

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	272 Reception/Key Stage one 65 Nursery 337 ALL
Proportion (%) of pupil premium eligible pupils	22% (75 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Spring 2 Summer 2 Autumn 1 (2025)
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	£109,130
Recovery premium funding allocation this academic year	£0
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	£109,130

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 are committed to 'closing the gap' between disadvantaged and non-disadvantaged children – the progress these groups in school make are at the heart of school improvement.

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, writing and maths There is a difference of 18% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in reading. There is a difference of 16% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in writing. There is a difference of 19% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in writing. This is based on the end of Reception data for 2023/2024
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 14% between disadvantaged pupils and non-disadvantaged children achieving a good GLD.

	This is based on the end of Reception data for 2023/2024
3.	Disadvantaged pupils' attainment in phonics is below that of non-disadvantaged pupils. This negatively impacts on their development as readers and writers. There is a difference of 22% between disadvantaged pupils and non-disadvantaged children passing the Phonic Screening Check in Year 1. This is based on 2024 data.
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. There is a difference of 11% between disadvantaged pupils and non-disadvantaged in speaking and listening. This is based on the end of Reception data for 2023/2024
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. There is a difference of 13% between disadvantaged pupils and non-disadvantaged children achieving greater depth in writing at the end of Key Stage one. This is based on 2024 data.
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: 93.08.98% Attendance for non-disadvantaged children: 95.88% Difference – 2.8% This is based on 2024 data.
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
	Reception 2024: Disadvantaged: Reading- 64%, Writing – 64%, 18% difference reading 16% 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 2024 GLD ALL -77% PP - 63% 14% difference

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.	Year 1 2024 63% of disadvantaged children passed the check 84% of non-disadvantaged children passed the check 21 difference
To provide additional phonic sessions to identified children.	Children are keeping up or making accelerated progress within the code. This is being applied to both their reading and writing.
More opportunities for disadvantaged children in Reception and KS1 to read 1:1 with a trained adult.	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. Early Years staff engage in high quality interactions in all areas of provision.	Reception 2024: Disadvantaged writing: 64% 14% difference between disadvantaged and non-disadvantaged children Year 2 2024 Disadvantaged writing – EXPECTED+ 65% 15% difference between disadvantaged and non-disadvantaged children Disadvantaged writing – GREATER DEPTH 8% 21% difference between disadvantaged and non-disadvantaged children Staff are confident to use Tales Toolkit approaches to scaffold and support children's language and storytelling skills. Parents understand how to use Tales Toolkit approaches to support oral story telling at home. Children's story telling is more sophisticated and developed and children are using taught vocabulary independently. Children make accelerated progress from their starting points and move from oral to written storytellers. High quality interactions are evident in both indoor and outdoor provision. Children are able to use communication and language skills to articulate and explain their thinking in all areas of the curriculum.

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.	Attendance 2024: Disadvantaged children: 93.08.98% Non-disadvantaged children: 95.88% Difference – 2.8%

CL/CF/NB to closely monitor attendance and work with families to develop good relationships with school.	
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 Thompson 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:£17,788.38

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 X3 30 minutes sessions for TA's and Teachers = Total = £327.29	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
To ensure children are given effective verbal and written feedback which focusses on the task subject and self-regulation strategies enabling all children to succeed. x7 staff meetings Preparation for meetings (HT and DHT) x6 hours Total = 6258.69	Education Endowment Foundation Teaching and Learning Toolkit research: Feedback £, evidence strength 4, impact +6 months. Providing feedback is well-evidenced and has a high impact on learning outcomes.	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 = £11,202.40	Education Endowment Foundation Teaching and Learning Toolkit research: Individualised instruction £, evidence strength 2, impact +4 months	1, 3,
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £83,499.12

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): X2 reading support workers (21.75 hours per week) Total = £27,274.50	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
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 = £7,467.00	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months	1, 2, 3, 4

Teachers to hear PP children read 1:1 at least x2 per week. TA's to support and facilitate learning in the classroom. X10 Teachers x 30 minutes daily x 3 days Total = £30,255.60	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 home. This is then followed up with individual parents. 1 hr TA costs for 7 classes £137.55 1 hr Teacher costs for 7 classes £382.69 Total cost = £520.24	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months	1,2,3
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 - £1592.10 TA's - £825.30 X6 hours for FO/GC to plan £845.64 Total £3263.04	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 £2,073.96	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 TA's to carry out targeted support x20 minutes per day across school Total cost £12,644.78	Education Endowment Foundation Teaching and Learning Toolkit research: 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.	1,2,3,4,5

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

Budgeted cost: £44,233.18

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 = £ 4,246.50 Admin/SLT cost 1 day per term = £4,693.50 Attendance rewards £30 x 6 = £180 Total = £9,120.00	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 = £9,000.60	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 = £3,499.80 FSW 1 hour per day = £814.34 Total = £4,314.14	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 = £2,000.00	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 = £2,986.80	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 = £3,733.50	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 £6,720.30	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7
The DHT 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 term Total Cost £454.20	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 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 £3,537.00	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 approaches such as the use of purposeful, curriculum focused dialogue and interaction can have a huge impact on disadvantaged children	1,2,3,4

To make links between school and the wider community. Children to visit the local care home and take part in art-based activities with the residents. Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. Once per half term X2 hours Teacher, TA, HT, SBM Total = 2366.64	Endowment Foundation Teaching and Learning Toolkit research: Art participation, cost ££, evidence strength 3, impact +2months Wider benefits such as more positive attitudes to learning and increased well-being have also been reported.	4
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Total budgeted cost: £145,520.86

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.

2024 overview of pupil premium children:	N (61)	YR (87)	Y1 (98)	Y2 (96)
Number of PP children	13 (21%)	18 (21%)	29 (30%)	26 (27%)
Of the above, the number on the SEN register	3 (23%)	3 (17%)	8 (28%)	3 (12%)
Of the above, the number on the EAL register	2 (15%)	1 (6%)	2 (7%)	0

By the end of Year 2 we continue to narrow the attainment gap between ALL and PP in reading, writing and maths. Although this is not the same cohort of children, it highlights how the gap narrows over time.

2024	R ALL	R PP	Difference	W ALL	W PP	Difference	M ALL	M PP	Difference
Nursery	76%	54%	-22%	82%	62%	-20%	86%	62%	-24%
Reception	78%	64%	-14%	77%	64%	-13%	83%	68%	-15%
Year 1	79%	62%	-17%	72%	62%	-10%	81%	69%	-12%
Year 2	80%	69%	-11%	76%	65%	-11%	82%	77%	-5%

Progress summary from the end of Reception to the end of Key Stage 1:

PP children	R Exp Progress	R More than expected Progress	W Exp Progress	W More than expected Progress	M Exp Progress	M More than expected Progress
Reception	58%	42%	58%	42%	58%	42%
Year 1	79%	17%	79%	14%	79%	17%
Year 2	81%	19%	77%	19%	69%	31%

Progress is strong for our PP children. This year we have continued to prioritise quality first teaching and metacognition strategies. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.

Teaching

All of the Early Years team have completed the Tales Toolkit training and three refresher sessions have been delivered throughout the year by the Assistant Headteacher to ensure key messages are revisited. 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 2024

GLD:

End of Year Data Green = Improving trend - higher than previous academic year Red = Declining trend - lower than previous academic year	2023		2024	
	ALL	PP	ALL	PP
GLD	75%	54%	77%	63%

- The % of **PP** children achieving **GLD** is **63%**. This is **9% higher** than 2023.
- There has been a **42% increase for PP children** achieving GLD since baseline
- The **difference between All and PP** achieving a GLD has **reduced** from 2023

The English Subject Leader has supported class teachers to plan additional phonic sessions for identified children in both Year 1 and Year 2.

Year 2 Phonic results 2024:

- 30 children did not pass the Phonic Screening Check in Year 1 (2023). Out of these **10** were disapplied.
- 20 children passed in Year 2 (67%) and only **3** were disapplied.
- All 7 who did not pass scored at least double in the test compared to when they took it in June 2023 which clearly shows progress

Targeted Academic support:

All PP children in FS2 have been reading at least x3 per week with the Teacher/TA. Reading support assistants read each afternoon with identified PP children in Key Stage one.

Reception 2024 (Reading):

End of Reception Data Green = Improving trend - higher than previous academic year Red = Declining trend - lower than previous academic year	2023		2024	
	ALL	PP	ALL	PP
Reading	78%	58%	78%	64%

- There has been a **44%** increase in the percentage of **disadvantaged** children achieving expected from Baseline.
- The difference between **ALL** and **disadvantaged** has **narrowed** and is now **14%** compared to **24%** at baseline
- There has been a **6%** increase in the percentage of **PP children** achieving expected in reading compared to July 2023.

Year one 2024 (Reading):

- **17% (5 Ch.)** of **disadvantaged** children have made **better than expected progress** since the end of Reception (3 have moved from WT to EXP)
- The difference between **ALL** and **disadvantaged** has **decreased to 17%** compared to **20%** at the end of Reception 2023.

Year two 2024 (Reading):

End of Year 2 Data Green = Improving trend - higher than previous academic year Red = Declining trend - lower than previous academic year	2023		2024	
	ALL	PP	ALL	PP
Reading Expected+	88%	83%	80%	69%
Reading Greater Depth	33%	29%	30%	11%

- **Attainment is lower** for both **ALL** and **PP** achieving expected + and greater depth this year, however we continue to be above National (National 2024 expected+ 71.8%, greater depth 19.6%).
- **23% (6 ch.)** of **disadvantaged** children have made better than expected progress from the end of Reception
- There has been a **2%** increase in the percentage of **disadvantaged** children achieving expected+ since the end of their Reception year

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

Wider strategies:

ELSA trained member of staff has delivered individualised support programmes to meet the emotional needs of identified children. From observed behaviour around school, and in classrooms, it is clear that this has had an impact on their ability to regulate their behaviour and participate fully in school life.

The Family support worker continues to support disadvantaged children with low attendance through home visits and general parenting support.

End of 2024 Attendance:

Attendance for disadvantaged children: 93.49%

Attendance for non-disadvantaged children: 95.28% - this has improved from 92.98% i 2023.

Difference – **1.79% (2.07% difference in 2023)**

%	2019	Last academic year (2023)	Autumn 2024	Spring 2024	Summer 2024
Overall	96.61%	95.05%	97.9%	94.81%	95.28%
Pupil Premium	94.75%	92.98%	96.17%	92.92%	93.49%

