

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hasland Infant and Nursery School
Number of pupils in school	282 Reception/Key Stage one 50 Nursery 332 ALL
Proportion (%) of pupil premium eligible pupils	25% (83 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2 Spring 2 Summer 2
Statement authorised by	Charlotte Lavender (Headteacher)
Pupil premium lead	Charlotte Lavender
Governor	Barbara Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,820.00
Recovery premium funding allocation this academic year	£10,295.00
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	£120,115.00

Part A: Pupil premium strategy plan

Statement of intent

Hasland Infant and Nursery School is a nurturing, inclusive school which is ambitious for all children. All of our staff are committed to every child, their well-being, their personal development and their academic achievement. It is our aim that all children, irrespective of their background or challenges make good progress and achieve high attainment across all subject areas. We understand that additional measures, linked to an in-depth understanding of the challenges and barriers disadvantaged children face, are necessary to fulfil this aim.

We have used our internal data; external evidence and the knowledge we have of our children to ensure we have an effective strategy in place. High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Our focus for spending links to the research carried out by the Education Endowment Foundation. This highlights the importance of high-quality one-to-one support, small group work, quality first teaching that encompasses cognitive and metacognitive strategies, mental health and well-being and parental engagement.

Our strategy is aligned with other school development plans and existing practices to ensure a sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of disadvantaged pupils who are emerging at the end of Reception is higher than for other pupils in reading and writing. There is a difference of 20% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in reading. There is a difference of 21% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in writing. This is based on the end of Reception data for 2022/2023.
2.	The percentage of disadvantaged pupils who achieve a GLD at the end of Reception is lower than for other pupils. There is a difference of 21% between disadvantaged pupils and non-disadvantaged children achieving a good GLD.

3.	Disadvantaged pupils' attainment in phonics is below that of non-disadvantaged pupils. This negatively impacts on their development as readers and writers.
4.	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1. This negatively impacts on their development as readers and writers.
5	A lack of vocabulary and first-hand experiences impacts on pupils writing at the higher level across school, particularly their use of vocabulary to enhance writing style.
6.	Attendance for disadvantaged children is lower than for non-disadvantaged children which reduced their school hours and opportunities to learn. Disadvantaged children need to attend more regularly in order for them to meet their academic targets. Attendance for disadvantaged children: 92.98% Attendance for non-disadvantaged children: 95.05% Difference – 2.07%
7.	A proportion of disadvantaged children find it difficult to regulate and control their emotions. The inability to regulate their emotions inhibits their engagement in lessons.

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.

Challenge 1: The percentage of disadvantaged pupils who are emerging at the end of Reception is higher than for other pupils in reading and writing.	
Intended outcome	Success criteria
To improve the % of disadvantaged children achieving expected + in Reading and Writing in FS2 and to diminish the difference between disadvantaged and non-disadvantaged children	Reception 2023: Disadvantaged: Reading- 58%, Writing - 54%, 20% difference reading 21% difference writing
Challenge 2: The percentage of disadvantaged pupils who achieve a GLD at the end of Reception is lower than for other pupils.	
Intended outcome	Success criteria
To increase the number of disadvantaged children achieving a GLD and close the gap between disadvantaged children and all	Reception 2023 GLD ALL -75% PP - 54%

Challenge 3: Disadvantaged children's attainment in phonics is below that of non-disadvantaged pupils. This negatively impacts on their development as readers and writers.	
Intended outcome	Success criteria
To improve the % of disadvantaged children passing the phonics screening check in Year 1. To provide additional phonic sessions to identified children. More opportunities for disadvantaged children in Reception and KS1 to read 1:1 with a trained adult.	Year 1 2023 65% of disadvantaged children passed the check Children are making accelerated progress within the code. This is being applied to both their reading and writing. Children reading frequently and regularly with a trained adult (at least x3 times per week) Reading books match the children's phonic ability Disadvantaged children make accelerated progress in reading.
Challenge 4: Assessments, observations and discussions with children indicate under developed oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS1.	
Intended outcome	Success criteria
To improve oral language skills and vocabulary for our disadvantaged children	Half termly assessments show an improvement in the number of disadvantaged children achieving the expected level in Reading and Writing across school.
Challenge 5: A lack of vocabulary and first-hand experiences impacts on pupils writing at the higher level across school, particularly their use of vocabulary to enhance writing style.	
Intended outcome	Success criteria
To Increase the number of disadvantaged children achieving expected + in writing in FS2 and KS1 and close the gap between disadvantaged and non-disadvantaged children through the continued development of <i>Talk for Writing</i> strategies and the use of <i>Tales Toolkit</i>. Early Years staff use Tales Toolkit to develop children's imagination and language so they become competent oral and written storytellers Early Years staff prioritise the development of children's language and communication skills	Reception 2023: Disadvantaged writing: 54% 21% difference between disadvantaged and non-disadvantaged children Year 2 2023 Disadvantaged writing – EXPECTED 63% Disadvantaged writing – GREATER DEPTH 8% Staff are confident to use Tales Toolkit approaches to scaffold and support children's language and storytelling skills. Children make accelerated progress from their starting points and move from oral to written storytellers.

Challenge 6: Attendance for disadvantaged children is lower than for non-disadvantaged children	
Intended outcome	Success criteria
The attendance of disadvantaged children is 96% or above The attendance gap between disadvantaged and non-disadvantaged children narrows. CL/CF to closely monitor attendance and work with families to develop good relationships with school.	Attendance 2023: Disadvantaged: 91.84% Non-disadvantaged: 95.55% Difference 3.71%
Challenge 7: A proportion of disadvantaged children find it difficult to regulate and control their emotions.	
Intended outcome	Success criteria
Children are happy and demonstrate positive behaviour and approaches to learning. Children have strategies in place to help them regulate their feelings and emotions. Nurture support is provided by both the class teacher and Mrs Stonehouse when appropriate. ELSA is offered to identified children	Children are able to talk about how they feel using the correct vocabulary. Positive behaviour observed around school and during lesson visits All staff are aware of PACE (playfulness, acceptance, curiosity and empathy) and how to use this to help children regulate and talk about their feelings All staff are 'emotionally available' for children and can support them effectively. The Boxall profiles of identified children shows they are able to regulate their emotions in a positive manner. .

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: £22,274.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to use 'Tales Toolkit' in Reception to develop children's imagination and language so they become competent oral and written story tellers. Refresher Training x6 30 minutes sessions for TA's and Teachers = Total = £2,756.00	Education Endowment Foundation Teaching and Learning Toolkit research: Oral language interventions £, evidence strength 4, impact +6 months Oral language skills are lower for pupils eligible for PP than for other pupils. This slows progress in reading and writing. Children's attachment to stories equips them to retell them and when they have learnt to read encourages them to read it for themselves. They can then draw upon the language and structure and apply this in their own writing.	3
An emphasis upon Quality First Teaching and an understanding of metacognition ensures teachers can quickly identify misconceptions and provide clear and direct feedback so all children can succeed. Training x8 staff meetings Total = £6,897.68	Education Endowment Foundation Teaching and Learning Toolkit research: Metacognition and self-regulation £, evidence strength 4, impact +7 months. Staff will be supported to understand how to develop children's metacognitive knowledge through modelling their own thought processes. This will be applied to all curriculum areas as research shows that these approaches are most effective when they are applied to tasks rooted in the usual curriculum content.	1,2,3,4,5

To ensure early identification of barriers to writing. From this, appropriate personalised provision to be planned. These may include additional guided writing groups, handwriting/gross motor activities, additional phonics and speaking and listening groups TA hours 1.5 hours x 38 weeks for 10 classes TA's = £10,688.00	Education Endowment Foundation Teaching and Learning Toolkit research: Individualised instruction £, evidence strength 2, impact +4 months	1, 3,
English Subject Leader to support class teachers in planning and delivering additional phonics to ensure the teaching is explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. X 1 hour per week Sarah Cresswell £1,932.00	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months: Phonics is an important component in the development of earl reading skills, particularly for children from disadvantaged backgrounds.	1,2,3

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

Budgeted cost: £79,332.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a high level of reading support and provision for disadvantaged children through the deployment of reading support assistants. Coordination of Reading Support Workers: KS1 (37 weeks):	To narrow the gap in attainment for disadvantaged children at the end of KS1. Historic data shows that the employment of the additional reading support ladies is continuing to have an impact (2023: 83% of disadvantaged children achieved expected + at the end of KS1). Research shows that Disadvantaged children do not read as regularly at home (Literacy Trust) and therefore need the opportunity to practise regularly at school.	3

X2 reading support workers (21.75 hours per week) Total = £25,109.00		
Reception, Year 1 and Year 2 to continue daily Phonics interventions for PP children to consolidate and practise previous work. TA cover 1 hour per week in 10 classes = Total = £7,125.00	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months	1, 2, 3, 4

To provide a high level of specialist reading teaching support for identified KS1 PP children. This will include phonic and comprehension support. Reading support (JC) PM Total = £11,267.00	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months: Phonics improves the accuracy of the child's reading but children should also be taught how to be successful in all aspects of reading, including comprehension. Education Endowment Foundation Teaching and Learning Toolkit research: Reading comprehension strategies £, evidence strength 4, impact +6 months:	3,4
In FS2 Teachers to hear PP children read at least x3 per week. TA's to support and facilitate learning in the classroom. X3 Teachers x 1 hour daily x 3 days Total = £18,030.24	Research shows that Disadvantaged children do not read as regularly at home (Literacy Trust) and therefore need the opportunity to practise regularly at school. Reading stimulates children's imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.	1,2
Parent and child phonic workshops held for Reception and Year 1. Parents take part in a Sounds Write session and are shown how they can support their child at	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months	1,2,3

home. This is then followed up with individual parents. 1 hr TA costs for 7 classes £131.25 1 hr Teacher costs for 7 classes £382.69 Total cost £513.94		
To improve interactions in Early Years using the 'SHREC' approach so all Early Years staff have a simple and memorable set of specific evidence informed strategies that can be embedded into their everyday practice X6 meetings after school for 1 hour for all EYFS staff Teachers - £1,968.00 TA's - £900.00 X6 hours for FO/GC to plan £765.00 Total £3,633.00	Endowment Foundation Teaching and Learning Toolkit research: Oral Language Interventions, cost £, evidence strength 4, impact +6months Effective training is important to ensure adults know how to model and develop children's oral language skills and vocabulary development. All Early Years staff at HIS will be trained in the 'SHREC' approach.	2, 4
During half termly data analysis, the progress and attainment of disadvantaged children is scrutinised in Reading, Writing and Maths. English and Maths subject Leaders will support staff with their planning and teaching. Any group work will be planned and delivered in response to this. Half a day per half term for Kristina and Sarah Total cost £1,898.00	Research shows that Quality First teaching has a positive impact on the progress and attainment of all children. When done successfully, all children are given high quality individual support to facilitate their learning. Small group tuition is an effective intervention to help children from disadvantaged backgrounds. This arrangement enables the teaching to focus exclusively on a small number of learners. It is an effective strategy to use to help children revisit key learning (EEF Teaching and Learning toolkit)	1,2,3,4,5
Small group tuition	Education Endowment Foundation Teaching and Learning Toolkit research:	1,2,3,4,5

TA's to carry out targeted support x20 minutes per day across school Total cost £11,756.25	small group tuition ££, evidence strength 3, impact +4 months Small group tuition is effective when it is targeted at children's specific needs. Ideally there should be no more than 5 children in the group. This is something we do at HIS.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,514.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each week the class with the highest attendance are named our 'attendance superheroes'. Weekly assemblies promote and celebrate attendance. Half termly awards are given to the best attending class. Parents are informed of their child's attendance half termly and bespoke letters are sent to individuals. Admin/SLT cost 1 hour per week = £ 3,904.00 Admin/SLT cost 1 day per term = £4,624.00 Attendance rewards £30 x 6 = £180 Total = £8,708.00	Endowment Foundation Teaching and Learning Toolkit research: Parental Engagement, cost £££, evidence strength 3, impact +3 months	6

To support the health and well-being of families in order to improve attendance. 10 hours of support from the Family Support Worker weekly. Cost of FSW Total = £20,677.00	Endowment Foundation Teaching and Learning Toolkit research: Parental Engagement, cost £££, evidence strength 3, impact +3 months	6,7
SLT/Family Support worker to have regular contact with parents whose children have low attendance and offer support including visits to the home. SLT 1 hour per week = £3,124.36 FSW 1 hour per day = £781.00 Total = £3,905.36	Endowment Foundation Teaching and Learning Toolkit research: Parental Engagement, cost £££, evidence strength 3, impact +3 months	6
All Year 2 disadvantaged children to be offered the opportunity to take part in the Residential trip to Ravenstor at a discounted price (at least 50% discount) This enables them to take part in activities that they otherwise may not be able to access. Total = £2000.00	Endowment Foundation Teaching and Learning Toolkit research: Outdoor Adventure Learning. Studies show they do have a positive impact. It has a positive impact on outcomes such as self-efficiency, motivation and teamwork.	5,7
All disadvantaged pupils in every year group given the opportunity to attend an after-school club. Total TA Cost = £2,850.00	Endowment Foundation Teaching and Learning Toolkit research: Social and emotional learning, £, evidence strength 1, impact +4 months. Working together in group and paired situations will expose the children to new situations and experiences. A school TA will support this club and will be able to reinforce the strategies we use in school to help the children to manage their feelings and emotions.	7

To provide targeted nurture support to vulnerable children. TA x 5 hrs per week Total Cost = £3,562.50	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7
The ELSA trained member of staff to support x3 mornings per week, delivering individualised support programmes to meet the emotional needs of identified disadvantaged children. Children learn better and are happier in school if their emotional needs are addressed. ELSA x 3 mornings Total Cost £7,021.00	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7
The DHT to meet half termly with all staff to provide training and resources on how to be an 'emotionally available' adult. DHT to use her Trauma and Mental Health informed schools diploma to provide research based evidence to all staff. Fiona x 1 hour per half term Total Cost £415.68	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7
Disadvantaged children are given the opportunity to participate in visits and experiences linked to the class topic. This provides them with a first-hand experience which will enable them to engage in the new learning. During this time adults	Research shows children benefit and learn best through first hand experiences. Endowment Foundation Teaching and Learning Toolkit research: Oral Language Interventions, cost £, evidence strength 4, impact +6months Oral language approaches emphasise the importance of spoken language and verbal interaction. Oral language	1,2,3,4

will engage in high quality conversations and develop children's language and vocabulary. Half a day each half term for a TA each class Total Cost £3,375.00	approaches such as the use of purposeful, curriculum focused dialogue and interaction can have a huge impact on disadvantaged children	
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Total budgeted cost: £154,120.73

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 2022 to 2023 academic year.

2023 overview of pupil premium children:

	N	YR	Y1	Y2
Number of PP children	20% (13)	25% (24)	26% (26)	26% (24)
Of the above, the number on the SEN register	23% (3)	21% (5)	15% (4)	8% (2)

Teaching:

All of the Early Years team have completed the Tales Toolkit training. This was delivered over 5 sessions and the Deputy Headteacher provided the training. Tales Toolkit is being used consistently across Early Years and we have seen how this approach has developed both children's imagination and their language skills. Children are able to use the structure of Tales Toolkit to help them orally retell a story and are keen to try and write their story down.

Reception 2023

Baseline: Speaking DISADVANTAGED 58% Non-disadvantaged 76% 18% Difference

End of Year: Speaking DISADVANTAGED 71% Non-disadvantaged 89% 13% Difference

Baseline: Listening and Attention – DISADVANTAGED 58% Non-disadvantaged – 78% 20% difference

End of Year: Listening and Attention – DISADVANTAGED 71% Non-disadvantaged – 88% 17% difference

Maths mastery has been introduced this year. Lesson Visits have shown that teachers are routinely using stem sentences and that the children are using mathematical language more confidently in their own explanations.

End of Reception 2023

Number: DISADVANTAGED 71% (38% 9 children made better than expected progress from baseline)

Number: Non-disadvantaged 85%

There has been a 25% increase in the number of disadvantaged children achieving expected + compared to July 2022 (HIS July 2022 58%, National 2022 68%)

End of KS1 2023

Maths: DISADVANTAGED 84%

Maths: Non-disadvantaged 91% - (42% (10 children made better than expected progress from the end of Reception

Targeted Academic support:

All PP children in FS2 have been reading at least x3 per week with the Teacher/TA.

Baseline: Reading – Disadvantaged 33%

End of Year: Reading – Disadvantaged 58%

33% of disadvantaged children in FS2 have made better than expected progress since baseline and achieved the expected standard in reading.

Identified PP children in FS2 have been receiving x3 additional sounds write sessions and are now more secure with blending and segmenting. This has impacted on their attainment in reading and writing since baseline.

Baseline: Writing – Disadvantaged 29% End – 54% 25% increase since baseline

End of Year: Reading – Disadvantaged 33% Non-disadvantaged 58% 25% increase since baseline

Our reading support teacher has continued to read daily for 30 minutes with identified Year 2 PP children. The children she has supported have made better than expected progress from their starting points.

PP children	Reading Exp Progress	Reading More than expected Progress
Year 2	46%	50%

At the end of Year 2 there is only a 5% difference between disadvantaged and non-disadvantaged children achieving the expected standard in reading. (Disadvantaged 83% Non-disadvantaged 88%)

End of KS1 2023

- 83% of disadvantaged children achieved expected+ in reading (25% increase from 2022)
- 63% of disadvantaged children achieved expected+ in writing (13% increase from 2022)
- Over 92% of PP children have made expected progress from the end of Reception to the end of Year 2 in reading and writing
- 50% of disadvantaged children have made better than expected progress and achieved the expected standard in reading. These children have been reading daily with the Reading support teacher.
- 23/24 (96%) of PP children have passed the phonics screening check in Year 2.

Lesson visits, book scrutinies, pupil progress meetings and conversations with children clearly show the progress of our disadvantaged children.

Identified disadvantaged children have received additional sounds write session (at least x3 per week)

Year 2 Autumn 2022 Phonics screening: Disadvantaged - 29%

2023 Summer Phonics screening retake Disadvantaged – 83%

2023 Year 1 summer Phonics screening: Disadvantaged – 65% (All 68%)

All disadvantaged children in Year 1 have made an improvement from their baseline score by at least 8 points.

End of 2023 Attendance:

Attendance for disadvantaged children: 92.98%

Attendance for non-disadvantaged children: 95.05%

Difference – **2.07%**

%	2019	Last academic year (2022)	Autumn 2022	Spring 2023	Summer 2023
Overall	96.61%	94.37%	95.90%	95.35%	95.05%
Pupil Premium	94.75%	92.80%	94.93%	93.06%	92.98%

