funding support	Budget monitoring	Inclusion Leader + Head	Half/termly data tracking; multi-disciplinary mtgs; feedback from chn, parents/carers, reviews	March 2018: EHCP children on track. Additional specialist provision SALT ( PROMPT specialist) provided by borough for TL. Additional OT also having positive impact. Teacher and LSA attended specialist language training for child on pathway for EHCP in nursery. Though tracking lower than peers, making steps of progress. All children currently attaining personal targets and not moving to any specialist provision. Year 1 child expected to perform in line with peers in several areas. One reception child expected to reach ELG in some areas and where slower progress., additional support in place. (Personal and social). Purchased resources used effectively ( body board, nurture resources) and having impact (reported by professionals) <b>May 2018</b> PPG child with significant needs has improved in all areas, especially physically and language and moving to Y1. July 2018 Monitoring

<p><b>Improved home support, school resources to support learning</b> (£500)</p>	<p>Accessibility of appropriate resources at school and home</p>	<p>Partnership learning: bespoke home-school support; resource availability; enrichment; accessibility of resources to support learning; ease pressure on families</p>	<p>Impact + outcomes on levels of well-being Feedback conversations with families</p>	<p>Phase Leader s</p>	<p>Home support books as required; half termly data drop feedback</p>	<p>March 2018: Parents better supported by staff in supporting their children at home with appropriate learning. Workbooks proving a success in supporting home learning. May 2018 July 18</p>
<p><b>Breakfast/after school club family support, enrichment club support, Holiday Provision</b> (£5000)</p>	<p>Supporting vulnerable families (PP/Disadvantaged)</p>	<p>Community support; school as a safe haven for children and a force of consistency Club access to support enrichment opportunities Holiday provision for respite</p>	<p>Impact + outcomes on levels of well-being Feedback conversations with families Commitment by parent/s to support</p>	<p>News Manager, Wellbeing Leader, SAO, Inclusion, and HT</p>	<p>Half termly</p>	<p>March 2018: All children have been offered and bar 2, using sports clubs. Impact on confidence and opportunity to develop areas of strength reported by parents. A confidence boost with socialising and exposure to a wider, richer curriculum. Children fed back to staff and GPs that they enjoy the participation. See Clubs document. Some financial assistance given to vulnerable children for out of school hours support. May 2018 July 2018</p>
<p><b>Smooth transitions: ready for Year 3</b> (£500)</p>	<p>Pupil wellbeing and confidence; preparation for next step of school life</p>	<p>Ensure a smooth transfer to link junior school so that all children feel secure, handover info is clear, disadvantaged children receive additional support as needed so that no learning time is lost when starting the new academic year</p>	<p>Regular programme of buddying, shared reading, Circus Skills day</p>	<p>Y2 Team Leader, Phase Leader, DH</p>	<p>Summer term 2</p>	<p>TBC: Small group visits to SJB for targeted PPG + vulnerable children. Part of children's induction package to help prepare them for their next steps of learning including socialisation. May 2018 July 2018: As successful, last July, vulnerable children visiting SJB for extra small group induction session.</p>
<p><b>Improved school support for Vulnerable children</b> (£7265)</p>	<p>Enhanced EP package; Pupil Benefits PP service; consultancy support+ leadership role</p>	<p>Bought in specialist services to provide targeted support</p>	<p>Impact of services/support on pupil outcomes and staff skill and professional development</p>	<p>HT, Inclusion Leader</p>	<p>On-going, Leadership Action Plans, as appropriate</p>	<p>March 2018: as a consequence of additional EP hours parents/carers, vulnerable children and staff have been well supported in accessing specialist support: advice/reports from EP, easy access to Inclusion Leader, teacher + TA training, signposting to wider agencies; speed at which causes for concern can be dealt with due to</p>

	development+ release time					increased capacity created May 2018
<b>Total budgeted cost</b>					£61,030 (additional spend of £13,670)	



## 8. Planned expenditure

<b>Academic year</b>	<b>2017 - 2018</b>					
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.						
<b>Quality of teaching for all</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>	<b>Impact</b>
<b>Able Readers (£9165)</b>	Daily reading for PP and Disadvantaged learners	Specific 1-1 longitudinal reading intervention to supplement speaking, listening, vocabulary enrichment and where appropriate, lack of home input	Tracked through reading diaries and records, reading book scans; reading progress data; PP audit	All teachers Deputy Head	Termly and end of year data outcomes (attainment + progress)	100% Reception PPG children, except 1 EHCP child, meeting ELG in reading. 100%Yr 1 PPG children, except 2 ( SEN ) child, achieve current end of year attainment threshold in reading. SEN chn meeting or exceeding expected personal reading target. All YR 2 chn except those with SEN meeting threshold for Y2.
<b>Robust Leadership (£3600)</b>	ELT, Vigorous tracking, monitoring, analysis, targeted focus, champion PP	High level of accountability, moral responsibility to build consistency at all levels	Leadership Action Plans, Assessment and monitoring frames, Appraisal targets, Governor monitoring	DH, HT	Half termly	Capacity building in terms of level of skill set that staff have. Leaders have a developing understanding of their accountability for pupils outcomes for all. Moving forwards, this will be reflected more rigorously in working at
					<b>£12765</b>	
<b>iii. 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>	<b>Impact</b>
<b>Specific teaching input (3 x weekly, 1hr) £1K</b>	Targeted support	Teacher impact on standards in supporting most in need	Timetabled support; reviewed half termly; PP audit	Inclusion Leader	Half termly – input vs impact (attainment + progress)	Chn all reached personal expected standard ( eng, Maths) and noticeably growing in confidence. as a result of Lego therapy.
<b>Improved grasp of basic skills (£19285)</b>	Before/after school evidence based interventions	All interventions are EP evidence based eg Snap Maths, Project X, ELS Time to Talk, Nurture	Half termly monitoring and review of impact and pupil progress	Inclusion Leader, DH, HT		Careful tracking demonstrates that the impact of this provision has been less than expected. Children have not made accelerated progress or benefited from 'pre-teach' due to intermittent attendance. This is not usual! These sessions have been significantly curtailed for 2017-2018 with finances redeployed.

Total budgeted cost						£20,285
<b>iv. Other approaches</b>						
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?	Impact
<b>Support ECHP Funding (£18K)</b>	Effective use of allocated funds to support 3 X ECHPs	Targeted funding support	Budget monitoring	Inclusion Leader + Head	Half/termly data tracking; multi-disciplinary mtgs; feedback from chn, parents/carers, reviews	All EHCP meeting or exceeding personal targets.
<b>Improved home support, school resources to support learning (£2500)</b>	Accessibility of appropriate resources at school and home	Partnership learning: bespoke home-school support; resource availability; enrichment; accessibility of resources to support learning; ease pressure on families	Impact + outcomes on levels of well-being Feedback conversations with families	Phase Leaders	Home support books as required; half termly data drop feedback	LSA joined parent for Early Bird course (ASD) and implementing strategies in school. Child meeting ELGs in some areas as a consequence of input which supported direct and specific teaching
<b>Breakfast/after school club family support, enrichment club support, Holiday Provision (£6660)</b>	Supporting vulnerable families PP/Disadvantaged)	Community support; school as a safe haven for chn and a force of consistency Club access to support enrichment opportunities Holiday provision for respite	Impact + outcomes on levels of well-being Feedback conversations with families Commitment by parent/s to support	Newts Manager , Wellbeing Leader, SAO, Inclusion, and HT	Half termly	All children have been offered and using spots clubs. Impact on confidence and opportunity to develop areas of strength reported by parents. A confidence boost with socialising and exposure to a wider, richer curriculum
<b>Smooth transitions: ready for Year 3 (£500)</b>	Pupil wellbeing and confidence; preparation for next step of	Ensure a smooth transfer to link junior school so that all chn feel secure,	Regular programme of buddying, shared reading, Circus Skills day	Y2 Team Leader, Phase Leader,	Summer term 2	Small group visits to SJB worked well for some PPG chn. As a consequence, this formed part of children's induction package to help prepare them for their

	school life	handover info is clear, disadvantaged chn receive additional support as needed so that no learning time is lost when starting the new academic year		DH		next step of learning
<b>Improved school support for Dis chn (£7265)</b>	Enhanced EP package; Pupil Benefits PP service; consultancy support+ leadership role development+ release time	Bought in specialist services to provide targeted support	Impact of services/support on pupil outcomes and staff skill and professional development	HT, Inclusion Leader	On-going, Leadership Action Plans, as appropriate	As a consequence of additional EP hours, parents/carers, vulnerable children and staff have been well supported in accessing specialist support: advice/reports from EP, signposting to wider agencies; speed at which causes for concern can be dealt with due to increased capacity created
<b>Total budgeted cost</b>					<b>£67,975 (additional spend of £17,975 on top of PPG)</b>	

<b>Previous Academic Year 2016-17</b>		<b>PPG allocation: £65,348 fully allocated and spent See 2015 – 2016 Pupil Premium Summary Report attached</b>	
<b>i. Quality of teaching for all</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

Narrow gaps between PP vs non PP	Thorough attainment and progress tracking Ensuring that the quality of teaching was at least Good CPD for staff	Yes: All PP chn made progress. DIS chn attained as well and often better than ALL chn when compared with chn who had similar starting points	Yes: continue provision and sharp focus by staff team on disadvantaged children Next steps: sharper focus on performance of Yr 2 phonic screening retakes
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach) <b>Cost</b>
Narrow gaps between PP vs non PP	Evidence based interventions; daily reading for PP and Disadvantaged learners	Yes: targeted intervention with clear expected outcomes, tracking and focused teaching made a significant impact in supporting chn with basic skills and allowing them to access the next steps of learning	Yes: continues to be a worthy way of deploying staff and money; supports wellbeing, too
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach) <b>Cost</b>
Social development, wellbeing and engagement	Nurture groups	Yes: Boxall carried out as a performance measure. Chn made progress being transformational with social behaviours and therefore better with academic engagement	Yes: a growing need in KS1 and EY. Programme used was of impact; spread training to more TAs; use Leuvens Scales to support tracking of wellbeing and engagement

Enrichment experiences	Breakfast/after school clubs; activity including in/out of school times	Estimated impact: Yes. Made a noticeable difference to children in need and their families regarding nurture and family support	Yes: excellent family support for PP families; wider learning opportunities supported families but also individuals in being 'part' of what we do
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### 9. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- Please see Pupil Premium Summary Report 2013 - 2017