



Hurst Green Infant School and Nursery Pupil premium funding report

Academic year 2020 - 2021

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Background

In 2011- 2012 the government introduced Pupil Premium funding. Pupil Premium funding is allocated in the school's budget and the amount depends on the number of families who are currently known to be eligible for Free School Meals or have been at any point within the last 6 years. The Pupil premium provides schools in England with additional funding to help them raise the attainment of disadvantaged children and close the gap with their peers, so they may reach their potential.

The allocation for 2020-2021 (financial year) is £1345.

In April 2014 the Pupil Premium was also extended to children adopted from care on or after 30th December 2005 and was then extended to all children adopted from care in summer 2014 (defined in the Children Act 1989). The government extended the premium in recognition of trauma and loss many adopted children have experienced in their early lives. This means that children who were looked after for one day or more and including children who have been adopted from care or leave care under a special guardianship or residence order (referred to as Pupil Premium Plus) are eligible for the allocation. The rate for the financial year 2020-2021 is £2345 per child.

A premium was also introduced for those children whose parents are currently serving in the armed forces (EVER6 service child), or have been within the last 3 years. This has been extended to children who were eligible previously but whose parents are no longer in the armed forces or are divorced. The rate for the financial year 2020-2021 for these pupils is £310.

The pupil premium for 2020 to 2021 will include pupils recorded in the October 2020 school census.

From 2021 the allocation of the Pupil Premium will always be recorded from the October school census. This change brings the premium in line with how the rest of the schools' core budget is calculated and will provide both schools and the DFE with greater certainty around future funding levels earlier in the year.

Schools are free to spend the pupil premium as they see fit. However, they are held accountable for how funding is used to support pupils and schools are required to publish this information on line.



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We are committed to ensuring that Pupil Premium funding is used to:

- Narrow or close the gap between the achievement of the identified pupils and their peers.
- Raise pupil attainment through the provision of a variety of educational support programmes.
- Address underlying inequalities between the identified pupils and their peers with regard to pupil well-being, as well as academic development.

The Education Endowment Foundation has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its families of schools toolkit helps teachers to learn about effective practice from similar schools. It has also produced an evaluation tool to help schools measure the impact of the approaches they are using.

The Pupil Premium Report and corresponding data is reviewed half termly.

Pupil Premium Funding: Year R – Year 2	2019 - 2020	2020 - 2021
	Spring 2020 Census	Autumn 2020 Census
Pupils on roll on census day (No final data for January 2020 census count, October census count for 2020 - 2021)	83	88
Pupils on roll in September	84	88
Number of pupils eligible for Pupil Premium Funding	16	16
Looked After Children (LAC)	0%	0%
Children adopted from care	1.2%	0%
Children in Public Care	0%	0%
Children from Service families	0%	0%
Total Pupils:	17	16
Amount of Pupil Premium received per pupil per year	£1345	£1345
Amount of pupil premium received per previously looked after from care pupil per year	£2345	£2345
Children in public care	£2345	£2345
Total pupil premium grant expected for the full academic year.	£23865	£21,520



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Summary Information September 2020					
School	Hurst Green Infant School				
Academic year	2020 - 2021	Total Budget	£21,520	Date of most recent PP review	Autumn 20
Total number of pupils	84	Number of pupils eligible for PP	16 Year 2 – 5 Year 1 – 6 Year R - 5	Date for next internal review	Summer 2021

Due to COVID 1, the school is not required to report on 2019 – 2020 cohort. Therefore, the summary below is for the 2018 – 2019 cohort of children.

2018 - 2019	Pupils eligible for PP (HGIS)	Pupils not eligible for PP (HGIS)
% achieving GLD (End of EYFS)	66.7%	81.5%
% achieving the expected standard in phonics at the end of year 1	62.5%	66.7%
% achieving the expected standard + in RWM combined (end of KS1)	44.4%	68.4%
% achieving the expected standard + in reading (end of KS1)	55.6%	73.7%
% achieving the expected standard + in Writing (end of KS1)	66.7%	68.4%
% achieving the expected standard + in Maths (end of KS1)	55.6%	78.9%

Barriers for future attainment (for pupils eligible for PPG)	
In-school barriers (issues to be addressed in school)	
1	Significant proportion of children entering school with Speech Language and Communication needs
2	Some pupils have lower levels of basic Literacy and numeracy skills and are unable to apply their skills across subjects
3	Under developed learning behaviour/social and emotional understanding
Additional Barriers (issues which also require action outside of school)	
4	Some limited parental understanding/involvement with how best to support their child



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	Actions and approach	Impact and Monitoring
<p>Pupil premium use: Estimated spend:</p>	<p>Aims, intent out comes and monitoring</p>	<p>The full impact of interventions will be determined at the end of the academic year.</p>
<p>Targeted individual teaching Assistant support for pupils during whole class teaching to focus attention and encourage engagement with learning.</p> <p>Personalised support to meet the needs of individual pupils for example language and communication.</p> <p>Additional support in specific areas of English and Maths where tracking shows that progress is not in line with expected standards</p> <p>Identification of pupils to ensure they are meeting or exceeding expected year end attainment targets</p> <p>Projected cost: £3,000</p>	<p>To provide support from a key person and develop stamina, self-confidence and speaking and listening skills.</p> <p>To ensure regular reading practice in order to develop reading skills.</p> <p>To give opportunities to revise and use new sounds in phonics sessions</p> <p>To support pupils during teaching input, focus attention and support learning. This may be on a group basis or individual 1:1 support</p> <p>Progress is monitored half-termly using tracking, performance descriptors and impact trackers for individual pupils. Monitoring is carried out by class teachers, Head Teacher, SENDCo and Governors</p>	<p>Expected Impact: PP children will achieve targets set to make the progress required to meet the expectations at the end of each Key stage. Improved self-esteem and confidence of pupils who require support.</p>
<p>Pupil Premium children and their families will have one point of contact for attendance and welfare issues in order to improve engagement.</p> <p>Projected cost: £4,500</p>	<p>Families should be able to approach the FLO for support through the educational or welfare system and be signposted to agencies that can offer additional support. The role will encourage greater engagement with the school. Training will be needed with this role and as it develops.</p> <p>Parental workshops will be offered to support families with their children's learning.</p>	<p>Expected Impact: Families of PP children will feel supported in a variety of ways.</p>



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<p>To raise attainment in reading and phonics through building a strong emphasis on quality texts and reading for pleasure.</p> <p>Projected Cost: £1,500</p>	<p>Whole school development area led by English coordinator. Training in both phonics and early reading for staff. Workshops to inform and support parents in teaching phonics and reading. Purchase high quality texts that match to phonics. Half termly progress meetings Termly tracking</p>	<p>Expected Impact: Improvement in reading and Phonics attainment from age related starting points. improved self-esteem, stamina and confidence of pupils who require support.</p>
<p>Additional 1:1 support with reading or writing skills development</p> <p>TA to support reading and or writing skills development and specific phonic knowledge taking into consideration gaps in learning due to the pandemic.</p> <p>Projected cost: £1,500</p>	<p>Daily additional reading practise with support to apply a range of strategies as well as phonic and comprehension skills.</p> <p>Interventions planned and delivered so pupils receive 1;1 daily reading/phonics with an adult. This includes tailored phonic intervention to meet the end of year phonic check.</p> <p>CPD for staff from RWI consultant Reading Eggs purchased to support reading at home.</p>	<p>Expected Impact: Improvement in reading and writing attainment from age related starting points. improved self-esteem, stamina and confidence of pupils who require support.</p>
<p>Elkan Support</p> <p>Projected cost: £500</p>	<p>Training for five TAs to be Elkan trained. Trained teaching assistants to lead speech and language interventions for targeted pupils. Studies of communication and language approaches consistently show positive benefits for young children's learning including their spoken language skills their</p>	<p>Expected Impact: Improved communication and speech and language skills. Speech and language outcomes are met.</p>



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	expressive vocabulary and their early reading skills.	
<p>ELSA support and staff CPD training as identified throughout the year This includes supervision meetings for the ELSA</p> <p>Daily sessions to support the children</p> <p>Objective: for pupils to feel secure in themselves and with others. To understand how they are feeling and to relate to and respect the feelings and emotions of others.</p> <p>Projected cost: £10,000</p>	<p>Elsa’s work with children at the primary age. It is aimed at children who are struggling to cope. This is because it supports looking at behaviour as a form of communication of underlying needs thus address the cause rather than the symptoms. Staff may work with children experiencing emerging mental health needs and issues with emotional wellbeing or those with difficulties understanding and managing emotions. The intervention cover such areas as social skills, emotions, bereavement, social stories anger management and self-esteem. The intended outcomes include identifying children with mental health needs re framing and understanding behaviours in terms of their vulnerabilities and providing children with coping strategies to manage their current situation and promote resilience.</p>	<p>Expected Impact: Pupils know they have a designated member of staff to support them especially in times on uncertainty and unrest.</p>