

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	88
Proportion (%) of pupil premium eligible pupils	28% 25 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)	2025 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£31,815 + £2,617 EYPP
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£34,432

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 almost 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	3 out of the 4 pupils who did not pass the Y1 phonics screening in 2024-25 were entitled to FSM. In addition, there are a group of pupils who need extra support to either meet or make good progress towards meeting the phonics screening standard.
4	Attainment outcomes of PP pupils in F2 in 2024-25 were lower for this cohort than none pupil premium pupils with a gap of 31%.
5	Not all pupils have a broad enough range of wider experiences beyond the school environment.
6	Some vulnerable pupils struggle to maintain positive wellbeing, often due to challenging family circumstances

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
<p>Maintain high profile of word reading/phonics in Reception.</p> <p>Increase the number of PP pupils in Y1 who pass the phonics screen.</p> <p>Maintain high pass rate at end of Y2 -</p>	<p>Based on starting points and current attainment:</p> <p>Maintain high standard of word reading in Reception (92% in 2025)</p> <p>86% of pupils will pass the screening which will include all PP pupils</p> <p>At least 2 out of 3 remaining PP pupils will pass the phonics screening resit</p>
<p>Improve attainment of PP pupils in current F2.</p>	<p>Based on starting points and current attainment:</p> <p>50% of PP-eligible pupils attain GLD.</p>
<p>The majority of PP pupils will make good progress based on their starting points in reading, writing and maths.</p>	<p>PP data shows that pupils make good progress in reading, writing and maths.</p>
<p>PP pupils engage well and are supported by our structured, sticky curriculum to make good progress in foundation subjects.</p>	<p>Pupils can talk more accurately and confidently about what they have learnt.</p>

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: £1000 and INSET Day time.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD – Phonics/Early Literacy staff development by attending Whiston Worrygoose Primary School as part of the English Hub support.</i></p>	<p>Communication and Language Approaches EEF https://educationendowmentfoundation.org</p>	<p>1, 3</p>

	g.uk/early-years/toolkit/communication-and-language-approaches Early literacy Approaches EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	
Review and further develop the writing curriculum and associated pedagogies to ensure that pupils develop the necessary foundational skills in writing.	https://www.gov.uk/government/publications/the-writing-framework/writing-framework-summary	1,2,3,4
Training to ensure that teaching assistants best meet the needs of vulnerable pupils through effective approaches Scaffolding/adaptive approach through questioning – 5.1.26 INSET	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4

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

Budgeted cost: £28,937

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	1,2,4

TA support in classes working alongside PP pupils and delivering interventions for PP pupils.	Small Group Tuition EEF 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	1,2,4
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: £4,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform (£400)	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. School uniform EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6
Take 5 program (£95 membership)	Enables pupils to take part in daily Take 5 breathing programs which support self regulation and emotional wellbeing. Metacognition & Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,6
Easy Counselling (2,000 annually)	Social Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,6
Fully funded trips for PP pupils & contributions to overall trip costs to broaden experiences(2,000)	The importance of Educational Visits https://www.suttontrust.com/news-opinion/all-news-opinion/cost-of-living-crisis-hits-school-spending/#:~:text=These%20findings%20are%20especially%20concerning,in%202017%20(Figure%201).	1, 2, 6

Total budgeted cost: £34,432

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

.Performance of disadvantaged pupils in July 2025

- *Plan to increase no of PP pupils who pass the Y2 phonics screening was met – target was that 4/6 would do so but 5/6 passed so the target was exceeded.*
- *The gap between PP and non PP reduced significantly to 15% in GLD with 64% of PP pupils achieving a GLD (target of 50% was surpassed) compared to last years 33%.*
- *Internal data suggests that the majority of pupils made good progress across Reading, Writing and Maths in Y2.*
- *In Year 1 & 2 attendance is higher than national for PP pupils by 1%.*
- *Casy counselling was available and used where required and Take 5 breathing exercises were undertaken in classes.*