



# Hurst Green Infant School and Nursery



## Pupil premium strategy statement

2024 - 2025

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

# Pupil premium strategy statement



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Hurst Green Infant School and Nursery
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	29% 25 Children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Sarah George
Governor / Trustee lead	Nicole Edmondson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Hurst Green Infant School and Nursery, we believe that whole school strategies to address educational disadvantage have a much more positive impact on attainment for all pupils.

‘ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ (EEF 2019)

When making any decisions about using Pupil Premium funding it is always important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the purposefulness of different strategies and their value for money.

In line with the EEF Guide, Hurst Green Infant School and Nursery will adopt a tiered approach to Pupil Premium spending. They are as follows:

### **Teaching**

Spending on improving teaching might include professional development, training and support for early career teachers, recruitment, and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending.

### **Targeted academic support**

Evidence consistently shows the positive impact and targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and Teaching Assistants can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

### **Wider Strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Common barriers to learning for disadvantaged children can be, less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and or punctuality issues.

The challenges are varied and there is no ‘one size fits all’.

Our ultimate objectives are:

- To support our children's health and well-being to able them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non disadvantaged children
- For all disadvantaged children in school to make or exceed nationally expected progress rates.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are suitably addressed and addressed.
- When making provision for socially disadvantaged pupils we do recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group of children include:

- Ensuring that children receive the highest quality teaching provision by providing teachers with purposeful CPD opportunities.
- 1:1 SUPPORT
- Additional learning support
- ELSA Provision
- Play Therapy
- Support payments for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Family Liaison support

## Challenges

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

Challenge number	Detail of challenge
1	Inequalities in school preparedness and access to high quality early years education resulting in children starting school with communication and language needs.
2	Pupils that trigger the PPG are not making as rapid progress in phonics and reading.
3	The impact of family stress and adverse childhood experiences on pupil well-being and outcomes.
4	The attendance and punctuality of our disadvantaged pupils as a group is lower than that of the whole school.
5	Social and emotional issues have been identified as an area for challenge for some of our disadvantaged children.

## 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
1 – To improve Language and communication skills development	Assessments and observations indicate significant improvement in oral language development amongst the pupils.
2 – For all pupils that trigger the PPG to make at least expected progress in phonics and reading and to develop confidence and enjoyment in reading.	Assessments will show progress made across the year to meet the expected level of development in word reading and comprehension at the end of EYFS. Assessments will evidence progress in phonics across EYFS and KS1. Achieve national average or above expected standard in the Phonic screening.
3 – For all pupils that trigger PPG to feel fully involved in our school community by having the opportunity to access extra-curricular and enrichment activities socialising with their peers and improving their mental and physical health	A wide range of extra-curricular and enrichment activities will be offered to pupils. Activities and support will improve the children sense of belonging.
4 – For the attendance of our disadvantaged pupils to be in line with that of pupils that do not trigger PPG funding.	A culture of ‘every child at school on time every day’ within school. Communication from school will reflect this. Attendance officer will monitor attendance of disadvantaged pupils closely and work with

	<p>Head Teacher to support parents and put in place targeted interventions where needed.</p> <p>The number of pupils considered PA will reduce over time due to early intervention.</p>
<p>5 – To achieve and sustain well-being for all pupils in our school particularly for the disadvantaged.</p>	<p>Families to access early help through our school this will influence positively on readiness to learn and outcomes over time.</p> <p>ELSA support will be provided in school to support emotional well-being of children. In some instances Play Therapy can be provided.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

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

Projected Budget Cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the purchase of a DFE validated systematic Synthetic Phonics programme to secure stronger phonics teaching to pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.</p> <p>Closing the disadvantage gap Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Ensure all staff have received training to deliver the RWI programme scheme effectively.</p> <p>Ensure all staff have regular training to update their skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Curriculum leaders will prioritise the teaching of missed content that will allow children to make sense of later work in the curriculum.</p>	<p>Subject leaders will review their intent and implementation in light of the relevant guidance and their gap analysis and share these with teachers to inform their planning.</p> <p><a href="https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery">https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</a></p>	<p>2</p>

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

Projected Budget Cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of NELI programme (The Nuffield Early Language Intervention)	<p>Identifying children’s language needs early and providing them with targeted language support ensures they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills.</p> <p>Ensure all relevant staff have received training to deliver the Nuffield Early Language Intervention programme scheme effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p>	1,2
Speech and language therapist will be employed to deliver 1:1 sessions targeting pupils specific needs and supporting the five ELKAN 1 trained members of staff in class.	<p>Early intervention for Speech, Language and Communication needs is key to closing the gap. We believe that Speech and Language therapists are best placed to assess our pupil’s needs and develop an appropriate Programme of support which we can then build on.</p> <p>EEF research into Early Language 2017 states:</p> <p>“effective monitoring of children’s progress at different stages of communicative development is needed to catch those children falling behind quickly, whatever their stage of development. As the review indicates, it is currently difficult to identify children who will have persistent language difficulties, yet these are the children who require targeted, specialist support.” “simply providing training to encourage parents and practitioners to use language boosting strategies on its own does not necessarily mean those strategies are put into practice resulting in gains for children”</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language</a></p>	1,2



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

Projected Budget Cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For the children to feel happy and safe with peers in school so they are able to engage with learning.</p> <p>ELSA / Play therapist</p>	<p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a></p> <p>Social and emotional learning (SEL) +4. Interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. ELSA sessions Participation in after school clubs/enrichment activities as appropriate. Discussions with EWO to support families and discuss strategies for attendance as appropriate. Priority 2 For parents to feel supported and to understand what their child is achieving at school.</p>	<p>3,5,6</p>
<p>Early intervention To continue to work with families joining our school and</p>	<p>“Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.” “The transition between</p>	<p>3,5</p>

<p>put in place effective support to meet their individual needs e.g. To address inequalities in school preparedness, To minimise the impact of Family stress and coordinate support from external services, To access financial help or support for families in need.</p>	<p>phases of education – notably early years to primary- is a risk point for vulnerable learners Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support” EEF Attainment Gap report (2018) Marc Rowland (2021) discusses the importance of relationships in supporting transition</p> <p><a href="https://researchschool.org.uk/unity/news/addressingthe-catch-up-conundrum">https://researchschool.org.uk/unity/news/addressingthe-catch-up-conundrum</a></p> <p>NFER Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children (2013)</p>	
<p>For HT, attendance officer, mental health lead to work together to monitor pupil attendance and put in place specific interventions as needed to ensure all pupils attend school, on time each day</p>	<p>The DfE research report into the link between attendance and attainment showed:</p> <p>“The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.”</p> <p>“When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.”</p> <p>Other research has shown that the impact of absence disproportionately affects pupils from disadvantaged backgrounds although the evidence base for EYFS and Key Stage 1 is much weaker.</p>	<p>4,5</p>
<p>To provide pupils with opportunities to take part in a wide range of social/cultural and sporting and/or after school activities</p>	<p>Pupils will develop motivation and self-belief as well as learn ways to become physically and mentally healthy.</p> <p>EEF Arts Participation: “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts</p>	<p>3</p>

	participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”	
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## 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 2023 to 2024 academic year.

Please see review details on the website.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Play Therapy	Play Connections

## Further information (optional)

Monitoring and Implementation:		
Area	Challenge	Action
Teaching	Ensuring enough time is given over to allow staff professional development	Use of INSET days and additional cover being provided by senior leaders.
Targeted Support	Ensuring enough time for school EYFS early language leads to support small groups.	Timetabling for intervention/ monitoring for
Wider Strategies	Engaging the families facing most challenges	Working closely with the SENCo and FLO

The school believes in bringing out the best by caring learning and achieving together. We believe that laying strong foundations, preparing our children for their life ahead in a rapidly changing world. We will provide as many opportunities as possible to ensure all our children succeed in all they do regardless of financial support our disadvantaged children may receive.