# Pupil premium strategy statement for Hursthead Infant School

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Hursthead Infant School |
| Number of pupils in school | 247 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| Academic year our current pupil premium strategy covers | 2022-25 |
| Date this statement was published | Autumn 2024 |
| Date on which it will be reviewed | Autumn 2025 |
| Statement authorised by | Karen Grant |
| Pupil premium lead | Karen Grant |
| Governor / Trustee lead | Dawn Moody |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,790 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £11,790 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Hursthead Infant School we use Pupil Premium Grant funding to directly benefit the individual pupil depending on their needs – emotional, social and /or academic. We use it to ensure our disadvantaged pupils receive the highest quality of education preparing them for a lifelong learning journey.  We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.  We aim to:   * Remove barriers to learning created by poverty, family circumstance and background. * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. * Focus on developing the pupils’ reading skills so that they can access the curriculum provided. * Develop confidence in their ability to communicate effectively in a wide range of contexts. * Enable pupils to look after their social and emotional wellbeing and to develop resilience. * Access a wide range of extra-curricular opportunities to develop their abilities – creatively and physically. * To support the family as a whole through the development of parenting skills, especially to support pupils’ needs. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The need to raise attainment from a low baseline or extend their learning further |
| 2 | Support required re> Parenting |
| 3 | Anxiety and emotional needs |
| 4 | Limited access to extra- curricular opportunities |
| 5 | Pupils need to present as the same as their non-disadvantaged peers and have access to resources to aid learning |

## 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.

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| Intended outcome | Success criteria |
| To ensure progress of Pupil Premium children in Reading, Writing, Maths. | Pupil Premium children to reach at least age related expectations (ARE) at the end of the academic year. |
| To ensure the family of Pupil Premium pupils are able to access parenting advice. | Parents of Pupil Premium pupils understand how to best parent their children to aid them to be successful. |
| To ensure Pupil Premium children receive emotional/social support to aid self-esteem and belief. | Pupil Premium pupils are emotionally and socially supported and confident. |
| To ensure Pupil Premium children have the same access to extra-curricular opportunities. | Pupil Premium children are accessing extra-curricular activities. |
| To ensure Pupil Premium pupils present as part of the school and have access to resources to aid learning. | Pupil Premium pupils present as part of the school and are supported in school/at home with appropriate resources. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **to the end of our current strategy plan** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To engage the services of the Inclusion Team and other support to aid work with parents and pupils regarding anxiety/self-esteem/emotional needs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf> | 3, 2 |
| To engage the services of a professional parenting coach to work with parents regarding parenting skills, engagement and strategies. | There is extensive evidence that parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year:  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1668604833> | 3, 2 |
| Staff CPD to develop adaptive practice in order to ensure children reach ARE | Adapting teaching provides focused support to pupils who are not making progress and is likely to improve outcomes.  [Adapting-teaching](https://learntogether.peterborough.gov.uk/asset-library/Peterborough-EYC/adapting-teaching.pdf) | 1 |

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

Budgeted cost: £5,790

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Daily reading where needed 1:1 by TA or CT. | There is strong evidence to suggest that developing children’s reading comprehension skills has a high impact of progress  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1 |
| 5 minute file phonics intervention | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1 |
| 5 minute file writing intervention | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 |
| 5 minute file writing intervention maths | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 |
| Targeted Interventions:   * Lego Therapy * Narrative Therapy * MSU * SPLC sessions with Speech Leap * ELSA | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  And in small groups:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Information on ELSA:  https://www.elsa-support.co.uk/what-is-elsa-intervention/ | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All pupil premium pupils will be financially provided by the school for the following: school visits, school visitor events, school uniform, resources required and any extra- curricular activity provided by the school. | Pupils given the same opportunities and presented as the same as their peers increases confidence, esteem and closes the gap. | 3, 4, 5 |
| School will also financially support an extra-curricular activity outside of school’s provision. | Pupils given the same opportunity to develop their talent, increase their creative and physical skills which will increase confidence, esteem and sense of belonging. | 3, 4, 5 |
| To maintain and develop the Senior Leadership Team (SLT) and the pastoral/safeguarding team to ensure the best outcomes for our children. | EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD. | All |

**Total budgeted cost:** £11,790

## Pupil premium strategy outcomes

Outcomes – Pupil Premium pupils 2023 – 2024

Based on Teacher Assessment

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| --- | --- | --- | --- |
|  | End of Key Stage One  Meeting End of KS1 Expectations - school | | |
| Reading | Writing | Maths |
| PP pupils  (1 pupil) | 100% | 100% | 100% |
|  | Phonics Screen Check Pass | | |
| PP pupils  (7 children) | 86% (6/7 children) | | |
|  | EYFS GLD | | |
| No PP | N/A | | |