

Pupil premium strategy statement – Hillshott Infant School and Nursery

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------------------|
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Melissa Peacock |
| Governor / Trustee lead | Sarah Lee |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 71,350 |
| Recovery premium funding allocation this academic year | £ 1,559 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 72,909 |

Part A: Pupil premium strategy plan

Statement of intent

At Hillshott Infant School and Nursery 29% of children are currently eligible for the pupil premium grant.

Our aim is for all children to achieve their potential, including those eligible for PPG, therefore our objectives are to narrow and close any gaps through quality teaching, targeted intervention work and individual support where appropriate. Where pupils eligible for PPG are already high attaining, we aim for them to continue to progress and we challenge them appropriately to do so.

High-quality teaching is central to our approach, which is essential for good progress, high attainment and benefits all pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low speech, language and communication skills on entry |
| 2 | Poor social and emotional development and engagement difficulties |
| 3 | High percentage of PPG children with SEND or referrals |
| 4 | Low resilience, low confidence and fear of failure |
| 5 | Engagement of parents to support learning and attendance |

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 |
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| To close the gap in attainment in Reading, Writing and Maths between our PPG children and all children | <ul style="list-style-type: none">Assessments show gap closing and higher percentage of PPG children attaining a Good Level of Development (GLD) at the end of the Early Years Foundation Stage (EYFS), (2024 33.3%) |

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| | <ul style="list-style-type: none"> • WellComm is used in EYFS to assess and develop children's skills with focussed interventions showing impact • Phonics check shows an increasing % of PPG children passing (2023 36%, 2024 53%) • Assessments show gaps closing and children making good or better progress in all areas, with eligible pupils who do not have an EHCP or specific learning difficulty attaining at least an age-appropriate standard or better in reading, writing and maths • PPG who are more able attaining above curriculum expectations in reading, writing and maths (KS1 Greater Depth) |
| <p>Children in early years make progress in PSED skill development as measured against Early Years Foundation Stage Profile (EYFSP)</p> <p>Children in KS1 show increased social and emotional development leading to improved behaviour for learning</p> | <ul style="list-style-type: none"> • Assessments show good or better progress at end of EYFS • Leuven scale assessments show progress in key skill areas • Weekly PSHE lessons take place in all classes • Pastoral team provide appropriate interventions at an early stage • Children understand their emotions and have effective strategies to be able to manage them through using Zones of Regulation, so they are able to focus on learning • Some children have individual toolkits which they can use to support them to manage their emotions |
| <p>SEND children who are also PPG make progress in reading, writing and maths</p> | <ul style="list-style-type: none"> • Progress of SEND PPG children is tracked termly and shows good or better progress from their starting points • Interventions for SEND pupils reviewed half-termly show impact • IEP targets are appropriate and contribute to accelerated progress • Internal tracking of interventions ensures that pupils are accurately assessed as having met/not met the target of their intervention • Adaptations and scaffolds are used during lessons to allow SEN children to make the same progress as their peers |
| <p>Children with English as an additional language (EAL) who are also PPG make progress in reading, writing and maths</p> | <ul style="list-style-type: none"> • Progress of EAL PPG children is tracked termly and shows good or better progress from their starting points |

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|--|---|
| | <ul style="list-style-type: none"> • Interventions for EAL pupils e.g. Race to English are reviewed regularly to evidence impact |
| <p>Children will become more resilient when tackling challenges, show motivation to succeed and display more confidence in new situations</p> | <ul style="list-style-type: none"> • Whole school PSHE scheme used in all year groups • PPG children show more confidence and motivation when faced with challenges and new situations • When children face difficulties, they tackle these positively rather than reaching a crisis point • Pastoral team in school are used to develop confidence, self-esteem and resilience • Daily affirmations are used throughout the school to build self-esteem |
| <p>Parents support children in their education – ensuring that children attend school, attend extra-curricular activities (school clubs) and support learning at home</p> <p>All PPG children have a good rate of attendance</p> <p>Average attendance for PPG children improves in line with whole school</p> | <ul style="list-style-type: none"> • Parents attend workshops at school where possible and parent consultations • Parents support children with home learning – homework, reading records • Attendance for all PPG children improves towards being in line with the rest of the school • EYPP pupils have access to ‘take home bags’ to increase parental engagement. |

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: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Performance appraisal targets include PPG pupils as part of success criteria | Making Best Use of Teaching Assistants EEF | 1 |
| Purchase additional books and resources (including SEN programme) to support 'Little Wandle' our DfE validated Systematic Phonics programme to ensure consistency in teaching phonics throughout the school | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |
| Investment in staffing – additional adults ensuring more smaller group work | Closing the attainment gap EEF Making Best Use of Teaching Assistants EEF | 1 2 3 4 |
| Take home bags for home-school learning in Nursery | Nursery baseline shows maths and fine motor skills are particularly low and resources support these areas Working with Parents to Support Children's Learning EEF | 1 3 5 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| HLTA to focus on PP children's targets | <p>Historical Reading, Writing, and Maths data in Key Stage 1 shows a gap between attainment of PPG and all children in school</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> | 1 3 4 |
| WellComm assessments in EYFS Autumn 2023, targeted interventions in place Autumn 2023, 6 weekly check | <p>Analysis of baseline data in EYFS shows a gap between PPG children and other children in school, the biggest gap in Reading, Writing and Maths</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> | 1 3 |
| Provide school-led tutoring for targeted pupils | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both 1:1 and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 3 |

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

Budgeted cost: £22,909

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Classroom work on the Zones of Regulation (with a focus on promoting a growth mindset, motivating and developing confidence, learning about themselves and others and overcoming the fear of failure) | 'Mindset', Dr Carol Dweck Our Research Backed Approach The Zones of Regulation | 2 4 |
| Pastoral interventions such as Drawing and Talking and Protective Behaviours | Drawing and Talking - The Parliamentary Review Drawing and Talking helps teachers tackle children's mental health issues Primary Times Protective Behaviours - History of Protective Behaviours | 2 4 |
| Jigsaw PSHE programme for whole school | Social and emotional learning widely acknowledged to have 'identifiable and significant impact' (Education Endowment Foundation) | 2 4 |
| Rewards system also focuses on wellbeing | Praise and rewards given for non-academic achievements | 2 4 |
| Family Support Worker (FSW) to offer support as required Letters/conversations with parents when attendance begins to dip or there are frequent odd days Joint interviews with Attendance Champion/Headteacher or SENCo and parents to support where families are experiencing difficulties | FSW to provide contact for parents to support emotional needs and crisis Working with Parents to Support Children's Learning EEF Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) | 2 3 5 |

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| Liaison with Attendance Improvement Officer Weekly whole school attendance award | | |
| Subsidies for uniform, use of uniform bank and food bank, subsidies for trips if needed, for paid clubs or priority at school club | Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning. Arts participation EEF (educationendowmentfoundation.org.uk) | 5 |
| Providing breakfast for children | There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Magic Breakfast EEF (educationendowmentfoundation.org.uk) | 2 3 5 |
| Contingency fund for acute issues | Based on our experiences and those of other schools in our locality, and due to large mobility numbers, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not been yet identified. | All |

Total budgeted cost: £72,909

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets set are ongoing, but impact seen in 2023-2024 is detailed below:

- There remains a gap between the percentage of children achieving GLD (65% for 2023-24) and the percentage of PPG children achieving GLD (33% for 2023-24). This remains a target.
- WellComm was used with selected pupils in EYFS to assess and develop their language skills. Between October 2023 and May 2024, 29 Nursery pupils were screened. 23 did not achieve age-related expectations (79%). 18 were re-screened the following year, but all were still working below age-related expectations. However, 15/18 pupils made at least 1-step progress. Wellcomm will continue to be implemented during their Reception year, with more consistency. In Reception, 31 of the 35 pupils screened at the start of year did not achieve age-related expectations (89%). By the end of the year, only 4 pupils (all with SEND) did not achieve age-related expectations. All pupils made at least 1 step progress throughout the year but further input will be required for the 4 remaining SEND pupils in KS1.
- The Phonics check in Summer '24 showed 71% of children passing overall which is an increase from Summer '23 (69%). For the PPG group there was a 53% pass rate, showing a slight gap between PPG and non PPG children (2%). This was an improvement of 17% from 23-24 and continues to be a target area.
- Assessments show gaps closing in Reading, Writing and Maths at the end of KS1. Almost all children are making good or better progress in all areas, with the majority of eligible pupils who do not have a significant learning difficulty attaining at least an age-appropriate standard or better in all areas. The increase in PP children achieving at the expected level is greater than the increase for all children.
- PPG who are more able make good progress in reading, writing and maths. Pupils who achieve Greater Depth in Year 1 assessments continue to do so in Year 2.
- Assessments show good or better progress at end of EYFS.
- Leuven scale assessments show progress in key skill areas.
- Progress of SEND children is tracked termly. IEP reviews show good or better progress from their starting points, with 96% targets partially or fully met by the end of the year compared to 86% at the start of the year. The number of SEND pupils achieving the expected standard in reading and writing has increased, and all pupils made progress across the year. In Reading, Writing and Maths, SEND children without PP attained slightly better than SEND children with PP. However, both groups made the same amount of progress and both groups share an average attainment of WTS.
- IEP targets are appropriate and contribute to accelerated progress.
- The Jigsaw whole school PSHE scheme is used consistently in all year groups and the children respond well to lessons. Children, including those eligible for PPG are becoming better able to face difficulties positively rather than reaching a crisis point, displaying more confidence and motivation. Where specific work has been put into place with an individual, the Pastoral Team in school have provided timely and effective support and good progress has been seen with self-esteem and resilience.
- Workshops took place for Maths, Phonics and the Prime areas of learning in EYFS, and the Phonics Check in Year 1. Feedback from parents was very positive and these will continue in 2024-25. Family consultations were well attended. Parents continued to support learning well through homework and scribing in reading records. Nursery continued to use 'take home bags', which were well received by families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
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Further information (optional)

Children throughout the school are offered additional support through planned interventions to promote PSHE and wellbeing. Any school interventions offered are recorded and reviewed on a 6-weekly basis to ensure impact.