

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hampton Infant School and Nursery
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	11% (41)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Cook (Head of School)
Pupil premium lead	Lisa Maxted (Inclusion Lead)
Governor / Trustee lead	Polly Davies Jane Fallon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50, 320
Recovery premium funding allocation this academic year	0
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	£50, 320

Part A: Pupil premium strategy plan

Statement of intent

At Hampton Infant School and Nursery our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their individual starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that, including progress for those who are already high attainers and also give them enriching opportunities that they may not have experienced.

At the heart of our approach is High-quality teaching which focuses on areas in which disadvantaged pupils require it the most, targeted support based on robust assessment of need and helping pupils to access a broad and balanced curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our school ensures that pupils and their families are given pastoral support when it is needed. We do this through our PSA. We also have a play therapist in school once a week and a children's wellbeing practitioner (Mental Health Support Team).

Our approach is responsive to common challenges our pupils face. We use assessments, teacher knowledge and previous year's attainment to ensure we are providing the children the opportunities to succeed. As a school we:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We encourage all students 'to be the best they can be'.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that PPG children are not achieving in the same way as their peers and are not always making accelerated progress

2	Observations of, and discussions with PPG children show a disproportionate number have a limited breadth of cultural experience and reduced opportunities to socialise and/or attend after school activities
3	Teacher feedback, learning walk observations and discussions with teachers show that some disadvantaged children need social, emotional and mental health support to ensure they are ready to learn.
4	Some of our pupils start with underdeveloped oral language skills and vocabulary gaps. This is mainly due to lack of exposure.
5	Attendance for PPG children is lower than that for the rest of the school. A disproportionate number of disadvantaged children are classed as persistent absentees and therefore miss large parts of school life. This has a negative impact on their social and emotional development as well as academic progress.

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 (and what is in place)
<p>1. Data shows that PPG children are not achieving in the same way as their peers and are not always making accelerated progress.</p> <p>Pupils with expected or high prior attainment continue to make expected progress over time. Children targeted for accelerated progress reach the expected level.</p>	<p>Evidence-based interventions identified and used, staff to access high-quality training and supervision via external professional as required.</p> <p>Pupils, accessing the intervention, to undertake rigorous baseline assessment to determine impact.</p> <p>Subsequent intervention determined through termly monitoring.</p> <p>Increasing number of PPG children targeted, and monitored, for expected standard</p>
<p>2. Teacher feedback, observations of, and discussions with PPG children show a disproportionate number have a limited breadth of cultural experience and reduced opportunities to socialise and/or attend after school activities.</p> <p>Children have opportunities available to them to socialise and broaden cultural experiences.</p>	<p>Varied opportunities provided for all PPG children</p> <p>Wide range of school trips and experiences carefully planned to improve cultural capital for all children</p> <p>Participation levels in clubs increased.</p>

<p>3. Teacher feedback, learning walk observations and discussions with teachers show that some disadvantaged children need social, emotional and mental health support to ensure they are ready to learn.</p> <p>To achieve and sustain improved wellbeing for our disadvantaged pupils. Emotional well-being strategies embedded so that PPG pupils are supported to engage with learning in the mainstream</p>	<p>Coffee morning from CWP around emotional regulation.</p> <p>Evidence-based interventions identified and used, staff to access high-quality training.</p> <p>Access to advice from the PSA and CWP roles.</p> <p>Emotion coaching embedded in school. Staff to receive refresher training.</p> <p>Results of surveys from pupils, parents and staff, learning walks, behaviour logs to demonstrate effectiveness of these strategies</p>
<p>4. Some of our pupils start with underdeveloped oral language skills and vocabulary gaps. This is mainly due to lack of exposure.</p> <p>Children have increased opportunities and exposure to language rich activities. Improved language comprehension and vocabulary acquisition for disadvantaged children so that they can access challenging texts and develop writing.</p>	<p>Targeted approach to developing language and communication skills.</p> <p>Individual intervention for those most at risk.</p> <p>QFT.</p> <p>PPG pupils will develop their vocabulary at the same rate as non-disadvantaged pupils.</p>
<p>5. Attendance for PPG children is lower than that for the rest of the school. A disproportionate number of disadvantaged children are classed as persistent absentees and therefore miss large parts of school life. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>PPG pupils have improved attendance</p>	<p>A member of the office staff carries out a robust attendance tracking and analysis system. Looks at absence data and weekly letters are sent home for attendance under 90%.</p> <p>PSA to attend EWO meetings and have a raised awareness of persistent absentees.</p> <p>PSA to liaise directly with parents regarding attendance in order to directly target difficulties within the home.</p> <p>Gap between PPG and rest of the school attendance is narrowed year on year.</p> <p>Persistent absentee rates improve year on year.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and quality first teaching for teachers to focus class practice on accelerated progress for identified children</p> <p>To continue to build strength & capacity within the school's wellbeing offer through additional support from MHST</p> <p>Staff to work alongside PPG families whose children's attendance and punctuality is of a concern</p> <p>CPD from external professional to embed emotion coaching approach</p> <p>Engaging with National college for online training courses to upskill staff</p>	<p>The EEF guide to pupil premium</p> <p>Specific focus on raising attainment of PPG pupils – identified through target tracker.</p> <p>EEF toolkit acknowledged the benefit of social and emotional learning (SEL) for children from deprived backgrounds: SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. It identified that: on average, SEL interventions have an identifiable and significant impact on:</p> <ul style="list-style-type: none"> • attitudes to learning • social relationships in school • attainment itself (four months' additional progress on average). 	<p>1, 2,3,4,5</p>
<p>Quality First Teaching</p> <p>Targeted Academic Support</p> <p>Inclusion Manager</p> <p>We will purchase resources and fund ongoing teacher training and release time</p> <p>Curriculum Leaders supporting planning and modelling lessons</p>	<p>The EEF guide to pupil premium</p> <p>QFT booklet is monitored and updated regularly by the SEND team to reflect best practices on supporting children's needs and raising standards across the school.</p> <p>It has been identified that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent.</p>	<p>1, 2,3,4</p>

Engaging with National college for online training courses to upskill staff		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support</p> <p>SEND lead teacher to support and run interventions</p> <p>Teacher and LSAs responsible for teaching specific interventions and targeted support for individual pupils.</p> <p>Provide additional support for disadvantaged pupils with SEND</p>	<p>EEF</p> <p>OFSTED's published paper: 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' identified successful intervention included:</p> <ul style="list-style-type: none"> Carefully targeted support for specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics. Interventions which are taught by well-qualified specialist teachers, or well-trained and highly-competent teaching assistants Interventions which were time limited, not a way of life and linked well to day-to-day teaching 	1,3,4
<p>LSAs working across year group supporting targeted children in class and through intervention LSAs are well-trained in delivering specific interventions</p>	<p>EEF</p> <p>Teaching assistant Interventions +4</p> <p>'Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported'</p>	1,3,4

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

Budgeted cost: £16,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor</p>	<p>Supporting the 'whole child' and family is equally as important as specific intervention and may help to may ongoing gains more systemic.</p>	1,2,3,4,5

	EEF identify wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support	
CWP - Tuesday mornings Play Therapist- Wednesday Morning	It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. EEF: 'On average, Social and Emotional Learning interventions have identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	3
Educational Psychologist	An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways: -To support families who may need further advice at home to support their children. - To conduct assessment to determine a child's area of SEN. -To provide guidance to teaching and support staff around strategies to support specific children. -To deliver training to staff and parents regarding approaches to support pupils emotional wellbeing and self-regulation	1,2,3,4,5
Inclusion Manager	Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan.	1,2,3,4,5
Financial support for visits, school uniform, music lessons Milk Contingency fund for acute issues.	To ensure all pupils have equal opportunity to attend visits, music classes and other school events. School milk can be a great energy boost at mid-morning break, refuelling the body until lunch. Milk and water are the only two drinks recommended by dentists between meals. Drinking school milk fits into a healthy lifestyle. It is one of the best ways to rehydrate getting children ready to learn once again. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2

Total budgeted cost: £50,320

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.

At Hampton Infant School for the academic year 2023-24, 40 children were entitled to the pupil premium grant, this is 11% of our school cohort. 35% of children on the PPG register received SEN support.

Year 1 steps of progress

	Reading	Writing	Maths
Whole Cohort	5.7	5.5	5.4
PPG	5.3	5.3	5.4

Year 2 steps of progress

	Reading	Writing	Maths
Whole Cohort	6.1	5.8	6.1
PPG	6.2	5.7	6.2

PPG attendance at HISN from 2023 – 2024 was 88.87%, whole school attendance was 95.1%. Attendance of PPG children was carefully monitored throughout the year via a spreadsheet detailing whether it was improving or declining and phone calls were made to provide support to families whose attendance was below 90%.

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

Service pupil premium funding (optional)

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)

<p>Autumn term 2024</p> <p>46.4% of families supported by the PSA are PPG.</p> <p>25% of children who have attended, or are on the waitlist for, intervention with the CWP are PPG</p> <p>33.33% of children who are in an intervention with, or on the waitlist for, the play therapist are PPG</p>
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