

# Hamstel Infant School and Nursery

## Pupil Premium Strategy Statement 2022 - 2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	Hamstel Infant School and Nursery
Number of pupils in school	392 (not including Nursery +70)
Proportion (%) of pupil premium eligible pupils	33% (150 pupils)
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Lisa Clark, Headteacher
Pupil premium lead	Petra Verkooijen, SENCo
Governance lead (Portico Academy Trust)	Frances Gretton, Trustee Ros Sanders, Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,470
Recovery premium funding allocation this academic year	£19,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,402
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	<b>£212,457</b>
<b>This is -£26,511 from previous year due to a decrease in number to admit as a result of falling birth rate locally.</b>	

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to provide an inspirational and inclusive learning environment for all our children. We strive to ensure no child is left behind socially or academically due to disadvantage. We seek to achieve our aim through outstanding teaching which focuses on raising aspirations and removing barriers to learning.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure additional support is carefully targeted as a result of rigorous tracking in order that all children have access and opportunity to enjoy academic success.

### Challenges

Key challenges to achievement that we have identified among our disadvantaged pupils.

Detail of Challenge		
	Focus	Planned Cost
1	Pupil premium attainment gap is already relatively large for some cohorts on entry. Disadvantaged children generally attain less well in reading, writing and maths. Not reading regularly at home, limited vocabulary and a lack of a secure understanding of the basics mean they do not always progress at the same rate as their peers.	£114,000
2	Low aspirations have a detrimental impact on some of our disadvantaged children.	£7,000
3	A large proportion of our families open to external services have children eligible for pupil premium. A lack of positive role models and parental engagement results in some of our disadvantaged children undervaluing education.	£1,200
4	A higher proportion of disadvantaged children are on the SEND register with a number of those children having complex needs. Some of our disadvantaged children have emotional, social and behavioural needs and aren't always ready to learn. Oral language is often lower on entry to the school for disadvantaged children. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.	£70,000
5	A proportion of disadvantaged children have poor attendance and punctuality, which leads to gaps in learning or compounds existing gaps. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.	£16,000
6	Covid-19 and school closures have had a greater impact on disadvantaged children, further widening gaps in learning.	£3,500
Total		£211,700

## 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.

Intended outcome	Success criteria
Increased attainment in Reading. Children's decoding and comprehension skills improve as well as their enjoyment of reading.	Pupils make accelerated progress in Reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 1 is above the national benchmark. Children are 'Reading for Pleasure'
An increase in children's attainment in Writing. Children's vocabulary, spelling accuracy and control of language improves.	Pupils make accelerated progress in Writing to reduce the gap for writing and the proportion of children achieving EXS by the end of Key Stage 1 is more in line with the national benchmark.
An increase in children's attainment in Maths. Children's basic arithmetic improves as well as their confidence in using and applying their knowledge.	Pupils make accelerated progress in Maths so that the gap is narrowed and the proportion of children achieving EXS by the end of Key Stage 1 is above the national benchmark.
Increased parental engagement in learning, through the use of Family and Child Support Officer, social media and home learning.	Parents feel they are well informed and able to effectively support their children's learning in school.
Pupil's social and emotional needs are met resulting in an improvement in the children's well-being as well as their academic success.	Children's needs are identified and appropriate support is put in place to overcome social and emotional barriers to learning.
Levels of attendance improves, promoting increased attainment and better progress.	Reduction in the number of persistent absentees among pupils eligible for PP. Overall, the gap is reduced between PP and non PP children.

## Activity 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.

**Project 1 - Increase the achievement and attainment of Pupil Premium pupils through targeted interventions, support and enrichment activities across the curriculum.**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
Higher rates of progress and outcomes for PP children for Reading, Writing and Mathematics. February/July 2023 Review: Increased	Mentor and coach pupils on a 1:1 basis through pre-teaching and post-teaching equipping them with skills and strategies enabling them to	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective.  Evidence suggests high quality feedback is an effective way to	AHT (I) and SENCo to work with SLT to ensure identification of target pupils is rigorously tracked and monitored.  Organise school timetable to ensure effective staff delivery.

%age of target pupils exceeding expected rates of progress compared to last year	access learning and experience success. Staff training implemented for effective observation and feedback.	improve attainment, and embedding this approach will enable standards of Reading, Writing and Maths to rise.	CPD opportunities for all staff focused on pre- and post-teaching techniques and outcomes.  Teachers to ensure children targeted for in the moment tuition for delivery by Teaching Assistants.
Increase outcomes and raise standards in Reading and Writing through effective spoken language programmes.  Nuffield Early Language Initiative (NELI) programme targeted in Year R	Specialist trained staff implement early intervention and social language development programmes. Individual support in reading and writing to ensure all children by the end of Year 2 achieve the expected standard and outcomes within English. NELI trained staff to screen and support targeted children.	To ensure that PP pupils, in the longer term, will achieve good or better rates of progress within English. Evidence suggests high quality feedback is an effective way to improve attainment, and embedding this approach will enable standards of English to rise. Specifically target PP children within this programme to support learning	CPD opportunities for all staff focused on effective feedback. Peer observations implemented. 1:1 individual tuition support implemented where the need arises. Teachers focused on pre-teaching strategies and communicating and working with 26% of TA's time to support this.  Identified member of staff highly trained to work 1:1 with children HLTA and Speech and Language Unit specialist staff
Increase outcomes for identified children who need support to access additional opportunities.	Increase provision of specialist units, Autistic Units x 2 (YR / KS1), Nurture Unit (YR / KS1) + Speech and Language Unit	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Previous use of specialist units have demonstrated positive outcomes for identified pupils.	AHT (I) and SENCo to identify children – recruit / redeploy specialist staff to support increase in unit/bases delivery.
To provide access for additional opportunities and experiences within school.	Fully fund school trips for those eligible and unable to fully contribute.	To ensure vulnerable children have full access to trips and other experiences off site.	Identification of targeted children to support financially
Outdoor Learning provision on a regular basis	To enhance experiences across the curriculum. Fund a Forest Ranger	Outdoor learning experiences have demonstrated positive impact on children's behaviour, self-esteem, independence and healthy life styles	All pupil premium children experience the outdoor element to our learning styles alongside their peers, this enriches their experiences and has a positive impact upon their attitude to learning.
Early identification of Unknown Children Destined for Disadvantage (UCDD)	To provide additional information to enhance identifying those children who may be at risk but who do not attract PP funding	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective.	Identification of targeted children takes place and is shared with staff to support and monitor.
<b>Project 1 - Expenditure planned for delivery £114,000</b>			

**Project 2 - Ensure high ability pupils who are eligible for the Pupil Premium are making good or better progress and sustain high achievement throughout their schooling career.**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
Improved progress for high attaining pupils February/July 2023 Review: 80%+ of higher attaining PP pupils are on track to achieve greater depth at the end of the year in combined subjects within Yr 2.	CPD opportunities for staff on depth and fluency across the curriculum.	Recognition of the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects. To ensure PP pupils achieve high attainment and to train staff in effective practices to provide challenge and encouragement for these identified pupils.	CPD selected and attended by all teaching and support staff. Peer observation and coaching models implemented by the Assistant Headteacher.
Weekly 1:1 personalised tuition in addition to quality first teaching. February/July 2022 Review: Identified pupils make more than expected progress across combined subjects.	Targeted provision for more able pupil premium children – computing / Reading Gladiators etc	We want to provide extra support to maintain high attainment. 1:1 with highly qualified staff which is evidenced by the EFF Toolkit as improving significantly outcomes for pupils.	Impact overseen and moderated by SLT. Engagement with parents and pupils before intervention begins to ensure effective home/school learning from additional lessons. 29% TA's time to support and challenge initiatives for identified more able children.
<b>Project 2 - Expenditure planned for delivery £7,000</b>			

**Project 3 - To embed an effective programme of parental engagement to ensure outcomes for PP pupils and their families are enhanced.**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
Embed Parents Forum.	For parents to continue to have a forum to meet informally, to feel that voice is heard when feeding back to the school. To encourage the parents in to school.	To increase parental confidence in approaching the school. To allow the parents a vehicle in which to air their views on a more informal, but more regular basis.	Staff identified to support the establishing of a Parents Forum. Resources, such as venue / time to be determined in discussion with parents.
Increased parental engagement in PP pupil's educational development. Parents and carers positively engage with the school to support their child's learning.  100% of PP parents attend Open Evenings within the Autumn / Spring Terms.	Trained staff employed to support pupils and their families and follow up on issues and concerns. To create a 'safe' environment for parents to meet and discuss their child's experiences at school.  Class teachers build relationships with parents to encourage them to attend	Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.  Harder to reach parents are brought on board with their child's learning	Staff released to support this project initially, with the aim for the parents Forum to be self-sustaining in the future.  Attendance at Open Evenings is collected and analysed with feedback provided.
<b>Project 3 - Expenditure planned for delivery £1,200</b>			

**Project 4 - To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially), to ensure there is no detrimental effect on their academic progress.**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
To provide additional extra-curricular opportunities through clubs and activities	Ensure all children are focused and engaged in their learning experiences. Ensure all pupils have equal access to learning experiences beyond the school day.	Staff training and whole school implementation and practice. Half termly Review: Club analysis indicates equal access for Pupil Premium pupils in extra-curricular activities.	Pupils need to be fit and ready to learn within the school and wider learning community.
Social skills are developed through participation in a range of activities by the school and external providers.	Nurture approach and Breakfast Club provision to ensure PP pupils are in school and ready to learn.	Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.	Termly analysis of the number of pupils who have taken part in activities. Teachers are aware of funding available – can approach parents if appropriate, i.e Cookery Club.
Improve the self-esteem, social skills and emotional needs of pupils leading to increased confidence and attainment within the learning environment.	Provide support to help build pupils emotional development. Clear protocols in place ensuring pupils are referred appropriately. Regular opportunities for staff to feedback to relevant agencies and parents. To emotionally support pupils within social and emotional development.	Play is incredibly important for a child's development - helping to shape key social, creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences.	Half termly implementation of inclusion team meetings focused on identifying the needs of PP pupils. Teachers and parents are aware of the referral process for support. Review of nurture room attendance ensuring equal access for all pupils.
Increase outcomes for those children who need support to access the curriculum. Emotional well-being enables all pupil to be fit to learn	To provide Specialist Units to support individual needs: Autistic Unit x 2 (DfE recognised) Nurture Unit, Speech and Language Unit	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Previous use of specialist units have demonstrated positive outcomes for identified pupils.	Identified Specialist staff training programmes Identification of targeted children Class teachers use method of referral to identify children in need Inclusion meetings take place on a weekly basis to support identified needs
Social skills, independence, perseverance and team work are developed through participation in group activities and nurture based learning activities.	Provide nurture staffing to support in terms of Sunshine / Welcome Rooms programmes focused to help develop children's resilience and perseverance. Clear protocols and assessment analysis for pupil outcomes. Provide regular opportunities for nurture lead to	The school recognises the important emphasis within the nurture group on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities. This then enables pupils to transfer these skills into the wider learning context.	Half termly review of outcomes from nurture programmes and outcomes through the implementation of Boxall profiling. Early intervention and rigorous monitoring of pupils at risk of underachievement. February 2019 Review: Diagnostic profiling demonstrates significant impact for pupil premium children. Monitor and coach pupils equipping them with transferrable skills and strategies through nurture approach.

	feedback outcomes to teachers.		
To provide free access to breakfast Club for vulnerable children	Fully paid contributions to Breakfast Club for pupil premium children	Children have the opportunity for a good start to the school day with a healthy breakfast. They arrive to school on time and are able to make a positive start to their school day, being ready to learn.	Staffing and Breakfast Club sundries are provided to support this scheme
To provide specialist lunchtime care for vulnerable children.	Provide designated lunchtime areas, away from the main playground and supervised support for identified children.	To support children to be able to access less structured activities in a fun and, meaningful way.	Staffing, training and resources are provided to support this scheme.
Project 4 - Expenditure planned for delivery £70,000			

**Project 5 - To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress.**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
Higher rates of attendance for PP and FSM pupils in line with all pupils within school and nationally. This will lead to improved progress for pupils with higher absence levels.	Monitor attendance data to identify trends – implement 1:1 tutoring for pupils with absence patterns. Enhance positive relationships with parents and set clear expectations of good attendance – early identification and attendance meetings. Learning mentor approach - short term meeting with parents.	The school recognises the important emphasis on excellent attendance. Pupil Premium pupils within school attend at a higher rate than national PP pupils; however the school recognises the importance of narrowing the gap between PP and non PP pupils within our school. Excellent attendance enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further.	Embed contact with a pupil's parent on the first day of absence. Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. Gather pupil's views and provide responsibility for good attendance and punctuality.
Provide support to parents to ensure their child arrives on time, is picked up on time and are ready to learn.	Meetings are scheduled with the LA Attendance Officer to support identification of families in need and to provide assistance to meet attendance targets set when needed.	Meetings are monitored and parents' attendance at these meetings is expected. Letters sent to parents of children who may be at risk of falling below the attendance required.	Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. Weekly feedback on class and whole school attendance in staff meetings. Teachers have first line of responsibility to support children attending on time.
Project 5 - Expenditure planned for delivery £16,000			

## Project 6 - To provide identification and analysis of pupil premium data

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?
To provide AHT (I) management support for analysis of PP children	5 days per year are allocated to support analysis	Staff identified to ensure pupil premium spend has impact upon children and is within budget	Termly analysis
To provide Manager for Well-Being management support for analysis of PP children	5 days per year are allocated to support analysis	Staff identified to ensure pupil premium spend has impact upon children and is within budget	Termly analysis
To buy into external advisory analysis to ensure pupil premium spend is within current and local remits	To buy into Arbor Gap and Attainment and Progress Reports	Reports presented and discussed at SLT.	Annual analysis
To correctly identify those families who would attract PP funding to support their child's learning and progress	Buy into the LA Free School Meals Eligibility Checks	Number of checks done at £2.60 per check.	Monthly checks are carried out.

Support for the Universal Infant Free School meals (UIFSM) provision. To carry out necessary eligibility checks. GAP and Attainment and Progress reports.

Children tracked on the UCDD (Unidentified Child Destines for Disadvantage) criteria (DfE 2016) to identify any potential issues or concerns that may lead to a child being identified as Pupil Premium eligibility in the future.

Families who may not believe they are eligible are identified Smooth running of the UIFSM – this school operates a 100% FSM approach.

To allow external tracking of progress for pupil premium pupils.

Using measures stated in the UCDD DfE document to identify and track children who may need support now and for the future.

UCDD Tracking 2022 – 2023 (Autumn 2022)

Class	Number	Percentage	Year group %
Nursery	18/50	36%	Nursery - 36%
			Reception - 49.2%
Owl	21/30	70%	
Peacock	15/29	51.7%	
Woodpecker	10/30	33.3%	
Kingfisher	13/31	41.9%	
			Year 1 – 44.3%
Dragonfly	12/28	42.8%	
Duck	11/28	39.2%	
Heron	18/31	58%	
Newt	12/32	37.5%	
			Year 2 – 49.3%
Badger	20/30	66.6%	
Hedgehog	13/30	43.3%	
Squirrel	9/28	32.1%	
Otter	17/32	53.1%	
Fox	16/31	51.6%	
Average Whole School – 44.7%			

**Project 6 - Expenditure planned for delivery £3,500**



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

### Pupil premium strategy outcomes

There is no validated KS1 data to demonstrate the impact of our Pupil Premium Strategy for the previous year. We have, however, evaluated the impact using internal data using the headings from the previous strategy report.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Project 1 - Targeted interventions and support	Impact
<p>Systematic approach to Reading and Writing Read, Write Inc. 1:1 tuition for targeted pupils, and trained support staff to provide for smaller groups.</p> <p>Guided reading intervention provided by HLTA for individuals.</p> <p>Identified children (up to 12 over the year for S+L) were supported with specialists to be able to access a mainstream school.</p> <p>Additional 'Swimability' sessions established for children with physical needs and/or emotional needs.</p>	<p>Specialist Unit for Speech and Language. To provide targeted pupils with additional specialist support in small groups.</p> <p>Speech and Language support (via Class Teachers + TA's) for individuals to enable them to gain at least 2 thirds of a level of progress across the year.</p> <p>To provide Talking Partners programme in liaison with Speech Therapists.</p> <p>Children targeted for individual RWI support on a daily basis.</p> <p>Impact expected to bring children in line with their peers.</p> <p>Identified children targeted for individual support with reading.</p> <p>Working alongside external specialists ie. Speech Therapists / EP</p> <p>Up to 15 children at a time benefitted from this additional swimming session.</p>

#### Year 2 2021 – 2022 Progress from start of year

Number of children 148		Reading		Difference	Writing		Difference	Maths		Difference
		On track/Higher			On track/Higher			On track/Higher		
		Aut1	Sum2		Aut1	Sum2		Aut1	Sum2	
All	148 (100%)	45.2%	67.1%	21.9%	34.2%	54.8%	20.6%	46.6%	73.3%	26.7%
Males	77 (52%)	43.4%	63.2%	19.8%	30.3%	43.4%	13.1%	42.1%	71.1%	29%
Females	71 (48%)	47.1%	71.4%	24.1%	38.6%	67.1%	28.5%	51.4%	75.7%	24.3%
Pupil Prem	56 (37.8%)	30.9%	61.8%	30.9%	23.6%	43.6%	20%	30.9%	60%	29.1%
Not Pupil Pre	92 (62.2%)	53.8%	70.3%	16.5%	40.7%	61.3%	20.8%	56%	81.3%	25.3%

#### Year R 2021 – 2022 Progress from start of year

Number of children 120		Reading		Difference	Writing		Difference	Maths		Difference
		On track/Higher			On track/Higher			On track/Higher		
		Aut1	Sum2		Aut1	Sum2		Aut1	Sum2	
All	120 (100%)	85.5%	95.6%	9.8%	85.8%	85%	-0.8%	95.6%	95.6%	0%
Males	60 (50%)	82.8%	93.1%	10.3%	81%	75.9%	-5.1%	94.8%	91.4%	-3.4%
Females	60 (50%)	89.1%	98.2%	9.1%	90.9%	94.5%	3.6%	96.4%	100%	3.6%
Pupil Prem	41 (34.2%)	80.6%	91.7%	11.1%	80.6%	83.3%	2.7%	94.4%	94.4%	0%
Not Pupil Pre	79 (65.8%)	88.3%	97.4%	9.1%	88.3%	85.7%	-2.6%	96.1%	96.1%	0%

This was a post Covid 19 pandemic year. Predicted progress was not able to be necessarily achieved due to disruption of the pandemic and inability to predict accurately. Learning took place on-line at times, with vulnerable, keyworker and SEND children attending where possible due to ongoing Covid impact.

<b>Project 2 - High ability pupils making good or better progress, sustaining high achievement</b>	<b>Impact</b>
<p>There have been CPD opportunities for staff during the course of the year to ensure consideration is given to the needs of disadvantaged pupils and the barriers to learning that they face.</p> <p>To provide enrichment activities for the more able. To provide challenge and appropriate social skills opportunities.</p> <p>Specialist trained staff to support targeted Maths enrichment activities. Up to 20 children to attend a club to provide additional activities for the More Able (Maths Focus).</p> <p>Teaching assistants used to support targeted children in class.</p> <p>Play Therapy for pupil premium LAC child. Play Therapy is a form of counselling that uses play to communicate with and help children, to prevent or resolve psychosocial challenges.</p>	<p>Specialists in the development of writing, behaviour and reading have led “whole school training”. Some of this has developed into peer observation and coaching models.</p> <p>Some higher attaining, high functioning pupils supported in gaining social skills to support play and less structured activities.</p> <p>Extension activities to have positive impact upon extending learning through problem solving /games.</p> <p>Teaching assistants provide an additional level of challenge for targeted children.</p> <p>Play therapy continues throughout holiday periods to support high attaining LAC. The qualified therapist works with the whole family to help overcome any issues that may be hindering full access to learning.</p>
<b>Project 3 - To provide support for enrichment activities to children eligible for pupil premium</b>	<b>Impact</b>
<p>Assisting with payments to school. All swimming fees are now paid for by the school to support the issues over non-payment (from Sports Premium funding). Subsidising school trips for those eligible and unable to fully contribute.</p> <p>Outdoor Learning / Forest Schools. Full time Outdoor Learning provision by Forest Ranger.</p> <p>To provide 1:1 swimming for those children identified on the SEND register, who are also eligible for pupil premium.</p>	<p>Fully paid contributions for all children to have equal access to Swimming lessons in school time. Children learn a life skills important as we are a coastal school.</p> <p>Learning has a major impact upon behaviour and attitudes to learning, as demonstrated by those who attend Nurture or who are being tracked on Boxall profiles.</p> <p>1:1 sessions held on a weekly basis to support children unable to access in class lesson time sessions.</p>
<b>Project 4 - Pupil Premium pupils are fit to learn, socially and emotionally.</b>	<b>Impact</b>
<p>Nurture groups have been regularly run for identified Pupil Premium pupils who are facing a variety of barriers to learning. These groups use Out-door Learning skills to help children feel more confident, particularly over issues such as transition.</p> <p>To provide a healthy breakfast option via our Breakfast Club held separately in our Nurture Unit for our Nurture children.</p> <p>Cookery Club funded to enable access to enrichment activities for pupil premium children.</p>	<p>100% of pupil premium children have attended the experiences and trips that have been available to them. Across the school they have had the opportunity to develop interpersonal skills, including teamwork and leadership.</p> <p>Children have had successful transitions into and out of Hamstel Infants, including transitions within the school between Year Groups.</p> <p>SLT have identified children and their families who have all then fully engaged with the service. This resource is crucial to support the on-going emotional wellbeing of our children and families. All identified children have made gains, evidenced through ongoing assessments to enable them to feel more settled both at school and home, and begin to make progress in a classroom setting.</p> <p>Children have the opportunity for a good start to the school day with a healthy breakfast. They arrive to school on time and are able to make a positive start to their school day, being ready to learn.</p> <p>Up to 16 children attend weekly sessions per half term over the year.</p>

<p>To fund a member of staff to provide EAL support.</p> <p>To fund a member of staff to provide parenting support for vulnerable families.</p> <p>To fund additional staff to support the Read, Write Inc provision across the school.</p>	<p>Children and families who may have limited capacity to support their child’s learning have been supported.</p> <p>Many families have been supported.</p> <p>Targeted children are assessed each 8 weeks and work in small groups to support progress.</p>																
<b>Project 5 - Improve the attendance of Pupil Premium children, promoting increased attainment and progress.</b>	<b>Impact</b>																
<p><b>Attendance</b> has been monitored to identify trends. Early contact and intervention has been made to support parents understanding of the clear expectations and importance of good levels of attendance.</p> <p>Additional support from AHT Inclusion Providing support for all Child Protection concerns raised, referrals, mentoring and interventions, leading on behaviour management. Also designated safeguarding lead.</p> <p>Additional support from the Manager for Well-Being, also designated safeguarding lead.</p> <p>To provide targeted families the opportunity to access Parenting courses and Family Learning sessions throughout the year. Parents / carers to be supported in successful completion of EHA referrals.</p> <p>Miscellaneous support, including bus fares and support for uniform for targeted children and families.</p>	<p>Fortnightly meetings with LA Attendance Officer to target support for families. Number of letters issued regarding attendance to put positive practices in place. Attendance target achieved (95%). EHA support, overseeing Nurture practice, lunchtime cover for behaviour management, pupil premium analysis and safeguarding training and tracking processes in place. Working closely with external agencies, including referrals to Social Services and EHA completion. Attendance at CP, CIN and PEP’s Safeguarding training delivered to all staff (100%). Has provided attendance interventions, gym trail, parenting, EHA support, Nurture cover, Breakfast club leader, late pick up cover and providing safeguarding training. In addition Lunch time behaviour support is provided.</p> <p>SLT oversee the impact of sessions. 100% of sessions offered have been used, enabling gaps in learning to be identified and closed in a much quicker time frame.</p> <p>Two families were supported with purchasing bus fares and uniform.</p>																
<table><tr><th>Attendance Information 2021 - 2022</th><th>School</th><th>Pupil premium</th><th>Non pupil premium</th></tr><tr><td>Attendance</td><td>94.7%</td><td>92.89%</td><td>95.57%</td></tr><tr><td>Authorised Absences</td><td>4.6%</td><td>6.01%</td><td>3.92%</td></tr><tr><td>Unauthorised Absences</td><td>0.7%</td><td>1.10%</td><td>0.51%</td></tr></table>		Attendance Information 2021 - 2022	School	Pupil premium	Non pupil premium	Attendance	94.7%	92.89%	95.57%	Authorised Absences	4.6%	6.01%	3.92%	Unauthorised Absences	0.7%	1.10%	0.51%
Attendance Information 2021 - 2022	School	Pupil premium	Non pupil premium														
Attendance	94.7%	92.89%	95.57%														
Authorised Absences	4.6%	6.01%	3.92%														
Unauthorised Absences	0.7%	1.10%	0.51%														
<b>Project 6 - Support for identification of children eligible for Pupil Premium support.</b>	<b>Impact</b>																
<p>Support for the Universal Infant Free School meals (UIFSM) provision. To carry out necessary eligibility checks.</p> <p>GAP and Attainment and Progress reports.</p> <p>Children tracked on the UCDD (Unidentified Child Destines for Disadvantage) criteria (DfE 2016) to identify any potential issues or concerns that may lead to a child being identified as Pupil Premium eligibility in the future.</p>	<p>Families who may not believe they are eligible are identified</p> <p>Smooth running of the UIFSM – this school operates a 100% FSM approach.</p> <p>To allow external tracking of progress for pupil premium pupils.</p> <p>Using measures stated in the UCDD DfE document to identify and track children who may need support now and for the future.</p>																

UCDD Tracking 2021 – 2022 (July 2022)			
Class	Number	Percentage	Year group %
Nursery	24/55	43%	Nursery - 43%
			Reception - 39%
Owl	9/30	30%	
Peacock	15/30	50%	
Woodpecker	11/30	36%	
Kingfisher	12/30	40%	
			Year 1 - 45%
Dragonfly	18/30	60%	
Duck	17/31	54%	
Frog	15/31	48%	
Heron	10/31	32%	
Newt	9/30	30%	
			Year 2 – 43%
Badger	12/29	41%	
Hedgehog	9/28	32%	
Squirrel	20/29	68%	
Otter	15/29	51%	
Fox	7/31	22%	
Average Whole School – 42.5%			

## Externally provided programmes

Programme	Provider
NELI (Nuffield English Language Intervention)	DfE
English Hub Programme (Graduate School)	DfE
Maths Hub Programme (Maths Mastery)	DfE

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Access to after school and holiday activities, both in-house and external providers. School uniform including shoes.
What was the impact of that spending on service pupil premium eligible pupils?	Only one child eligible. Provision of school uniform and additional activities has supported family / child financially and emotionally.