

Pupil premium strategy statement – Hallcroft Infant and Nursery School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	35% 31 (inc 3 service pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Jo Cook HT
Pupil premium lead	Jo Cook
Governor / Trustee lead	Katie Stacey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440 + £1,908 EYPP + Forces PP £680
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,028

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil premium strategy is to enable the pupils who we have in school that are identified as Pupil Premium to be able to be the best that they can be. We aim to offer them additional academic support where required so that they can become confident readers, writers and mathematicians. We also aim to begin to broaden their horizons a little, giving them experiences which they may not be able to access at home and also support to meet life's challenges when required.

Our current plan is integrated into our whole school curriculum and approach to learning for all our pupils in school. Our PP pupils are over a third of our catchment and therefore their needs are fully integrated into what school has to offer pupils and their families.

The key principle of our plan is that PP pupils are enabled by our teaching and approaches to interventions to catch up (where possible) and then keep up with their peers across all areas of the curriculum and in the broader aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils enter F1 below an age-typical level of development, especially with regard to communication and language.
2	Knowledge of common and more specific vocabulary is low and this inhibits progress across school.
3	50% (3/6) of PP children in Y2 did not meet the pass on the phonics screening.
4	Whilst untypical in this school, attainment outcomes of PP pupils in F2 were much lower for this cohort than none pupil premium pupils.
6	Without the schools support some pupils would not be adequately prepared to begin the school day positively.
	Not all pupils have a broad enough range of wider experiences beyond the school environment.

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
Increase the number of PP pupils in Y2 who have passed the phonics screen.	4/6 who have not passed phonics screen will do so which will reduce PP/non PP phonics gap for Y2 cohort. Not usually an issue (last two years have been 100%) but cohort specific for current Y2.
Improve attainment of PP pupils in current F2.	Reduce the gap between PP and non PP pupils who attain a Good level of Development, increasing % who pass to 50% and much more in line with national than the 33% achieved last year.
The majority of PP pupils will make good progress based on their starting points in reading, writing and maths.	PP data shows that pupils make good progress in reading, writing and maths.
PP pupils engage well and are supported by our structured, sticky curriculum to make good progress in foundation subjects.	Pupils can talk more accurately and confidently about what they have learnt.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Phonics/Early Literacy Training Emma Spires F1 phonics. £200	Communication and Language Approaches EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches Early literacy Approaches EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	1, 3
Staff CPD Curriculum Development work to ensure structure and specificity of curriculum and that	https://assets.publishing.service.gov.uk/media/6034be17d3bf7f265dbbe2ef/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf	1,2,4 & 6

<i>vocabulary is a focus throughout the curriculum.</i>		
<i>Metacognition Training</i>	<i>Metacognition Training</i> EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	6
One Project in F1 – Numeracy CPD (Research Project linked to???)	Early Numeracy Approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches	1

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning phonics booster groups.	Phonics EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
Early Talk Boost, Black Sheep Narrative and SALT interventions.	Oral Language Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Early Years Communication and language approaches EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	124
TA support in classes working alongside PP pupils and delivering interventions for PP pupils.	Small Group Tuition EEF	124

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Phonics interventions	Phonics EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: £7,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club Places (3,000)	<p>There must be some.....</p> <p>From a school point of view – pupils feed into a primary school and without these free places families would struggle to get children to two different schools and would be paying over £10 a week in bus fares.</p>	6
School uniform (£400)	<p>Offering this ensures all children look the same, it takes away a parental worry and encourages parents to sign up for FSM which ensures that the correct children are then allocated PP funding in the future and brings revenue into school.</p> <p>School uniform EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform </p>	6
Take 5 program (£80 membership)	<p>Enables pupils to take part in daily Take 5 breathing programs which support self regulation and emotional wellbeing.</p> <p>Metacognition & Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation </p>	1,6
Casy Counselling (2,000 annually)	<p>Social Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning </p>	1,6

Fully funded trips for PP pupils and contributions to overall trip costs to broaden experiences. (2,000)	?	1, 2, 6
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Total budgeted cost: £44,480

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

.Performance of disadvantaged pupils in July 2024

- *Data from Y2 in July 2024 shows that there is no gap between PP and non PP pupils in Reading, Writing or Maths.*
- *For this 2024 cohort of Y2's and for the previous cohort of Y2's there is a 100% pass rate on the phonics screening for Pp and non PP pupils.*
- *School Y2 data compares positively to national for the end of Y2 in 2023 and although there is no national data for 2024 school has remained in line with the 2023 national for the 2024 cohort.*
- *In Year 2 attendance is almost the same (0.5%) for PP and non PP pupils.*
- *Casy counselling and support from the LA SEMH team was available and used where required.*