

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the academic year 2024-2025) 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	Hatherley Infant School and Nursery
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	F Briggs
Pupil premium lead	H Jones/F Briggs
Governor / Trustee lead	Amanda Chong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	NA
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	£

Part A: Pupil premium strategy plan

Statement of intent

School Context

Hatherley Infant School and Nursery serves a diverse community with over 80% of our pupils from multiple ethnic backgrounds.

- At Hatherley Infant School we have over thirty-five different languages spoken across the school and nearly 70% of our children have English as an additional language. Half of our EAL children are also in receipt on pupil premium (although we feel this is probably higher).

- The number of children with additional needs (SEND) is well above average (a quarter of the pupil on roll).

- Mobility across the school is extremely high and many of our children have had multiple school moves. During the last academic year, 20 pupils left the school and 72 joined. Many of the children joining have not accessed school at all or have attended in another country.

- 34% of our children are classified as disadvantaged – however, this number does not reflect the greater need across the school. Due to visa complications and the fact that Infant children receive school meals anyway, it is extremely challenging to encourage parents to apply for Pupil Premium access.

- We have a high proportion of vulnerable children and families who work closely with our Inclusion Lead (Involvement with a FSW, on a CP or CiN plan)

Ultimate Objective

Our ultimate objective is to close the attainment gap for our disadvantaged children before they move into key stage two. In order to achieve this, early identification of need from nursery and EYFS is key. Progress for each child (including pastoral needs) is discussed in depth and reviewed regularly during termly pupil progress meetings with the Head Teacher, pastoral lead, SENCo and class teachers.

Provision and interventions in place to achieve this objective:

- A highly Inclusive Curriculum which provides depth and breadth across all subjects
- Regular Pupil Progress meetings
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching (Rosenshines’s Principles of Instruction).
- Inclusion monitoring (SEND, disadvantaged and EAL) – to include Learning Walks, Book Scrutiny and Pupil Interviews.
- Evidence based research for the effective use of teaching assistants
- Robust phonics programme and ongoing CPD for teachers and teaching assistants and continued investment in phonetically decodable books for pupils to access
- ‘NELI’ (DfE Early Language project) and interventions.
- Investing into highly skilled teachers and teaching assistants and promoting CPD across the curriculum (Eg Speech and Language training – a growing need for our youngest learners).
- Funded key experiences for children
- Pastoral support
- Designated EAL coordinator
- Designated Family Support Worker
- Breakfast Club
- Specialist intervention for SEMH

Challenges

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

Challenge number	Detail of challenge
1	<p>Low starting points</p> <p>Our baseline assessments and observations indicate that many of our disadvantaged pupils start school from lower starting points in terms of their language skills, communication and numerical fluency. This means they are already below ARE and the gap between disadvantaged pupils and their peers is already evident.</p>
2	<p>ACES (Adverse Childhood Experiences)</p> <p>Pupil records (transfer records, CPOMS), discussions with families, external agencies and pupils themselves show that many of our disadvantaged pupils have experienced or continue to experience ACES. Evidence shows that ACES are highly likely to impact negatively on a pupil’s attainment.</p>
3	<p>SEND</p> <p>SEND is an identified barrier during our Pupil Progress meetings. Our data shows that 14% (nearly a quarter) of our pupil premium children also have SEND.</p>
4	<p>Attendance</p> <p>Historically, our attendance data has shown that attendance among disadvantaged pupils is slightly lower than that for non-disadvantaged pupils.</p>

	<p>Our assessments and observations indicate a direct link between those pupils who are low attenders and lower attainment.</p> <p>At the end of the academic year for 2023-2024, our data showed that nearly half (46%) of our disadvantaged children were also persistent absentees (attendance below 90%). We want to ensure that this gap does not widen and that our disadvantaged children continue to attend school regularly.</p>
5	<p>Family circumstances and/or lack of family engagement</p> <p>Our observations and records (Eg meetings with parents/external agencies, communication with external agencies, attendance to parent consultations, entries into reading logs, discussions with pupils) indicate that some of our disadvantaged pupils experience challenging family circumstances. These include difficulties such as parental separation/chaotic lived experiences/Domestic violence and financial hardship.</p> <p>Research and our own experiences as professionals in the school suggest that those pupils living in challenging family circumstances or have a lack of family engagement in school will not make as good progress at school.</p>
6	<p>Learning with no or little developing English</p> <p>124 pupils (69%) of our pupils have English as an additional language and our assessments and observations show that EAL can be a barrier to pupil achievement especially in relation to oracy and vocabulary skills.</p> <p>Although EAL is a whole school priority, it is worth noting that is it well represented within our disadvantaged group with over a half of this group having English as an additional language.</p>
7	<p>Child Protection/Child in Need/Early Help</p> <p>Research shows that ACES and challenging family circumstances can significantly impact negatively on a pupils' academic potential.</p> <p>At Hatherley, we have a number of pupils on a Child Protection/Child in Need plan or are being supported by an external FSW. Of all our families currently on these Support Plans, 90% of these are also disadvantaged.</p>
8	<p>Multiple school moves</p> <p>Mobility across our school is well above that of the national average. National Data (NPD) shows that typically 1.5 – 2% of schools may have pupil mobility over a term whereas we have a much higher percentage per term. During the last academic year, 20 pupils left the school and 72 joined. Many of the children joining have not accessed school at all or have attended in another country. A proportion of these pupils are also in the disadvantaged group.</p> <p>Our assessments and observations suggest that multiple school moves can impact negatively on a pupils' academic progress.</p>

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>Improved oral and language skills and vocabulary amongst disadvantaged pupils.</p>	<p>NELI assessments (baseline and Exit) and ECAT monitoring tool (for individual pupils when appropriate) will demonstrate a positive impact as a result of the intervention for Reception aged children.</p> <p>Observations will show that pupils are able to speak in full sentences using correct grammar.</p> <p>As a result of increased oracy skills, pupils' writing will improve. This will be assessed using internal assessments (Sonar, Pupil Progress tracker, Writing Criterion, Academic Achievement report).</p> <p>EAL interventions will demonstrate impact evidenced on the Autumn EAL baseline assessment.</p>
<p>Improved reading attainment for our disadvantaged pupils.</p>	<p>RWI Internal assessments and bands will show expected progress.</p> <p>Pupil progress tracker will show evidence of progress (Sonar).</p> <p>Disadvantaged pupils to pass phonics screening test (in line with non-disadvantaged)</p> <p>Results from Academic Achievement report show disadvantaged pupils have made expected/accelerated progress.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1.</p>	<p>Internal assessments, Pupil Progress meetings/tracker will show progress of disadvantaged children will be in line with those children who are non-disadvantaged.</p> <p>Results from Academic Achievement report show disadvantaged pupils have made expected/accelerated progress.</p>
<p>To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged.</p>	<p>The overall attendance rate for disadvantaged children to stay in line with the attendance rate for non-disadvantaged. Attendance for both groups will be closer to the national targets.</p> <p>2024-2025 Hatherley - 95% National expectation – 97%</p>
<p>To improve parental engagement and involvement amongst those families who are disadvantaged.</p>	<p>There will be an improvement in attendance rates from disadvantaged pupils as well as continued increase in the number of parents and carers attending parent consultation evenings.</p> <p>Parents will feel they can openly discuss their challenges with professionals at school and this will be logged on CPOMS.</p>
<p>To ensure our disadvantaged pupils have opportunities to access wider opportunities and enrichment activities.</p>	<p>A high number of disadvantaged pupils attending the school breakfast club, after school and holiday clubs or any other enrichment opportunities that we feel are appropriate.</p>

To ensure disadvantaged pupils who move between schools are not negatively impacted due to the transition.	Pupil Progress trackers/EAI BANDS will show that disadvantaged pupils arriving at school part way through the year will have made expected or accelerated progress between review periods.
To ensure our most vulnerable pupils' (those on Early Help, CiN, CP plan) needs are met with the most appropriate provision (academic and pastoral).	Provision maps/plans/CPOMS/SDQs will illustrate additional interventions and support offered by school has had an impact on SEMH.

Activity in this academic year

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

All references to the EEF have been cross referenced to ensure they are still relevant and accurate (Oct 2024)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust phonics programme Read Write Inc (RWI) phonic programme embedded throughout the whole school as part of QFT. RWI is a recognised phonics programme endorsed by the DfE. The school has also invested in fully decodable books that link directly with the RWI programme The school is committed to providing 'Continued Professional Development' (CPD) and 'Development days' from RWI for current and new members of staff.</p>	<p>Extensive research proves that pupils will make more rapid progress in schools that adopt a structured phonics programme.</p> <p>DfE Reading framework 2021 RWI has been listed in the DfE Framework as a validated synthetic phonics programme (July 2021). RWI uses many strategies highlighted as good practice in the DfE reading framework (Eg daily interventions, high structure, silent signals)</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year. 	1,3,6.
<p>Mastery in Maths approach At Hatherley we have adopted the 'Mastery in Maths' approach. We use the 'Can Do' maths scheme (as endorsed by NCETM) and are part of the GLOW maths network. Continued CPD for Maths subject Lead (sustaining Mastery) is important to ensure consistency in</p>	<p>Extensive evidence shows that the mastery approach is an effective approach for teaching maths.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The impact of mastery learning approaches can add an additional five months progress, on average, over the course of a year. <p>NCETM Progress report on teaching for mastery in primary schools (2019)</p>	1,3

<p>approaches to 'Mastery in Maths' across the whole school.</p> <p>The Mastery approach and use of manipulatives also works well with</p> <p>'Rosenstein's Principles of learning' – an approach we are adopting as a whole school and addressing in Inset and training.</p>	<p>Rosenstein's Principles in Action -Tom Sherrington (2019)</p> <p>The National College (2022)</p> <p><i>"Ensuring classroom practice is underpinned by an understanding of cognitive science is becoming increasingly important in schools. As children settle back into school life, Rosenstein's Principles of Instruction can provide one of the most effective methods of teaching in order to help them catch-up on lost learning time and bridge the attainment gap"</i></p>	
<p>EAL coordinator</p> <p>Over half of our disadvantaged families are also EAL.</p> <ul style="list-style-type: none"> • Continued whole staff CPD relating to EAL • Questionnaires sent out to all staff to help inform where support is needed. 	<p>The Bell Foundation states that specific teaching strategies <i>"can be used with everyone in the class, but they are particularly important for EAL learners because they provide a rich context, additional support, opportunities for collaborative learning and exploratory talk, and all the important features of good practice in meeting the educational needs of EAL learners"</i>.</p>	1,2,4 5,6,8

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

Budgeted cost: £ 28,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI 1:1 phonics tuition</p> <p>These highly structured interventions are an integral part of the RWI phonic programme and all TAs have received training to deliver these additional sessions.</p>	<p>Phonics approaches have a strong evidence base including positive impact on pupils, especially from disadvantaged backgrounds. Targeted phonics interventions have been shown to be effective.</p> <p>DfE Reading framework 2021</p> <p>RWI has been listed in the DfE Framework as a validated synthetic phonics programme (July 2021)</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> • The average impact of the adoption of phonics approaches is about an additional five months progress over the course of a year. • Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (RWI sessions are 1 x daily for 5 minutes). 	1, 2, 3, 4, 6, 8

	<ul style="list-style-type: none"> Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver <p>EEF Making best use of TAs</p> <ul style="list-style-type: none"> <u>Recommendation 5</u> – Use of TAs to deliver high quality one-to-one and small group support using structured intervention <u>Recommendation 6</u> – Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. <u>Recommendation 7</u> – Ensure explicit connections are made between everyday classroom and teaching structured interventions. <p>EEF Promising Projects – Maximising best use of TAs</p> <ul style="list-style-type: none"> Low cost for high impact 	
<p>Oral Language intervention Nuffield Early Language Intervention (NELI)</p> <p>Reception Nuffield Early Language Intervention Programme (NELI) is a 20-week DfE programme designed to improve the oral language skills of children aged 4-5 in need of additional targeted support to develop their language.</p> <p>Please note that although the training and resources for this intervention is government funded, the additional funding will help cover the cost of staff cover and TA intervention time.</p>	<p>Robust evaluations found NELI children made on average 3 months of additional progress in language.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver * <p><i>*NELI has been highlighted as an effective intervention by EEF</i></p> <ul style="list-style-type: none"> Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average <p>EY toolkit</p> <ul style="list-style-type: none"> Communication and Language approaches Very high impact for low cost based on extensive evidence (+ 6 months) <p>EEF Making best use of TAs</p> <ul style="list-style-type: none"> <u>Recommendation 5</u> – Use of TAs to deliver high quality one-to-one and small group support using structured intervention 	<p>1, 2, 3, 5, 6, 8.</p>

<p>Targeted interventions with EAL teacher</p> <p>New arrivals Induction Programme (NIP)</p> <p>Continual bespoke support for teachers Eg planning and help/ideas with preparing resources (Widgit)</p>	<ul style="list-style-type: none"> • <u>Recommendation 6</u> – Adopt evidence based interventions to support TAs in their small group and one-to-one instruction. <p>EEF Promising Projects – Maximising best use of TAs</p> <ul style="list-style-type: none"> • Low cost for high impact <p>EEF Promising Projects</p> <ul style="list-style-type: none"> • NELI – Low cost for high impact results <p><u>EAL</u></p> <p>New to English Programme (NIP) Training delivered by 'Better Bilingual' www.betterbilingual.co.uk</p> <p>Recommendations from The Bell Foundation</p> <p>GSP/Best Practice networks</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club</p> <p>We offer a free breakfast club that is open to all pupils.</p> <p>Currently, just over one third of our disadvantaged pupils attend breakfast club.</p>	<p>Research and our own observations prove that pupils who have eaten a nutritious breakfast will be better able to work in the classroom environment.</p> <p>EEF Promising projects</p> <ul style="list-style-type: none"> • Free, universal, before school breakfast clubs are shown to be low cost for moderate impact (+ 2 months progress) 	<p>1, 2, 4, 5, 7.</p>
<p>Inclusion Lead and Family support worker</p> <p>We have an Inclusion Lead/DDSL and are also planning to recruit a FSW at Hatherley to support our families.</p> <p>Our data and enquiries/communication from social care/Operation Encompass tells us that we have an increasing number of</p>	<p>Extensive research shows communication is key to engaging families with school. Hatherley school operates an 'open door policy' where the FSW and other key staff are very visible and accessible to talk to.</p> <p>Early Intervention Foundation (EIP)</p> <p><u>Improving support for families facing multiple and complex programmes (Oct 2021).</u></p> <p><i>'The right support can help families to manage a range of challenges'.</i></p>	<p>2, 3, 4, 5, 6, 7, 8.</p>

<p>families who are facing disadvantages (raising cost of living/parental separation/DV/).</p> <p>The DDSL will support families who have involvement with social care and the newly recruited FSW will support families who need a lower level of support. Eg access to food banks, sign posting to community initiatives, engaging in school.</p> <p>EAL coordinator Over half of our disadvantaged families are also EAL. Our EAL teacher supports new and existing EAL families in the school (Eg registering, support for the child in the first few days, arranging a translator for parent consultations).</p>	<p>A translator is available for those parents who struggle with English.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. <p>Parents at our school tell us that e-messages' works best for them and that is one of the main platforms we use to get information out to parents.</p> <p>EEF Promising projects</p> <ul style="list-style-type: none"> Messaging parents and carers – Low cost for moderate impact <p>Supporting EAL: The Bell Foundation</p> <p>Research commissioned by The Bell Foundation (Evans et al, 2016) shows that parents who are new to English or have limited language proficiency in English often have a significant lack of knowledge and understanding of important areas concerning school life, such as the school system; that they are significantly underrepresented in school structures and decision making; and that the perceptions of the staff regarding parental engagement differs greatly from that of parents and pupils.</p>	
<p>Extra Curricular clubs A range of extra-curricular (sport and arts based) after school clubs are available for our pupils. Disadvantaged pupils are given priority for spaces (funding for some clubs is provided by the Sports Premium)</p>	<p>Discussions with our pupils and parents/carers suggests that some of our disadvantaged pupils have limited opportunities to clubs/hobbies/opportunities outside of school. Although there is no hard evidence to prove that these improve academic results, we feel strongly as a school that the benefits for physical health and wellbeing are huge. This is echoed by EEF findings.</p> <p>EEF Toolkit</p> <ul style="list-style-type: none"> There is a small positive impact of physical activity on academic attainment (+ 1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. 	5

	Moderate impact for very low cost (+3 months)	
Attendance team	<p>Our school attendance officer and Inclusion Lead meet work closely together to monitor attendance rates. The first port of call is always to try and engage positively with the family (EEF*) and the Inclusion Lead is on the school gate at the beginning and end of each day to 'check in' with parents and carers.</p> <p>Persistent or 'spikey' patterns in absenteeism is followed up by the attendance team (see attendance policy for school protocol).</p> <p>* Early Intervention Foundation (EIP) <u>Improving support for families facing multiple and complex programmes (Oct 2021).</u></p> <p><i>'The right support can help families to manage a range of challenges'.</i></p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. 	1, 2, 3, 4, 5, 6, 7, 8.
<p>Teaching 'Healthy living' and providing support for individual pastoral needs.</p> <p>Our PSHE subject Lead works closely with the GHLL team to ensure all our children receive QFT on healthy living (Statutory requirement April 2021)</p> <p>Our pastoral lead offers a small range of interventions and for children with SEMH needs. Pupils with disadvantage are usually prioritised in this support.</p> <p>On occasion, more specialist professionals may be used for bespoke or specialist intervention Eg play/sand therapy for our disadvantaged children.</p>	<p>Referring to Gloucestershire Healthy Living and Learning (GHLL), 'Facts4Life' and the Anna Freud centre.</p> <p>Research seems to suggest that pastoral needs are most successful when delivered on a whole class basis by the class teacher.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. 	2, 5, 7.
Bespoke resources/training and uniform	<p>Some of our disadvantaged pupils may benefit from specific resources that may help teachers and teaching assistants support them to deal with their experiences.</p> <p>Eg Books about separation, bereavement, parents with mental health difficulties.</p> <p>Uniform/book bags (if felt necessary)</p>	2, 4, 5, 6, 7, 8.

Support with trips and visits	In order to enhance the curriculum, we organise enrichment days and trips. We ensure that all disadvantaged pupils are able to access these events through subsidising the cost (Eg Christmas panto)	1, 2, 4, 5
-------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------

Total budgeted cost: £ 70,000

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.

Overview of oracy, reading, writing and maths

Our data from the academic year 2023-2024 shows that the gap between disadvantaged and non-disadvantaged children is not significant and in most cases, our disadvantaged pupils are outperforming our non-disadvantaged pupils. For example, our phonics screening results showed that the pass rate for our non-disadvantaged group was 51% compared to 67% for our disadvantaged pupil. Although this may seem positive, it just highlights the barriers that so many of our non-disadvantaged and new arrival pupils are facing here at Hatherley.

To elaborate on this, as mentioned in our context, we have had high mobility and a significant number of new pupils (up to 30% in some years) joining the school. From September to July, we had 20 pupils leaving and 72 new pupils joining. Many of these new pupils have started with us from extremely low starting points. For example, * no experience of school/pre-school, education in a different country, little or no English, and trauma. A significant number of our new starters are not eligible for pupil premium and therefore, we are seeing that progress for our non-disadvantaged cohort is very low due to the above factors. Therefore, comparing academic progress between our disadvantaged and non-disadvantaged is not appropriate. We have instead focused on the disadvantaged children who have not made accelerated progress.

Closer analysis of these disadvantaged pupils who have not made accelerated progress or not passed the phonics screening showed that there were genuinely valid reasons.

These included:

- Pupils who were new to English
- EHCP/high SEND needs (including non-verbal).
- Very low attendance
- Significant social care involvement and ongoing ACES.

Attendance

Attendance for disadvantaged pupils is lower than non-disadvantaged pupils.

Non-disadvantaged	Disadvantaged
92%	87%

Persistent absenteeism (less than 90%) for disadvantaged pupils was 5% higher compared to our non-disadvantaged pupils.

Overall attendance for the whole school is well below national expectations and this is an ongoing challenge and target for the school (91% compared to 96% nationally).

This data illustrates that our disadvantaged children are lagging behind our non-disadvantaged children in terms of attendance. A focus on attendance continues to be a priority for the whole school and especially our disadvantaged pupils.

Parental engagement

Parent consultation evenings: Attendance for the October 2024 meetings was 79%. This is a slight increase on the previous year of 72% with over three quarters of parents attending. Attendance by disadvantaged families is slightly lower than non-disadvantaged families.

There is always a member of the Inclusion team (SENDCo/EAL coordinator/Engagement Lead) present at the beginning and end of the day on the school playground. She is evidently being used as a first point of call for many parents and carers.

Wider opportunities and Enrichment

Breakfast club was well attended with around 35% of the pupils attending being disadvantaged.

Extra-curricular clubs have been well attended with over 50% of the pupils being pupil premium.

Music tuition did not take place (but has already started for the current academic year)

Pastoral interventions and play therapy took place and SDQ scores showed that most pupils benefitted from these sessions.

All children were given the opportunity to go and watch the school panto. Those who did not was due to parental preference. Disadvantaged families were given a significant discount.

EAL

English proficiency data from 2023-2024 evidences that EAL pupils who are disadvantaged are making progress in all four key areas including reading, writing, speaking and listening. They are making accelerated progress in reading. This demonstrates that our phonics programme works for our disadvantaged EAL pupils. Where accelerated progress is not made, we have identified that there are usually other factors at play; mainly poor attendance and possible SEND needs.

EAL provision was highlighted in the Ofsted report (January 2024):

“The high number of pupils who speak English as an additional language (EAL) are well supported. Teachers use a range of resources and strategies to ensure that these pupils can learn effectively alongside their peers.”

“There is a strong focus on vocabulary and language acquisition. The school has identified the important vocabulary that pupils need to know and understand in all subjects. Staff use resources effectively, such as visual prompts, to help pupils to learn new vocabulary”.

“Pupils who are newcomers to the school are given the right help to catch up on content other pupils have learned”.

Transitions between school

When a new pupil starts at Hatherley, the Inclusion Lead/EAL coordinator go to great lengths to liaise with their previous setting to ensure they are able to settle more quickly. If the child is transitioning from another country with little or no English, a clear induction procedure is in place to take into account how best to support the child both before they arrive and in their early days at school

Supporting our most vulnerable pupils who are involved in social care

Our most vulnerable pupils are prioritised in terms of their pastoral needs. We fully appreciate that unless their pastoral needs are met, they are not going to be in a mindset to learn. If needed, these pupils are able to access intervention from our specialist school play therapist who works in the school one day per week.

Class teachers are kept fully updated on their circumstances via CPOMS/conversations with the DDSL to ensure that they are able to make adaptations during class time.

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
Read Write Inc Phonics scheme (continued investment)	Ruth Miskin Phonics Programme
EAL Star	Literacy Hive

Service pupil premium funding (optional)

NA for Hatherley Infant School and Nursery as we have no pupils in receipt of the Service pupil premium funding at the moment.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

English as an Additional language (EAL)

Our pupil premium budget covers a small part of the funding for a specific EAL coordinator. As mentioned above, just over 50% of our disadvantaged pupils are EAL and this is growing. We feel an EAL coordinator is an integral part of our strategy planning in order to support teachers, pupils and families with their specific EAL needs.

Additional resources purchased – also linked to EAL

- Widgit online
- EAL Hub membership
- Dual language books (Mantra Lingua)
- EAL Star (Inclusion Hub)

TA specialised in speech and language support

As outlined above, we are striving to improve the oral language skills and vocabulary amongst our disadvantaged pupils. One of our TAs supports children who need intense speech and language intervention and have been referred or are i

Rosenshein's Principles of Instruction

As a school, we use Rosenshein's Principles of Instruction and using Tom Sherrington's workbook to address these. We feel these principles will enhance our 'Quality First Teaching' and in doing so, will benefit many of our children, including our disadvantaged, who present with so many barriers to learning (see 'challenges above).