

# Pupil premium strategy statement



This statement details our school's use of pupil premium funding (for the academic year 2025-2026) 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
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	52 pupils (27%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	1 <sup>st</sup> year 2024-2025 2 <sup>nd</sup> year 2025-2026 3 <sup>rd</sup> year 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Freya Briggs
Pupil premium lead	Heather Jones
Governor / Trustee lead	Aamanda Chong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,879.00
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86,879.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Hatherley Infant School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At Hatherley, 'We learn together, to be successful in learning for life'. Therefore, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and other pastoral needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the heart of our pupil premium strategy is the drive to ensure that high-quality teaching is evident across the school, with a focus on the areas in which disadvantaged pupils require the most support. Research has proven that 'Quality First Teaching' has the greatest impact on closing the disadvantage attainment gap. However, as a school we recognise that there are many children in our care who are not in receipt of pupil premium yet are still at a disadvantage. To this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported through the use of Rosenshine's principles
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point where need is identified

We will provide support through an Attendance Team for pupils and parents to increase attendance at school, therefore closing the gap between them and non-disadvantaged pupils so that they are successful in learning, which will enhance their future life choices.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance and punctuality</b></p> <p>Attendance and punctuality for our disadvantaged pupils due to challenging family circumstances and lack of aspiration. This can cause a significant loss of learning time for pupils.</p> <p>At the end of 2024-2025 Academic Year, attendance for pupil premium pupils at Hatherley was 86.8%% compared to 90.1% of all pupils.</p>
2	<p><b>Low starting points</b></p> <p>Typically, children enter school with starting points below national expectations.</p>
3	<p><b>Attainment</b></p> <p>Attainment for our Pupil Premium Pupils, especially those with additional barriers such as EAL &amp; SEND, is lower across the school for reading, writing and maths. Pupils leave KS1 with lower academic achievements than their non-disadvantaged pupils.</p>
4	<p><b>Language and communication</b></p> <p>Some of our pupil premium children, especially those with EAL and SEND, demonstrate poorer language skills. This includes, communication difficulties, and exposure to and use of a wide vocabulary. Many of our children have parents who do not speak English at home.</p> <p>Within our disadvantaged group, a quarter of pupils have English as an additional language.</p>
5	<p><b>Physical development and mental health</b></p> <p>Due to living arrangements and family circumstances many of our disadvantaged children do not have access to areas where they can develop their gross motor skills and core strength. This in turn has an effect on their mental health and well-being due to periods of inactivity and reduced social experiences.</p>
6	<p><b>Family circumstances and/or lack of family engagement</b></p> <p>Support at home can be limited due to a number of reasons, including complex family circumstances, unstable home environment, and financial difficulties.</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>

## 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><b>1. Improve the attendance and punctuality of pupil premium pupils, including SEND.</b></p> <ul style="list-style-type: none"> <li>-Staff restructure to include Pastoral Lead</li> <li>-Attendance Officer, Pastoral Lead and Headteacher work closely together with families to identify where support is needed, to improve attendance and punctuality</li> </ul>	<p>Persistent absence decreases</p> <p>Whole school attendance is 95% or above</p> <p>Improvement in overall attendance of pupil premium and SEND pupils, including punctuality.</p>
<p><b>2. Narrow the gap between disadvantaged pupils and their peers by the end of EYFS.</b></p> <ul style="list-style-type: none"> <li>-Careful analysis of baseline assessments to identify areas of focus and interventions</li> <li>-Quality first teaching</li> <li>-Bespoke, personalised intervention</li> <li>-Regular pupil progress meetings</li> </ul>	<p>The % of pupils at expected levels at the end of EYFS will be in line or better than National average.</p>
<p><b>3. Improve the % of pupil premium pupils working at age expected standards in phonics, reading, writing and maths.</b></p> <ul style="list-style-type: none"> <li>-Quality first teaching</li> <li>-Bespoke, personalised interventions</li> <li>-Regular pupil progress meetings</li> </ul>	<p>Quality first teaching evident in all classes.</p> <p>Through regular pupil progress meetings, children will be making accelerated progress to narrow the gap.</p> <p>Low prior attainers will make accelerated progress. This will be evident in learning walks, lesson observations and book looks of children's learning.</p> <p>The % of pupils achieving PSC and expected levels at the end of KS1 will be in line with or better than national average.</p>
<p><b>Improve the speaking and listening skills of our pupil premium pupils.</b></p> <ul style="list-style-type: none"> <li>-Access to language intervention e.g. ELSEC</li> <li>-ShREC used within EYFS to foster communication and language skills</li> <li>-Quality first teaching with a focus on vocabulary</li> <li>-Access to quality picture books during story times</li> <li>-Five to thrive in Reception</li> </ul>	<p>Pupils demonstrate improved language and communication skills and speak confidently and clearly.</p> <p>Children are able to retell a range of stories, rhymes and poems with confidence and enthusiasm.</p>
<p><b>Provide opportunities for all children, with priority given to pupil premium, to access support for their physical development and mental health.</b></p> <ul style="list-style-type: none"> <li>-After school clubs run by outside agencies</li> <li>-Outside agencies brought in to support with theme days and terms e.g. dance.</li> <li>-Specialist centres accessed for pupils with pupil premium and high needs SEND.</li> <li>-My Healthy Mind programme</li> </ul>	<p>Pupils accessing clubs, enhancement opportunities.</p> <p>Pupils talk with enthusiasm about the activities when talking with other adults.</p> <p>Attendance is positively affected by other opportunities provided to them.</p>
<p><b>Meet children's pastoral needs and provide adequate support to help children thrive.</b></p> <ul style="list-style-type: none"> <li>-Staff restructure to include Pastoral Lead</li> <li>-Through working with parents, class teacher, TAs, SENDCo and Pastoral Lead identify and plan for need.</li> </ul>	<p>The effects of ACEs on children's progress will be minimised or have little to no effect.</p> <p>Pupil premium children with complex family situations and/or needs will make accelerated progress and/or reach age related expectations by the end of each academic year.</p>

<p>-Where intense support is needed, play therapy will be offered and/or other interventions sourced.</p> <p>-Breakfast club offer to disadvantaged pupils.</p>	<p>Teachers can get to know the likes/dislikes of pupil premium children and lessons can be tailored around this so that they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will enable pupil premium children to make accelerated progress.</p>
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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 (Nov 2025)***

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued Professional Development for school's phonic programme (Read, write, inc).</p> <p>-RWI subscription</p> <p>-Development days</p> <p>-Training for new staff</p> <p>-Coaching sessions</p>	<p>Phonics has a positive impact on average (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics   EEF</a></p>	<p>2, 3, 4, 5 &amp; 6</p>
<p>CPD provided to teaching staff to develop teacher subject knowledge and improved subject knowledge of pedagogies for teaching mastery learning approaches in maths.</p>	<p>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school children.</p> <p><a href="#">Mastery learning   EEF</a></p>	<p>2, 3, 4, 5 &amp; 6</p>
<p>CPD provided to all teaching staff to develop and deepen subject knowledge in the application of RWM strategies and pedagogies, in order to be specific to cohort needs.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">High-quality teaching   EEF</a></p>	<p>2, 3, 4, 5 &amp; 6</p>

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

Budgeted cost: £24,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver training and coaching to implement rigorous phonic interventions, to close gaps in phonics.</p>	<p>Phonics can be especially beneficial for children who are low attaining.</p> <p><a href="#">Phonics   EEF</a></p>	<p>2, 3, 4, 5 &amp; 6</p>
<p>Improve language and communication skills through bespoke speech and language programmes and language rich environments especially in EYFS.</p>	<p>Research has shown that improving children’s communication skills at an early age grants them greater access to learning opportunities as they grow older. Evidence shows that using multiple approaches will support the development of children’s communication and language.</p> <p><a href="#">EEF   Communication and Language</a></p> <p>Research shows that schools should prioritise the development of children’s communication and language through the socially meaningful interactions.</p> <p><a href="#">The ShREC approach   EEF</a></p>	<p>2, 3 &amp; 4</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>Pastoral Lead and Attendance Officer to support and improve children’s attendance and punctuality.</p>	<p>Good attendance at school is essential. It is linked to improved academic achievement, developing learning opportunities as well as supporting friendships, social skills, life skills and cultural awareness.</p> <p>Activities to support attendance:</p> <ul style="list-style-type: none"> <li>• compassion-omics modelled by all staff</li> <li>• Attendance Ted</li> <li>• reading cafes to engage and inform parents</li> <li>• celebrations and events</li> <li>• strategies to support parental engagement e.g. dance clubs linked to culture</li> </ul> <p><a href="#">School attendance, improving the consistency of support: new burdens assessment - GOV.UK</a></p> <p><a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	<p>1, 2, 3, 4, 5 &amp; 6</p>

After school clubs led by outside agencies.	After school clubs increase social development and soft skills. The offer of after school clubs throughout a child's journey through school, can build on their social skills and self-confidence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 5 & 6
Play therapy	Play therapy is about providing a safe place for children to explore and process their emotions and experiences that are just too big to manage in their everyday life. Through their natural language of play, toys are their words. Play allows them to safely explore difficult or traumatic experiences through symbolism and metaphor.  <a href="#">What is Play-Based Learning? - Right To Play</a>	5 & 6
My Happy Mind Programme introduced across school, following on from the successful roll out in nursery.	Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.  <a href="#">Metacognition and self-regulation   EEF</a>	1, 5 & 6
Breakfast club	Research and our own observations prove that pupils who have eaten a nutritious breakfast will be better able to work in the classroom environment.  Free, universal, before school breakfast clubs are shown to be low cost for moderate impact (+ 2 months progress)  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	1, 5 & 6

**Total budgeted cost: £86,879.00**

## 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 **2024 to 2025** academic year.

#### **School context:**

No. of pupils	PP	SEND	EAL	EHCP	CiN
175	35.43%	22.29%	72.0%	2.29%	2.86%
Below average	Above average	Well above average	Well above average	Close to average	Close to average

#### **Attendance:**

	All pupils	National average	PP	National average
2024-25	90.1%	94.9%	86.8%	92.0%

Data for 2024-25 showed a relative improvement.

#### **Next steps for attendance:**

- Staffing restructure i.e. Pastoral Lead to work closely with Attendance Officer and Headteacher to improve attendance
- Careful tracking of attendance so that support plans can be put in place sooner rather than later
- Strategies that reflect community e.g. EAL
- Celebration of attendance by all staff
- Attendance Ted to raise attendance and punctuality, alongside aspiration

#### **End of EYFS outcomes:**

49.2% of all pupils achieved a GLD (LA= 68.6%; NA=68.3%)  
PP in EYFS scored +1.7ppt compared to LA averages for PP  
PP in EYFS scored +1.4ppt compared to regional averages  
But, PP in EYFS scored -1.3ppt compared with national averages.

Weakest ELGs were numerical patterns and speaking & listening

#### **Next steps:**

- Careful tracking of data using school tracking system so that weaker areas can be addressed with high-quality teaching
- Adoption of ShREC to foster quality talk and interaction
- Daily activities must include number, handwriting and reading
- Five to thrive to support communication and language, including vocabulary

#### **End of Key Stage 1 Teacher assessments:**

	All pupils	PP
Reading	50%	53%
Writing	46%	53%
Maths	54%	42%
Combined R,W,M	46%	53%

PP pupils performed better in reading and writing, but significantly less so in maths.  
The combined attainment for PP in RWM is better than all pupils.

Next steps:

- Raise attainment in maths through a mastery approach, combining simple and concise steps, supported by manipulatives and pictorial representations
- Access support from Glowmaths
- Careful tracking of data using school tracking system so that weaker areas can be addressed with high-quality teaching

**Phonics screening check:**

- 62% of PP children in Y1 passed the PSC, compared with 70% of all Y1 children
- 83% of PP children in Y2 passed the PSC, compared with 71% of all Y2 children

The NA for PSC was 80%

Next steps:

- To improve the number of all pupils passing the PSC through careful monitoring, coaching and quality first teaching.
- Provide additional support for those PP not working at ARE within the SSP through targeted intervention across all year groups
- Ensure additional phonics is built into the school day through speed sound lessons in the afternoon session

### 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
Can do Maths	Buzzard Publishing

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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.*

### **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 in the process of a referral.

### **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').