

Hamstel Infant School and Nursery

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	Hamstel Infant School and Nursery
Number of pupils in school	366 (not including Nursery + 67)
Proportion (%) of pupil premium eligible pupils	26% (114 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Scott Roche
Pupil premium lead	Petra Verkooijen
Governance lead	Sandra Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153, 015
Recovery premium funding allocation this academic year	£0
LAC Recovery Premium	£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	£153,015

Part A: Pupil premium strategy plan

Statement of intent

At Hamstel Infant School and Nursery we provide an inspirational and inclusive learning environment for all our children. We strive to ensure no child is left behind socially or academically due to disadvantage. We seek to achieve our aim through outstanding teaching which focuses on raising aspirations and removing barriers to learning.

Our Pupil Premium Strategy Plan aims to address the main barriers faced by our children and ensure additional support is carefully targeted as a result of rigorous tracking in order that all children have access and opportunity to enjoy academic success.

Challenges

Key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil premium attainment gap is already relatively large for some cohorts on entry. Disadvantaged children generally attain less well in reading, writing and maths. Not reading regularly at home, limited vocabulary and a lack of a secure understanding of the basics mean they do not always progress at the same rate as their peers.
2	A large proportion of our families open to external services have children eligible for pupil premium. A lack of positive role models and parental engagement results in some of our disadvantaged children undervaluing education. Low aspirations have a detrimental impact on some of our disadvantaged children.
3	A higher proportion of disadvantaged children are on the SEND register with a number of those children having complex needs. Some of our disadvantaged children have emotional, social and behavioural needs and aren't always ready to learn.

4	Oral language is often lower on entry to the school for disadvantaged children. The children's vocabulary is often more limited than their peers; this can result in emotional and behavioural difficulties as well as academic.
5	A proportion of disadvantaged children have poor attendance and punctuality, which leads to gaps in learning or compounds existing gaps. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.

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
Increased attainment in Reading. Children's decoding and comprehension skills improve as well as their enjoyment of reading.	Children make accelerated progress in Reading so that the gap for reading is narrowed and the proportion of children achieving EXS by the end of Key Stage 1 is at least in line with national benchmark. Children are 'Reading for Pleasure'
An increase in children's attainment in Writing. Children's vocabulary, spelling accuracy and control of language improves.	Children make accelerated progress in Writing to reduce the gap for writing and the proportion of children achieving EXS by the end of Key Stage 1 is at least in line with the national benchmark.
An increase in children's attainment in Maths. Children's basic arithmetic improves as well as their confidence in using and applying their knowledge.	Children make accelerated progress in Maths so that the gap is narrowed and the proportion of children achieving EXS by the end of Key Stage 1 is at least in line with the national benchmark.
An increase in children's oracy skills. They are able to speak clearly, fluently and coherently. They can listen with understanding, pleasure and empathy and contribute to group discussions effectively.	Children show increased confidence in effective talk and articulating ideas. They show increased understanding of language and are able to engage with others through spoken language.
Increased parental engagement in learning, through the use of the Child and Family Support Officer, social media workshops, and home learning.	Parents feel they are well informed and able to effectively support their children's learning in school.
Pupil's social and emotional needs are met resulting in an improvement in the children's well-being as well as their academic success.	Children's needs are identified and appropriate support is put in place to overcome social and emotional barriers to learning.

Levels of attendance improves, promoting increased attainment and better progress.	Reduction in the number of persistent absenteeism among children eligible for PP. Overall, the gap is reduced between PP and non-PP children.
--	---

Activity 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: £53,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Subject Leads to work with staff to further develop high quality teaching.	<i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i> EEF Effective Professional Development.	1,2,3,4,5
Improve the quality of social and emotional (SEL) learning. <ul style="list-style-type: none"> • Nurture groups. • Child and Family Support. • Attendance officer. • Play therapist. 	<i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</i> EEF Improving Social_and Emotional_Learning in Primary Schools.	2,3
Prioritise oracy across the curriculum to support learning in all subjects.	<i>Language provides the foundation of thinking and learning and should be prioritised.</i> EEF: Improving Literacy in Key Stage 1.	4
Increase outcomes and raise standards in Reading and Writing through effective spoken language programmes in the Early Years. Nuffield Early Language Initiative (NELI), both in Reception and Nursery.	<i>Children receiving NELI Preschool made three months' additional progress in their oral language skills.</i> Nuffield Early Language Intervention	4

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

Budgeted cost: £56,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor and coach pupils in small groups to support progress and outcomes for PP children in Reading, Writing and Mathematics.	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective.	1,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 1:1 RWInc.	<i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</i> EEF Teaching and Learning Toolkit - phonics	1,3
Increase outcomes and raise standards in Reading and Writing through effective spoken language programmes. Nuffield Early Language Initiative (NELI) programme targeted in Reception and Nursery.	<i>There is a wealth of evidence to show that early intervention has great potential to narrow the gap. Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.</i> Nuffield Early Language Intervention	1,4
Increase outcomes for identified children who need support to access additional opportunities. <ul style="list-style-type: none"> • Bases. • After school club. • Breakfast club. 	The EEF Toolkit indicates that targeted interventions matched to specific children with particular needs can be effective. Previous use of specialist units have demonstrated positive outcomes for identified pupils.	1,3

Improve progress for high attaining pupils.	Recognition of the need for our high ability pupils eligible for PP to achieve depth and fluency across a range of subjects. To ensure PP pupils achieve high attainment and to train staff in effective practices to provide challenge and encouragement for these identified pupils.	1
---	--	---

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

Budgeted cost: £42,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase parental engagement in pupil's educational development. Parents and carers positively engage with the school to support their child's learning.</p> <ul style="list-style-type: none"> Child and Family Support. Attendance officer. 	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF Working with Parents to Support Children's Learning.</p> <p>The EEF Toolkit indicates that parental engagement has a positive impact on additional progress.</p>	2,5
<p>Increase attendance for PP and FSM pupils in line with all pupils within school and nationally.</p> <ul style="list-style-type: none"> Child and Family Support. Attendance officer. 	<p>Being in school is important to your child's academic achievement, wellbeing, and wider development. There is evidence to suggest that regular school attendance is a key mechanism to support children and young people's educational, economic and social outcomes. DfE The Education Hub</p>	5
<p>Bring learning to life by increasing the range of specialist visitors or enrichment opportunities across different and nontypical areas of the curriculum.</p>	<p>Outside learning experiences have demonstrated positive impact on children's learning. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.</p>	1,3,4

<p>Increase outcomes for those children who need support to access the curriculum. Emotional well-being enables all pupil to be fit to learn.</p> <ul style="list-style-type: none"> • Nurture groups. • Child and Family support. • SENCO. 	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer schools practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. EEF Improving_Social_and_Emotional_Learning in Primary Schools.</p>	3
--	---	---

Total budgeted cost: £153,015

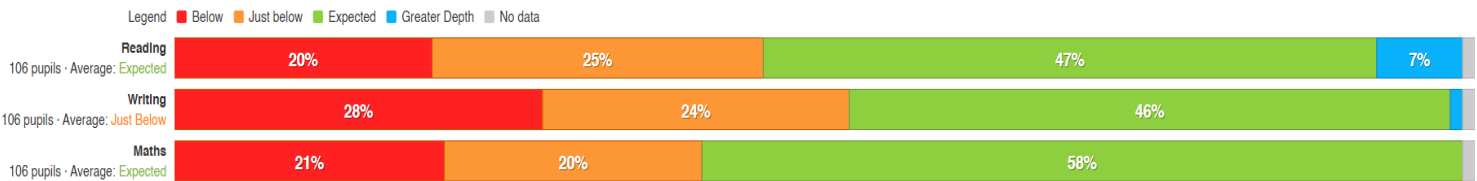
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

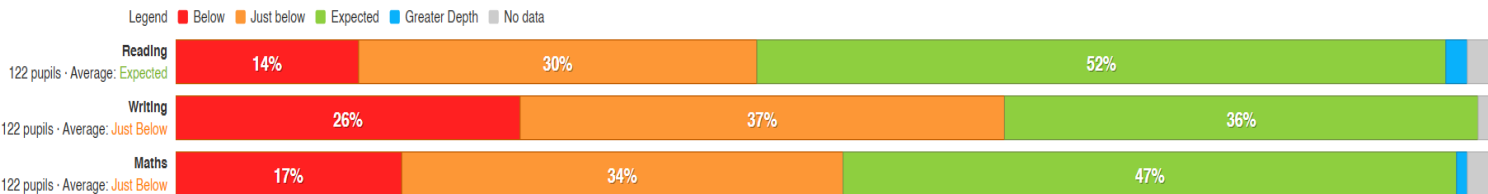
Demographics of Hamstel Infant School and Nursery 2024-2025: 106 Pupils (who are pupil premium)

Year Groups										
	Pupils	Boys	Girls	EAL	Summer Born	Free School Meals	SEN Support	EHC Plan	Absence Rate	
Nursery 2	1	0	1	0	1	0	0	0	8.2%	
Reception	30	13	17	2	10	30	2	0	10.8%	
Year 1	31	17	14	1	13	31	4	4	6.3%	
Year 2	44	22	22	4	24	43	19	2	8.4%	

Attainment Summer 2025 (106 pupils)



Attainment Summer 2024 (122 pupils)



Although the percentage of pupils with PP that reach expected levels continues to be lower than pupils Not PP, the gap has slightly decreased between the end of the year 2023-2024 and 2024-2025 with 54% of children with PP reaching expected or above levels in Reading; 47% of children with PP reaching expected or above levels in Writing and 58% of children reaching expected or above levels in Maths. This is an increase from the previous year. This shows that the intervention and actions to reduce the gap have had a positive result.

Attendance 2024-2025

Summary of 106 Pupils ((from 2024-2025) who are pupil premium)

Attendance percentage

School	91.5%
National	94.8%
Local Authority	94.7%

Attendance 2023-2024

Summary of 122 Pupils ((from 2023-2024) who are pupil premium)

Attendance percentage

School	90.6%
National	94.5%
Local Authority	94.3%

Attendance of children with PP has slightly increased in 2024-2025 compared to the previous year. This shows that the interventions and actions to improve attendance are starting to make an impact.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA