

Hampton Wick Infant and Nursery School Pupil Premium Strategy Statement 2018 - 2019



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.

School	Hampton Wick Infant and Nursery School	
Academic Year	2018 - 2019	£38,580
Fiscal Year	2018 - 2019	£28,935
Total number of pupils	213	Number of pupils funded for PP 2018 – 2019 fiscal year: 27 children
Data 2019 Headlines: Where has PPG had the biggest impact?	<p>As a result of targeted support, 56% (5/9) Reception PPG children achieved a GLD. 100% achieved the ELG for the prime areas of learning: communication and language, physical development and personal, social and emotional development. Those who did not achieve a GLD are on the Special Educational Needs register, joined school midway through the year with little prior school experience or spoke little English when they joined school. All continue to receive additional support.</p> <p>60% (3/5) Year 1 in receipt of PPG passed the Phonics Screening Test; two who did not have personal programmes in place and will continue to receive additional phonics support in Year 2.</p> <p>In Year 2, 89% (8/9 children) achieved the expected standard or above in Reading. 3 of these children achieved the greater depth standard. 56% (5/9) achieved the expected standard or above in Writing, with 1 child achieving the greater depth standard. 78% (7/9 children) achieved the expected standard or above in Maths. 3 of these children achieved the greater depth standard. Targeted support ensured that 56% of PPG Year 2 children achieved end of year attainment threshold in reading, writing and mathematics. Of the children that did not achieve the expected standard, two were on the special educational needs register, one with an EHCP. Of the two children in receipt of PPG who re-took the phonics test, one passed. The other child was on the SEN register; their score improved by 27 points.</p>	

	<p>What has had the biggest impact?</p> <ul style="list-style-type: none"> - Careful tracking of individuals with gaps addressed - Daily reading ensured regular practise and consolidation of phonic skills, developing fluency. Skilful questioning and modelling supported children’s comprehension and language acquisition. - 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. - 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.
<p>2017– 2018 Gaps: what has been identified that needs to be addressed 2018– 2019?</p>	<ul style="list-style-type: none"> • 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 • 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. • All teaching staff involved understand that where applicable, social stories must be read daily, at a specific time to ensure effective behaviour management • Year 2 chn in receipt of PPG targeted 1-1 support to narrow gaps

2. Raise Online Attainment 2016-2019 (end of KS1 Tests)				
	<i>2017</i> 13 pupils eligible	<i>2018</i> 12 pupils eligible	<i>2019</i> 9 pupils eligible	
% achieving Expected in Reading, Writing and Maths	61% (8/13) 80% all pupils	75% (9/12) 86% all pupils	56% (5/9) 79% all pupils	
% achieving at least Expected in Reading	61% (8/13) 90% all pupils	83% (10/12) 92% all pupils	89% (8/9) 89% all pupils	
% achieving at least Expected in Writing	61% (8/13) 84% all pupils	75% (9/12) 85% all pupils	56% (5/9) 81% all pupils	
% achieving at least Expected in Maths	61% (8/13) 84% all pupils	83% (10/12) 95% all pupils	78% (7/9) 86% all pupils	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
4.	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Due to the small number of children who are eligible for PPG, in-school barriers are not being exposed within this document in order to protect the confidentiality of children and their families. Please speak with the Inclusion Leader and if appropriate, the matter will be discussed with you.
B.	Access to wider, enrichment experiences and opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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; careful monitoring of attendance

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Sustained and improved performance of PP and vulnerable chn	Gaps are narrowed between PP and non PP peers; high performing PP children perform at least as well as high performing non PP peers; 90%+ attendance
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; Quality First Teaching
C.	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
D.	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, speaking and listening groups, talk and draw) which boost learning;	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

6. Planned expenditure					
Academic year	2018–2019 (funding and total number of children cross over an academic year)				£38,580
i. 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?
Able readers (£6,700)	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	Termly and end of year data outcomes (attainment + progress)
Robust Leadership (£3,600)	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	HT, Inclusion lead (AH)	Half termly
Subtotal					£10,300
ii. Targeted support					
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?

Specific teaching input (3 x weekly, 1hr) (£1,338)	Targeted support	Teacher impact on standards in supporting most in need Lego therapy	Timetabled support; reviewed half termly; PP audit; school provision map	Inclusion Leader	Half termly – input vs impact (attainment + progress)
Improved grasp of basic skills (£16,000)	Evidence based interventions. In class support for learners	All interventions are EP evidence based eg Snap Maths, Project X, ELS Time to Talk, Nurture Group, Lego Therapy	Half termly monitoring and review of impact and pupil progress	Inclusion Leader, HT	
Subtotal					£17,338
iii. Other approaches					
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?
Improved home support, school resources to support learning (£300)	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
Breakfast/after school club family support, enrichment club support,	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	Newts Manager, Wellbeing Leader, Inclusion, and HT	Half termly

Holiday Provision (£5,000)			Commitment by parent/s to support		
Smooth transitions: ready for Year 3 (£360)	Pupil wellbeing and confidence; preparation for next step of school life	Ensure a smooth transfer to link junior school so that all chn feel secure, handover info is clear, disadvantaged chn receive additional support as needed so that no learning time is lost when starting the new academic year	Regular programme of buddying, shared reading, Circus Skills day	Y2 Team Leader, Phase Leader.	Summer term 2
Improved school support for Vulnerable children (£5,515)	Enhanced EP package; Pupil Benefits PP service; play therapy; consultancy support+ leadership role development.	Bought in specialist services to provide targeted support. Extra play therapy sessions funded where assessed to improve emotional wellbeing.	Impact of services/support on pupil outcomes and staff skill and professional development	HT, Inclusion Leader	On-going, Leadership Action Plans, as appropriate
Total budgeted cost					£39,475 (additional spend of £895)