

Hamstel Infant School and Nursery

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	Hamstel Infant School and Nursery
Number of pupils in school	366 (not including Nursery + 46)
Proportion (%) of pupil premium eligible pupils	28.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Scott Roche
Pupil premium lead	Petra Verkooijen
Governance lead	Nicole Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,510
Recovery premium funding allocation this academic year	£18,856
LAC Recovery Premium	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,126
Total budget for this academic year	£216, 492
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

In 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. 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.
4	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.	Pupils 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 above the 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.	Pupils 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 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.	Pupils 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 in line with the national benchmark.
Increased parental engagement in learning, through the use of the Child and Family Support Officer, social media 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 absentees among pupils 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: £74,000

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
Improve the quality of social and emotional (SEL) learning.	<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.	2,4
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.	3

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

Budgeted cost: £82,000

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
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	
Increase outcomes and raise standards in Reading and Writing through effective	<i>There is a wealth of evidence to show that early intervention has great potential to narrow the gap.</i> <i>Children receiving the 30-week version (beginning in Nursery, and continuing in</i>	1,3

spoken language programmes. Nuffield Early Language Initiative (NELI) programme targeted in Year R.	<i>early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.</i> Nuffield Early Language Intervention	
Increase outcomes for identified children who need support to access additional opportunities.	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: £60,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement in pupil's educational development. Parents and carers positively engage with the school to support their child's learning.	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. The EEF Toolkit indicates that parental engagement has a positive impact on additional progress.	2,4
Increase attendance for PP and FSM pupils in line with all pupils within school and nationally.	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	4

<p>Bring learning to life by increasing the range of specialist visitors or enrichment opportunities across different and non-typical 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>	<p>1</p>
<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>	<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>	<p>3</p>

Total budgeted cost: £216,492

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Pre3	4	1 (25.0%)	3 (75.0%)	4 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Nur	23	12 (52.2%)	11 (47.8%)	23 (100%)	0 (0%)	7 (30.4%)	2 (8.7%)	5 (21.7%)	5 (21.7%)	0 (0%)	0 (0%)	0 (0%)
Rec	35	15 (42.9%)	20 (57.1%)	35 (100%)	34 (97.1%)	9 (25.7%)	2 (5.7%)	14 (40.0%)	14 (40.0%)	0 (0%)	0 (0%)	0 (0%)
Y1	41	16 (39.0%)	25 (61.0%)	41 (100%)	38 (92.7%)	6 (14.6%)	0 (0%)	13 (31.7%)	13 (31.7%)	0 (0%)	0 (0%)	0 (0%)
Y2	55	25 (45.5%)	30 (54.5%)	55 (100%)	54 (98.2%)	12 (21.8%)	7 (12.7%)	13 (23.6%)	12 (21.8%)	0 (0%)	1 (1.8%)	0 (0%)
All	158	69 (43.7%)	89 (56.3%)	158 (100%)	126 (79.7%)	34 (21.5%)	11 (7.0%)	45 (28.5%)	44 (27.8%)	0 (0%)	1 (0.6%)	0 (0%)

Although the highest number of pupils with PP continues to be in Year 2, this is the only year group with five classes.

Summary/Next steps:

Reception

Progress in Reception for pupils with PP has been good, however this does not always translate into expected levels at the end of the year as the levels of many of our pupils with PP were very low at a starting point (similar point to pupils with SEND). Further action and interventions are needed to reduce the gap and these will need to continue into KS1 between pupils with PP and pupils Not PP. Pupil Progress Meetings will help with identifying those pupils that are close to expected and we will continue to provide one to one targeted intervention around the ongoing needs of our children.

KS1

Progress and attainment in KS1 still shows a gap between pupils with PP and pupils Not PP. Sustained interventions are needed across KS1 to further reduce this gap. Accurately identifying those pupils that are close to expectation is key as are the ongoing interventions and assessments that will take place.

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?	