

Pupil premium strategy statement – Hunter's Bar Infant School 2022-23



This statement details our school's use of pupil premium 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	Hunter's Bar Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	M Barnes
Pupil premium lead	M Barnes / K Wileman
Governor	D Squire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,520
Projected Spend	£31,000
Contingency Fund	£1,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,520



Statement of intent

In addition to being financially disadvantaged, many of our children who qualify for Pupil Premium funding have other barriers to learning. 9 are on the SEN register at School Support level, which means they have had input from outside agencies to support their learning, additionally 3 children have had initial concerns registered and are monitored closely by the SENDCo and Learning mentor. 2 are either adopted, adopted from care or have a residence order. 17 (65%) of our Pupil Premium children come from single-parent or split families, many of whom have experienced relatively turbulent and unstable home lives over the past year. This influences their readiness to learn and generally means that extra academic and pastoral support is required in order for them to access the curriculum at the same level as their peers.

At Hunter's Bar Infant School we understand that each child is an individual and as such has completely different needs both educationally and personally. Some of the pupils for whom the Pupil Premium provides support for are working below the level of their peers, some are working significantly below their peers, and the school has identified the appropriate level of support and intervention, we have high expectations for all children, and we have great levels of challenge for all our pupils at all their levels. Our focus is for children to know more and remember more through effective intervention.

In some cases, this support may be through time spent in the Mezzanine or break out spaces, receiving one to one intervention based on their specific learning needs or gaps in knowledge. We as a school, also understand that there may also be other social, emotional or psychological, barriers to learning as a result of the experiences in their lives and we are working with external professionals to ensure that we address them appropriately. Our aim is to ensure that all pupil premium children receive additional support and we will fund additional opportunities for such pupils. At Hunter's Bar Infant School, we feel strongly that disadvantaged pupils need to perform better than their peers so that they can be successful in the next stage of their education and in their future careers.

Our current strategy involves identifying the individual child's challenges or needs (we have very limited numbers of disadvantaged children who qualify for pp) then working with the class teacher to decide which is the best intervention. We use Tom Sherrington's WALKTHRU as a baseline for all that we do. Strategically, Tom Sherrington's WALKTHRU was chosen because it was felt it would have the biggest impact on the children's learning, knowing more and remembering more. Our staff have been using Tom Sherrington's WALKTHRU in the classroom for the past year and have put the principles of instruction into all interventions – Daily review, new materials in small steps, ask lots of questions, provide models (in many different forms) give time to practice and then check understanding (this is very important). Scaffold the task appropriately – know your student and know how they need to learn. Once this has been established, give the student time for independent practice and complete a summative review.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To accept adult expectations for learning and behaviour.
2	To fully understand friendships and social boundaries.
3	To read for meaning and completely understand what they are reading
4	To be able to independently write for meaning at their own level.

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
For the children to be classroom ready and accept the adult demands put upon them so that they are ready to learn in an educational environment.	<p>For the children to join in bucket time individually and understand that the adult has the control of the activity.</p> <p>For the children to join in bucket time with peers, taking turns and following the rules of the programme.</p> <p>For children to understand that there is a clear start and end to an activity.</p> <p>For children to respond to coping strategies offered by the adults.</p> <p>For children to use their language to begin to ask for help.</p> <p>For children to begin to visit the classroom and interact with their peers in small groups.</p> <p>For children to join in with a short carpet time activity with support.</p> <p>To have developed independence skills to be able to move around the school independently and access other classrooms.</p> <p>To have developed the independent skills to be ready for the KS2 classroom.</p>
For children to gain meaningful friendships and begin to understand some social boundaries.	<p>For children to be able to use the put it right areas in the classroom with support to resolve conflicts.</p> <p>For children to have designated play buddies to help foster fledgling friendships, where appropriate.</p> <p>For teachers to model appropriate coping strategies for children, when children are displaying unconventional behaviour.</p> <p>To use visual support (where necessary) to encourage a child's expression and understanding of emotion.</p> <p>To use the Healthy minds champions to support the de-escalation strategies, in the playground, where necessary.</p> <p>For a reduction in CPOMS incidents relating to friendship issues.</p>
To fully comprehend the text that they are reading so that they are able to answer comprehension questions and make accelerated progress in reading.	<p>Children to review daily the key principals of comprehension.</p> <p>Ensure children are given time for high quality dialogue with an adult. Ask questions.</p> <p>Teach new vocabulary in small chunks.</p> <p>Provide the children with working models.</p> <p>Guide student practice when teaching comprehension texts/papers.</p> <p>Check students understanding of new vocabulary in texts.</p> <p>Scaffold the learning for difficult tasks.</p> <p>Allow for independent practice, ensure overlearning – a necessary process for new material to be recalled automatically. This ensures no overloading of the student's working memory.</p> <p>Finally, weekly and monthly review – especially of any new vocabulary.</p>

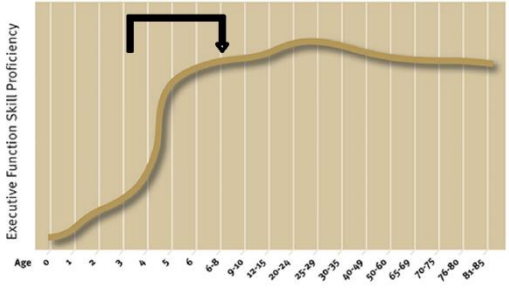
To be able to independently able to write for meaning at their own level (with the correct technology for support where applicable)	<p>Children can write daily focusing on the key principles of their stage of writing e.g. full stops, capital letters or question marks.</p> <p>Ensure children are given time for high quality dialogue with an adult. Ask questions, questions allow the teacher/ adult to determine how well the material is learned.</p> <p>Teach new concepts in small chunks, our working memory is small and can only handle a few bits of information at once – we need to avoid overload.</p> <p>Provide the children with WAGGOLS. Pupils need cognitive support to help them learn how to structure their work.</p> <p>Guide the student practice – students need additional time to have a go at new material in order to store it in their long-term memory.</p> <p>Ensure that the pupils understand the learning objectives and the concepts taught. Ask more questions.</p> <p>Scaffold for the individual learner – this could be through the use of clicker 5, sloping boards, a certain style of pencil, different lined book, visual supports or additional adult help.</p> <p>Allow for some independent practice – where applicable (if the EHCP/myplan dictates)</p> <p>Weekly and monthly reviews of the concepts/ vocabulary taught.</p>
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Activity in 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics and Early Reading staff training</p> <p>£1,500</p>	<p>Evidence and rationale behind approach</p> <p>Research from the EEF regarding teaching of phonics:</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Executive Function Skills Build Into the Early Adult Years</p>  <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. We also embed strategies such as time to talk through school as well.</p>	3

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.	
Team teach training for specific staff £2,000	<p>Team teach is about de-escalating situations before they become a difficulty. We have trained 24 of our teachers to provide a consistent approach through school. So that when demands are put upon children they are done in a caring, thoughtful and considered manner.</p> <p>Recently the DfE published a research project on the information schools provide to support their pupils' wellbeing and mental health. The report uses a sample to assess activities and approaches adopted in different schools to help schools promote pupil wellbeing. The report findings will be used by the DfE to further understand how it can assist schools to meet their legal obligations in the future to support mental health and wellbeing in school communities. From the sample, five primary schools used Team Teach to train staff in de-escalation and positive handling techniques for children and young people's services. Team Teach was referenced in the report as a key provider of "evidence informed programmes involving whole-school approaches and/or staff training within the behavioural and anti-bullying policies that were aimed at establishing positive learning environments".</p> <p>(mental health and wellbeing in schools 2018 Rebecca Brown)</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions £7,000	We are again using the structure of Rosenshine to deliver our reading interventions.	3

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on research on how the brain acquires and uses new information.
 • Research on the classroom practices of those teachers whose students show the highest gains.
 • Findings from studies that taught learning strategies to students.

HOW2
teachyourkids.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned, automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only holding a few bits of information at once. Avoid overload – present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time including, demonstrating and asking questions. Students allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask 'Are there any questions?' No questions are asked to mean no problems. Fails. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal. Slower students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' – a necessary process for new material to be recalled automatically. This ensures the overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



This effect involves re-recalling recently learned material, embedding it in long-term memory. And the more this happens, the easier it is to connect new material to each prior bit of knowledge.

We also ensure that we read for pleasure with all the children daily. When this is happening our TAs also target children to ensure that they are chatting with the children and talking to

them about the books that they read to support the children's love of reading. We were involved in a reading for pleasure project last year with the open university and we are keen to continue to develop this. We talk to children about the books they read making sure that staff are able to recommend current children's book, are up to date with children's reading books and they are aware of what books are winning awards. As written in "Teachers as Readers: Building Communities of Readers (2009), "the last decade of prescribed practice and the pressures of accountability are likely to continue to exert their influence upon teachers' knowledge and use of literature for some considerable time to come" (Cremin; et al 2009). **Teachers as readers: building communities of readers.)**

Writing Intervention

£7,000

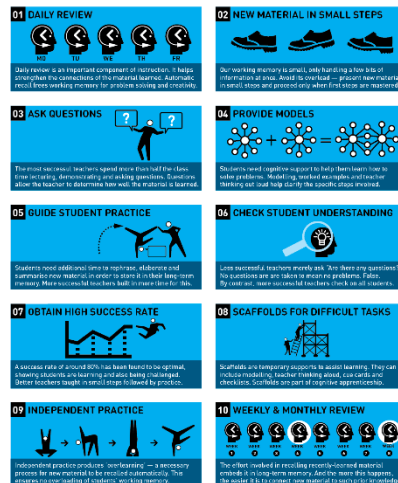
Again we use the principles of Rosenshine for our Writing interventions.

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THE PRINCIPLES OF INSTRUCTION

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This poster is from the work of Barak Rosenshine who based these ten principles of instruction on his research and the research of others. It is based on the research of others and is not a new discovery. It is based on the research of others and is not a new discovery. It is based on the research of others and is not a new discovery.




1. Begin a lesson with a short review
2. Present new material in small steps
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice.

"Barak Rosenshine's **'Principles of Instruction'** has become increasingly influential in educational research and practice since its publication a decade ago.^[1]

Rosenshine (1930-2017) was formerly a professor of educational psychology in the College of Education at the University of Illinois. His research focused on learning instruction, teacher performance and student achievement. Much of his research focused on the distinctive features of effective teaching. His research has made a significant contribution to knowledge of the effectiveness of certain methods of 'instruction', which is typically defined as 'the purposeful direction of the learning process'.^[2] His principles of instruction are the culmination of his research into the effectiveness of methods of instruction.

Rosenshine's 'Principles' provides a highly accessible bridge between educational research and classroom practice. The principles are research-based, extensively

	<p>drawing upon research in education and cognitive science. Rosenshine expresses the principles succinctly and offers suggestions for the implementation of the principles in the classroom. He provides many examples of activities employed in the teaching practices of 'master teachers' – i.e., teachers whose students made the highest gains in achievement tests (p. 12)."</p> <p>Jonathan Beale, Researcher-in-Residence, CIRL</p>	
<p>Pre/Post teaching</p> <p>Same day intervention</p> <p>£10,000</p>	<p>Our staff provide targeted support for our most vulnerable students. This focuses on speech and language interventions as well as emotional literacy. It is so important for children to be able to manage their emotions and express themselves.</p> <p>"Theories of emotional and social intelligence have been around since the 1920s. In the 1970s, American developmental psychologist Howard Gardner's multiple intelligence theory transformed thinking about the relationship between emotions and learning. In the mid-1990s, psychologist Daniel Goleman coined the phrase 'emotional intelligence', based on the work of influential researchers Peter Salovey and John D Mayer.</p> <p>Daniel Goleman has suggested that there are five components critical to emotional intelligence. His book Working with Emotional Intelligence by Daniel Goleman (Bloomsbury) outlines these five domains of emotional intelligence as:</p>  <p>While the term emotional literacy is still relatively new, the importance of helping children to recognise, understand and express their emotions continues to gain traction. Experts believe that emotionally literate children are more able to:</p> <ul style="list-style-type: none"> • empathise with others 	1

	<ul style="list-style-type: none"> • build quality relationships • develop independence and self-confidence and, • attain more academically <p>Parents and teachers can help by modelling emotionally literate behaviours so that children can learn how to express their emotions in a healthy way.” https://childcarestudies.co.uk/2021/01/11/emotional-literacy-in-early-years/ It is a priority to support our children to be emotionally literate, we give our children strategies to support calming down and developing friendships. We work with both the autism team and speech and language therapist to ensure that we have the correct visuals and language rich environment to support this.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra Curricular school sporting club</p> <p>£4000</p>	<p>“Activities after school don’t just keep restless kids busy or entertained. They can also offer great developmental benefits that will help them academically and socially.” Benefits of afterschool activities www.supersavvy.me. Accessed 28.10.21</p> <p>“The demonstrable benefits of after school activities for children are unarguable. They are many, varied and cover a spectrum of benefits from the physical to the psychological and social. And there is ever increasing scientific research and data showing that encouraging children to engage in activities after school aids their development.</p> <p>Around the world experts in child advancement are agreed that regular participation in extracurricular activities is the most effective way to help children develop their individual personality, decrease any emotional stress, and enhance social and academic skills. All of which will be a huge benefit to them on an ongoing basis and into the future.</p> <p>Child psychologists are also seemingly unanimous in agreeing that after school activities are generally more effective and beneficial than confidence-building classes.</p> <p>Superpowering Academic Performance</p> <p>The benefits go far beyond the hugely valuable attributes of increasing physical fitness and burning off energy. It is increasingly proven that study habits, subject grades and general interaction in and with the school all improve when children attend regular after school clubs and take part in team sports. They can help build confidence, passion for something they enjoy and are good at, and an increased ‘sense of place’ within the school.</p>	2

	<p>Children who frequently participate in after school activities are more likely to show greater levels of attention in class, be more engaged in school, and are less likely to develop an inclination for antisocial and or problem behaviour." Physical and Mental health benefits of after school clubs,</p> <p>http://www.aspiretogreatness.co.uk/physical-mental-health-benefits-of-after-school-clubs Accessed 28.10.21</p>	
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Steady improvement in disadvantaged pupil progress from 20-21 taking into consideration the 1800 learning hours missed due to the pandemic. Provision mapping for increased general HLTA and TA support to run specific focus groups in English and Maths, which support quality first teaching thorough gap analysis and pre-teaching of vocabulary using the (Word Aware Program) DA pupils have been a priority at Pupil Progress meetings both in terms of their academic progress and pastoral wellbeing.

Provision for these pupils has been adapted regularly to best meet their changing needs. Targeted support has maximised progress for DA pupils and continues to ensure that, over their time at the school, attainment differences when compared to both non-DA pupil and national others are diminished. Closing the attainment gap for disadvantaged pupils is to remain a broader priority for the school.

Teachers have been well prepared to discuss specific provision for DA pupils within their classes at Pupil Progress Meetings throughout the year. Specific children made strong progress against their targets during the course of the year and continued to engage in whole class learning and additional activities such as trip s, sporting provision and assemblies to a greater extent than previously.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
WALKTHURs	Tom Sherrington in collaboration with Learn Sheffield.
TeamTeach	Training as needed for Level 5 SSGe with SEMH

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£0
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

As we have a limited budget for PP, we supplement this from other sources of income such as our SEND budget and other revenue sources.