

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	257 Reception/Key Stage one 55 Nursery 312 ALL
Proportion (%) of pupil premium eligible pupils	(71 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	Spring 2 Summer 2 Autumn 2 (2026)
Statement authorised by	Charlotte Lavender (Headteacher)
Pupil premium lead	Charlotte Lavender
Governor	Penny Amott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,395
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	£109,395

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 28% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in reading. There is a difference of 27% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in writing. There is a difference of 25% between disadvantaged pupils and non-disadvantaged children achieving the expected standard in maths. This is based on the end of Reception data for 2024/2025
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 27% between disadvantaged pupils and non-disadvantaged children achieving a good GLD. This is based on the end of Reception data for 2025

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 15% between disadvantaged pupils and non-disadvantaged children passing the Phonic Screening Check in Year 1. This is based on 2025 data.
4.	Assessments, observations and discussions with pupils indicate underdeveloped 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 9% between disadvantaged pupils and non-disadvantaged in speaking and listening. This is based on the end of Reception data for 2025.
5	A limitation of vocabulary and first-hand experiences impact on pupils writing - particularly their use of vocabulary to enhance writing style. There is a difference of 15% between disadvantaged pupils and non-disadvantaged children achieving expected in writing at the end of Key Stage one. This is based on 2025 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: 93.82% Attendance for non-disadvantaged children: 96.01% Difference – 2.19% This is based on 2025 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
To increase the number of disadvantaged children achieving expected in reading and writing at the end of Reception	To improve outcomes from last year: Reception 2025: Disadvantaged: Reading- 45%, Writing – 45%, 27% difference reading 28% 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	To improve outcomes from last year: Reception 2025 GLD ALL -72% PP - 51% 21% 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.	To improve outcomes from last year: Year 1 2025 67% of disadvantaged children passed the check 83% of non-disadvantaged children passed the check 16% 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 - 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. Early Years staff continue to use Tales Toolkit to develop children's imagination and language so they become competent oral and written storytellers Skilled adults engage in high quality interactions so all children can use communication and language skills to articulate and explain their thinking in all areas of the curriculum Early Years staff prioritise the development of children's language and communication skills.	To improve outcomes from last year: Reception 2025: Disadvantaged writing: 45% 27% difference between disadvantaged and non-disadvantaged children Year 2 2025 Disadvantaged writing – EXPECTED+ 65% 15% 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. All staff can use the SHREC approach and are confident in using this. Staff are skilled and knowledgeable and can engage in high quality interactions with children. High quality interactions are evident in both indoor and outdoor provision. Children can use communication and language skills to articulate and explain their thinking in all areas of the curriculum. The difference between non-disadvantaged and disadvantaged in communication and language is narrowing. 2025 outcomes: Speaking – 21% difference Listening and attention – 19% difference

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/NB to closely monitor attendance and work with families to develop good relationships with school.	Attendance 2025: Disadvantaged children: 93.82% Non-disadvantaged children: 96.01% Difference – 2.19%
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. All adults understand how to be an 'emotionally available adult' Additional pastoral support is provided by Miss Boucher (Family support worker) when appropriate ELSA support and Nurture support 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 Children understand the role of the regulation station and know how this area can be used to help them regulate. Children are seen using the regulation stations to support their wellbeing. All staff are 'emotionally available' for children and can support them effectively. Staff can identify children who may need additional time and are able to support them appropriately. Identified children receive timely support from Miss Boucher and this is reinforced in the classroom. Children requiring nurture support are identified through the school referral process. ELSA and Nurture sessions are scheduled and delivered consistently for those identified. Children receiving ELSA and Nurture support show progress in emotional regulation, confidence, and engagement in their final assessment Regular communication with the class teacher and parents ensures strategies are reinforced beyond ELSA and Nurture sessions

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:£18,788.38

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 Per term - X1 30 minutes sessions for TA's and Teachers (3 sessions per academic year) Total = £1381.25	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. X3 staff meetings Preparation for meetings (HT and DHT) x3 hours Total = £2282.97	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 = £11,679.30	Education Endowment Foundation Teaching and Learning Toolkit research: Individualised instruction £, evidence strength 2, impact +4 months	1, 3,
To continue to embed the 'ShREC' approach so all EYFS staff are able to engage in high quality interactions to support children's language development. X2 meetings after school for 1 hour for all EYFS staff Teachers, TA's x3 hours for FO/GC to plan Total £1,160.52	Education Endowment Foundation Teaching and Learning Toolkit research: Oral Language interventions £, evidence strength 4, impact +6 months Research tells us that we should prioritise the development of children's communication and language through socially meaningful interactions. Children thrive on conversation with people they have a strong relationship with, focused on things they want to talk about. The ShREC approach provides staff with a simple and memorable set of specific, evidence-informed strategies which can be embedded into everyday practice.	1,2,4
To introduce the 'STAIRS' approach to all EYFS staff. There are two well-evidenced strategies which will improve children's enjoyment and achievement in their early years: • Back-and-forth conversation with children to promote their communication and extend their thinking and learning (ShREC) • Using scaffolding so that children can succeed in a task which is currently too difficult for them to do on their own (STAIRS)	Education Endowment Foundation Teaching and Learning Toolkit research: Oral Language interventions £, evidence strength 4, impact +6 months High-quality interactions are a guiding principle for work in the early years. These interactions are essential in: Encouraging children to take part in back-and-forth conversations (ShREC) Teaching children new vocabulary and using language that isn't everyday talk, but goes 'beyond the here and now' Extending children's thinking (SST) Scaffolding children's thinking and developing their independent learning (STAIRS)	1,2,4

X3 staff meetings – all EYFS staff. Preparation for meetings (DHT and AHT) x5 hours Total = £1815.54		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,243.45

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 = £12,805.00	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 workers is continuing to have an impact End of 2025 data: 60% of disadvantaged children achieved expected + at the end of KS1 compared to 29% at Reception baseline) 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 9 classes Total = £7,007.58	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. X9 Teachers x 30 minutes x 2 days Total = £19,924.92	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 1 hr Teacher costs for 7 classes Total cost = £551.25	Education Endowment Foundation Teaching and Learning Toolkit research: Phonics £, evidence strength 5, impact +5 months	1,2,3
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 The Maths and Literacy Lead Total cost £2,255.40	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 £11,679.30	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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,325.04

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 Admin/SLT cost 1 day per half term Attendance rewards x 6 Total = £9,032.52	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 = £9000.00	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 FSW 1 hour per day	Endowment Foundation Teaching and Learning Toolkit research: Parental Engagement, cost £££, evidence strength 3, impact +3 months	6

Total = £4,244.60		
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 £3,114.48	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 additional pastoral support to identified vulnerable children. Family support worker x 5 hrs per week Total Cost = £4,244.60	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.	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7

ELSA x 3 mornings Total Cost £7,640.28		
The DHT to use her Trauma and Mental Health informed schools diploma to provide research based training to all staff. DHT x 1 hour per term – TA's/Teachers DHT x 1 hour per term – Mid-day supervisors Total Cost £952.80	Endowment Foundation Teaching and Learning Toolkit research: Social and Emotional Learning, cost £££, evidence strength 4, impact +4months	7
The DHT to provide training and support to parents so they understand how their child's emotional well-being is supported in school and how they could apply this at home DHT x 3 hours Total Cost £476.40		
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 £3,319.38	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 = £2,538.36	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: £122,868.07

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 2024 to 2025 academic year.

2025 overview of pupil premium children:	N (67)	YR (94)	Y1 (84)	Y2 (98)
Number of PP children	15 (22%)	22 (23%)	18 (21%)	29 (30%)
Of the above, the number on the SEN register	1 (7%)	6 (27%)	4 (22%)	8 (28%)
Of the above, the number on the EAL register	0	3 (14%)	1 (6%)	2 (7%)

Attainment summary – Pupil Premium :

By the end of Year 2 we continue to narrow the attainment gap between ALL and PP in reading, writing and maths from the end of Reception to the end of Year 2.

2025	R ALL	R PP	Difference	W ALL	W PP	Difference	M ALL	M PP	Difference
Nursery	67%	69%	+2%	63%	62%	-1%	77%	69%	-8%
Reception	73%	45%	-28%	72%	45%	-27%	80%	55%	-25%
Year 1	81%	67%	-14%	79%	61%	-18%	85%	72%	-13%
Year 2	81%	60%	-21%	78%	63%	-15%	86%	77%	-9%

Progress summary – Pupil premium:

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	73% (16 ch.)	23% (5 ch)	73% (16 ch.)	27% (6 ch.)	77% (17 ch.)	23% (5 ch.)
Year 1	39% (7 ch.)	55% (10 ch.)	50% (9 ch.)	44% (8 ch.)	67% (12 ch.)	33% (6 ch.)
Year 2	40% (12 ch.)	57% (17 ch.)	53% (16 ch.)	47% (14 ch.)	53% (16 ch.)	47% (14 ch.)

Progress is strong for our pupil premium children. This year we have once again prioritised quality first teaching and staff CPD. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all children, especially the most disadvantaged.

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