

Pupil premium strategy statement – Hadleigh Infants and Nursery School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 307 total |
| Proportion (%) of pupil premium eligible pupils | 8.1% (9.6% excl. nursery) |
| 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) | 2024-25 2025-26 2026-27 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Lucy Fynn |
| Pupil premium lead | Louise Bicknell |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 50,925 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 50,925 |

Part A: Pupil premium strategy plan

Statement of intent

Hadleigh Infants and Nursery School is a 3 form entry school with 307 children on roll (206 excluding the nursery), at the time of writing we have 25 children in receipt of Pupil Premium (PP) funding – this is 8.1% of the entire school population, or 9.6% excluding the nursery.

Children in receipt of PP funding account for a relatively small group therefore our ethos is that in order for children (particularly those from a disadvantaged background) to thrive and achieve their full potential there needs to be a holistic approach to teaching and learning. We recognise each child as an individual and are fully committed to ensuring they have every opportunity to meet their potential and experience a wide range of experiences.

We aspire for all of our pupils to leave us as confident, resilient individuals who are prepared for the next steps in their educational journey and beyond, this is equally true for all students, including those from disadvantaged background.

Our intention is for children to read fluently and widely, including choosing to read for pleasure, we would like our learners to have opinions on their favourite books and authors that they feel confident to share with others. We hope for our children to view themselves as authors who can express themselves in writing in both fiction and non fiction pieces. We strive to ensure that our learners have a strong knowledge of number facts and can apply these to solving mathematical problems fluently. Our curriculum is carefully constructed to reference our local context and inspire children to want to know more and explore further. We hope that our children from disadvantaged backgrounds will have aspirations similar to, or higher than those of their peers due to the success and opportunities that they have experienced at Hadleigh Infants and Nursery school.

We have a large emphasis on the importance of children being socially and emotionally healthy, as we know from Maslow's hierarchy of needs – feeling safe and secure, feeling belonging and care and having good levels of self-esteem are the foundations which need to be in place before one's full potential can be reached.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social, emotional and mental health - We have seen increasing numbers of pupil who struggle to regulate their emotions particularly across the PPG group. These pupils present with a wide range of challenges which vary significantly from child to child including difficulty in self-regulating behaviour, increasing distractibility, low self-esteem, increasing levels of anxiety and difficulty with social communication. This often manifests itself as lack of focus in the classroom, low level disruption, or in a small number of cases higher level disruption. |
| 2 | Children eligible for Pupil premium funding are joining Reception with lower levels of speaking than those not eligible for funding. 68% of PP children are entering school with below expected levels of speaking as opposed to 13% of those not eligible for PP funding. The ability to speak and acquire a wide vocabulary is key for future academic success. |
| 3 | Financial barriers which limit opportunities. Many of our disadvantaged families struggle to afford payments towards trips, out of school clubs, school uniform, swimming lessons residential trips. We aim to improve the outcomes for these children through narrowing the gaps and allowing these children the same opportunities as their peers. |
| 4 | Attendance data shows that pupils who are disadvantaged have lower attendance rates than their peers. 87% for pupils registered as pupil premium compared to 93% for non-pupil premium. 29% of pupil premium pupils are considered persistently absent compared to 15% of non-pupil premium children. |
| 5 | Attainment Internal data shows that last academic year writing attainment for pupils who are disadvantaged was at 42% compared to 67% across school. In maths (PP- 42% vs 72%) and reading (PP – 45% vs 70%). The 2024-27 strategy focusses much more heavily on the academic attainment of children in receipt of PP funding. |

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 |
|--|--|
| Social, Emotional and Mental health * Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de-escalation scripts and distraction techniques to refocus pupils with their learning. * Pupils are able to identify and regulate their emotions throughout the day because staff | SEMH interventions baselined and impact measured. *Zones of regulation are evident in each classroom and used during the day. * Most pupils are able to use the zones of regulation to effectively self-regulate their behaviour, some pupils will be able to co |

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| <p>model and help co-regulate behaviours through the Zones of Regulation.</p> <ul style="list-style-type: none"> * Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools. * Identified children attend timetabled SEMH interventions with our wellbeing practitioner to individually support regulation strategists and emotional understanding. * Referrals are made in a timely manner to allow children to access higher level support. | <p>regulate their behaviour with the support of members of staff.</p> <ul style="list-style-type: none"> * Pupils demonstrate good learning behaviours in class; they show increased stamina and perseverance towards their work. * Staff help pupils regulate their behaviour so focus is on learning * Pupils are able to access the support they need to manage their SEMH needs with minimal delay |
| <p>Communication and Language</p> <p>For children with low CL baselines to reach the expected standard by the end of reception through:</p> <ul style="list-style-type: none"> * SPAL interventions * Adult modelled communication * High quality phonics teaching and interventions where required | <p>90% of disadvantaged children (with learning disabilities) to reach the expected standard in CL by the end of reception. For 90% of disadvantaged children to consistently reach the expected standard in both reading and writing by the end of key stage 1.</p> |
| <p>Financial barriers</p> <ul style="list-style-type: none"> * Ensure all children have equal opportunities by funding/part funding experiences. * An open door policy allows families to discuss financial difficulties with staff who can provide local recommendations and support. | <ul style="list-style-type: none"> * School to subsidise school trips/ experiences for children * PTFA to run school uniform sales with significantly reduced costs |
| <p>Attendance</p> <ul style="list-style-type: none"> * Increase attendance of PP pupils – targeted families attendance improves ‘term on term’. * 95% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases. * Half termly data analysis shows that attendance % for PP children are increasing. | <ul style="list-style-type: none"> * Attendance of PP children improving term on term. * Attendance meetings in place for key families * Attendance team engage with support and recommendations from the attendance compliance team at Essex * Essex Attendance procedures in place allowing early identification and intervention. |
| <p>Academic attainment</p> <ul style="list-style-type: none"> • Teachers are trained on the Essex Ordinarily available high quality teaching framework to ensure that children access high quality evidence informed provision as their day to day diet. • PP children access a wide range of targeted interventions to close gaps in their learning and swiftly address any misconceptions in their current learning | <ul style="list-style-type: none"> • Children will consistently have access to high quality evidence informed teaching which challenges higher achievers and effectively scaffolds learning for those who need it • The attainment gap between those in receipt of PP funding and those not will decrease year on year then close. |

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: £ 5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>PP</i> lead designing and developing and delivering staff CPD around Metacognition and Self-Regulated learning</p> | <p>EEF - Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>This guidance report reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.</p> <p>For example, some teachers think they need to teach metacognitive approaches in 'learning to learn' or 'thinking skills' sessions. But the report warns that metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</p> | <p>5</p> |
| <p>AHT/ SENCO designing and delivering staff CPD on the Essex Ordinarily Available Inclusive Teaching Framework (with a spotlight on SEND and Disadvantaged)</p> <p>This framework covers elements of teaching including SEMH, speech language and communication,</p> | <p>'Ordinarily Available' was developed by Essex County Council using psychology, educational research and teacher experience</p> <p>Ordinarily Available Inclusive Teaching Framework Sept. 2023 (all pupils) (1).pdf</p> | <p>1, 2, 5</p> |

| | | |
|---|--|--|
| pedagogy and metacognition, literacy and maths, and adaptive teaching and support | | |
|---|--|--|

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

Budgeted cost: £ 15,922

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Structured interventions delivered by support staff <ul style="list-style-type: none"> - Phonics catch up small group interventions - 1:1 Reading support weekly - Elkan Speech and language support - Small group 'gap filling'/ catch up | Phonics EEF Reading comprehension strategies EEF About Elklan Elklan Training Ltd Small group tuition EEF | 2,5,1 |

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

Budgeted cost: £ 30.003

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wellbeing Practitioner to provide a range of support services including interventions | When carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and wellbeing, and academic performance. It is | 1, 2, 3, 4 |

| | | |
|--|--|-------------|
| <p>(including drawing and talking, Zones of Regulation, Self-esteem Garden) and family support such as arranging food parcels, leading TAFs etc.</p> | <p>especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.’ EEF_Social_and_Emotional_Learning.pdf Challenge number(s) addressed 1, 5 (educationendowmentfoundation.org.uk)</p> | |
| <p>Attendance officer role supported through additional hours Support in place by Essex Attendance team and release time in place for leads across the trust to share good practise.</p> | <p>DfE – Each day missed results in a lower chance of achieving 5 or more good GCSE’s</p> | <p>4</p> |
| <p>Funding for pupils to attend extra curriculum activities, school trips and extended provision clubs.</p> | <p>Evidence collected by the University of Bath in their report, ‘An Unequal Playing Field’ suggests that children from the wealthiest backgrounds are up to 3 times more likely to take up extra-curricular activities as pupils from poorer background. The research also highlights the benefits of extra-curricular activities including strong links between extra-curricular activities and educational outcomes and greater confidence in interacting socially.</p> | <p>1, 3</p> |

Total budgeted cost: £50,925

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-24 Outcomes

The Pupil Premium strategy in place over the last three years was one determined under the previous headteacher and had a heavy focus on pastoral and wellbeing support. This was due to the needs of the cohort at the time which was experiencing a high level of SEMH need and significant support was needed in terms of interventions and behavioural support. Children who received PP funding, particularly in Year 2 in 2023-24 fell in to this category so much of the funding was redirected in order to keep them in school, support them in developing their self regulation skills and preventing permanent exclusion.

This did impact academic attainment for Year 2 PP children, however, it ensured that no children were permanently excluded and allowed them to continue their schooling journey with a knowledge of a range of self-regulation strategies.

40% (6) of Year 2 children in receipt of PP funding (15) attained combined age related expectations or higher in reading, writing and maths. This breaks down as 47% in reading, 47% in writing and 40% in maths.

Year 1 PP children (16) were able to access a catch up phonics intervention 54% of children achieved age related expectations for reading, 46% for writing and 54% for maths.

Of the 7 children in the Reception classes that were in receipt of PP funding, none reached the GLD, they attained on average 11 goals as opposed to the average of 15 for all reception aged children.

Children in receipt of the Pupil had an average of 87% attendance as opposed to 93% for the whole school. The attendance officer/ wellbeing practitioner has spent a significant amount building relationships with vulnerable parents so we are hoping that this will begin to show improvements in 24-25.

While the school did manage to prevent any of the PP children with identified SEMH needs being permanently excluded and also was able to demonstrate increased ability of most children in being able to use taught strategies (such as Zones of regulation) to self regulate their behaviour we were not able to close the academic attainment gap for as many children as we would have liked. The new strategy maintains many of the SEMH provisions which are now more established but also aims to place a greater em-

phasis on closing the attainment gap. We have one part time member of staff dedicated to PP interventions, we have also employed a member of staff who has specific skills in delivering speech and language interventions who has weekly time allocated to work with children who receive PP funding.