

Pupil Premium Strategy Statement



This statement details our school’s use of pupil premium (and recovery premium for the 2023 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	Healdswood Infant and Nursery School
Number of pupils in school	164 (Oct Census 2023)
Proportion (%) of pupil premium eligible pupils	48% (Oct Census 23)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024 December 2025
Statement authorised by	Jayne Renshaw
Pupil premium lead	Daniel Webster
Governor	Louise Knott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,765 (Oct 23)
Recovery premium funding allocation this academic year	£8700 (Oct 23) £145 per eligible pupil
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	£ £129, 465 (Oct 23)

Part A: Pupil Premium Strategy Plan

Statement of intent

We acknowledge the diverse challenges that disadvantaged children encounter which impact on children learning. Our ambition is to facilitate progress in the curriculum for all children, irrespective of their background.

When determining how to allocate pupil premium funding, Healdswood Infant and Nursery School considers the following factors:

- the barriers to our children's learning;
- the specific challenges relevant to our children;
- and our school context.

The identified barriers to learning for disadvantaged pupils, at Healdswood Infant and Nursery School are:

- Speech, Language and Communication;
- Low data prior to entry into Reception
- Special Educational Needs and the social and emotional wellbeing of children.

We will ensure that all teachers are involved in analysis of data and identification of pupils, so that we can continually evaluate the impact of the Pupil Premium Strategy Statement.

Our principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, quality first teaching is our first priority in addressing the needs of all pupils

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (FSM) and we allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Healdswood Infant and Nursery school is two-form infant school and located in Sutton-in-Ashfield, North Nottinghamshire. The school location and the pupil base deprivation indicator is well above average and the school is in the highest 20% compared to all schools nationally. Sutton-in-Ashfield is situated in the 5th most deprived quintile in England. The school's deprivation indicator is 0.30 (national 0.18). The income, employment, health, education and crime deprivation indicators are all significantly above national.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged using national and internal school data.
- For all disadvantaged pupils to achieve the national expected standards (e.g. ELGs, Phonics Screening) which will result in our children being given the best chance of achieving the expected standard, at the end of Year 6.

Achieving These Objectives:

- Embedding evidence informed practice to improve quality first teaching;
- Fund educational visits and residentials to ensure all children have access to experiences and opportunities, which enhance their learning.
- Evidence informed 1:1 and or group interventions with the focus on accelerating progress (moving children to at least age-related expectations).

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and involvement on the speech and language teams indicate significant speech and language difficulties on entry to school including vocabulary deficit amongst many disadvantaged pupils. This is notably more evident for our disadvantaged pupils when entering Nursery and Reception and is evident through Key Stage One. Local Authority SALT support in Nottinghamshire continues to be challenging to access due to the demand.
2	The baseline data and assessments prior to entry into Reception indicate that children enter into the Early Years with low prior attainment, particularly Literacy, PSED and Communication and Language.
3	Analysis of internal assessments indicate that, while our Year 1 phonics data is comparable with national standards with our disadvantaged children performing comparably to their non-disadvantaged peers, the % of children achieving EXS at the end of Key Stage One for reading is significantly below national. Monitoring of reading indicates that disadvantaged pupils receive limited support with reading practice at home which affects the practicing of decoding and fluency. This negatively impacts on the children's development as readers.
4	Although our 2022-23 attendance data indicates that the attendance between disadvantaged and non-disadvantaged pupil was similar, however, our ambition is for all pupils have school attendance above 96%. Persistent absentees continue to be a challenge, and in 2022-23 the majority of PA children were in receipt of Pupil Premium.
5	A considerable number of our disadvantaged families encounter financial difficulties, making it challenging for them to afford educational experiences thereby negatively influencing our children's aspirations and life experiences.
6	Assessments and discussions indicate that disadvantaged children have difficulties developing as independent writers and writing attainment for disadvantaged pupils is below that of non-disadvantaged pupils. Baseline data and assessments indicate that children enter into EYFS with low prior attainment in Literacy, Physical Development and Communication and Language.
7	Our assessments and evaluations indicate that a proportion of our children in receipt of Pupil Premium funding have greater social and emotional needs than their peers, this creates a barriers to learning and negatively impacts on our children's 'Readiness to Learn' in school and subsequently achieve.
8	A proportion of our disadvantaged children are identified as having multiple characteristics and are part of another vulnerable group. Our interactions with

	our vulnerable families and our discussions with pupils demonstrate high levels of need for pastoral support and SEMH needs for SEND and disadvantaged pupils.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will have positive impact on the progress made from children starting points. More disadvantaged children achieve the communication and language area of learning in EYFS.
Improved attainment for reading at Key Stage One.	Quality first teaching of phonics resulting in improved reading outcomes. Pupils achieve comparably to national in the phonics screening check. Disadvantaged pupils achieve comparably to non-disadvantaged pupils in reading at the <i>Expected</i> and <i>Greater Depth</i> Standard at the end of Key Stage One.
Improved attainment in writing.	Assessments show an improvement in writing independence. Internal/external writing moderation indicate the disadvantaged children achieve comparably to non-disadvantaged at the <i>Expected</i> and/or <i>Greater Depth</i> standard at the end of Key Stage One.
Improved attainment and progress of disadvantaged pupils achieving GLD and is comparable to non-disadvantaged pupils.	Pupils in EYFS will be on track for attaining a Good Level of Development. Internal assessments show good/accelerated progress for disadvantaged pupils.
Disadvantaged pupils achieve comparatively to non-disadvantaged pupils in year 1 Phonics Screening Check.	Year 1 Phonics Screening outcomes for the disadvantaged children align with the national and continue to be comparable with non-disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and SEND pupils.	Sustained levels of wellbeing from 2023 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, parent discussions and SDQS (Strengths and Difficulties Questionnaire) participation in enrichment, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained attendance for 2023/25 demonstrated by:

	<ul style="list-style-type: none"> • The attendance disparity between disadvantaged and non-disadvantaged students remains comparable and the school data continues to align with national attendance figures. • The number of disadvantaged persistent absentees has been reduced.
<p>Families of disadvantaged children are proactively engaged with supporting learning the school to support children at home and in school at the earliest opportunity.</p>	<ul style="list-style-type: none"> • Families of disadvantaged pupils are proactively engaged and as a result attend school events. • Families are supported to access support services, referrals are made proactively and families are supported to external agencies to provide identified support, e.g. <i>Early Help</i>. • Wherever possible support is hosted by the school to encourage parental engagement, e.g. Solihul. • Families recognise that school is a place of support beyond education.

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.

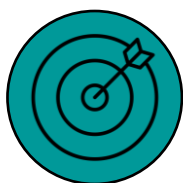


Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £60,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Secure quality, sustained professional development for teachers.</p> <ul style="list-style-type: none"> - NPQH - NPQSL -NPQLL -NPQLT <p>-Engagement in Professional Learning Communities (e.g. Early Years Network, Science Network)</p> <p>-1:1 Pedagogical Coaching (Early Years Lead).</p> <p>-Engagement in Year 3 of the Maths Hub Development Programme.</p> <p>-Speech and Language Specialist Support Programme</p>	<p>The factor that educators and school leaders should prioritize to improve pupil's attainment is the quality of teaching (Quality first teaching). Ensuring every teacher is supported in delivering QFT will make more differences to learning than any other factor in the school. QFT narrows the advantage gap and crucially, it can be improved (Coet et al. (2018). The Sutton Trust (2011) report that QFT has impact of 1 Year+, particularly on disadvantaged children.</p> <p>CPD selected is informed by EEF research and other educational evidence and is accredited by the Department for Education (e.g. NPQSL, NPQH, NPQLL, and Maths Hub)</p> <p>CPD is sustained through the academic year and is developed using the EEF principles of effective CPD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 6
<p>Effective Provision of Phonics and Early Reading Support</p> <ul style="list-style-type: none"> - Systematic Synthetic Phonics CPD (Essential Letter and Sounds) - Early Reading Lead Monitoring and Coaching - ELS Resources (e.g. decodable books) - English Hub - Drawing Club (Greg Bottrill) 	<p>Early Reading experts in teaching phonics is important in the development of early reading, particularly disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3, 6

<p>Effective teaching of Mathematics and Writing using the evidence and research available.</p> <ul style="list-style-type: none"> - Pedagogical Coaching -CPD linked to NCETM and the North-East Maths Hub -CPD provided by the English Hub - Curriculum Research Reviews (Ofsted) 	<p>The EEF <i>Teaching and Learning Toolkits</i> summarises the available evidence and makes actionable recommendations for teachers and practitioners.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>2, 3, 6</p>
<p>Promote Social and Emotional Wellbeing in Children.</p> <ul style="list-style-type: none"> -Thrive - Trauma Informed Practice and Relational Approaches - Senior Mental Health Lead 	<p>SEL approaches are proven to have a positive impact on pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Impact Reports for Thrive Approach: https://www.thriveapproach.com/impact-and-research</p>	<p>7, 8</p>
<p>Effective Leadership and Monitoring of Pupil Premium</p> <ul style="list-style-type: none"> - Pupil Progress Reviews 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1,2, 3, 4, 5, 6, 7, 8</p>
<p>Specialist Music Teacher</p>	<p>There is evidence supporting the impact of the Arts participation for academic attainment in other areas of the curriculum particularly English and Mathematics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 5, 6, 7</p>
<p>Support to make Impactful and Reasonable Adjustments for Learners across the Curriculum.</p> <ul style="list-style-type: none"> -Additional SENCO support for PP and SEND pupils. - SEND Prioritised Assessment. - Resources to support adaptive teaching 	<p>Specific adjustments which support teachers in making reasonable adjustments for disadvantaged learners with SEND will enable learners to make progress across the curriculum. This support will include identifying the needs, providing resources to support adjustments and using expert knowledge to facilitate reasonable adjustments which positively impact on outcomes for learners.</p> <p>Evidence: EPI (2021) Identifying Pupils with Special Educational Needs and Disabilities</p> <p>Evidence: DfE (2017) SEN Support: A Rapid Evidence Assessment</p>	<p>2, 3, 6, 7, 8</p>



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

Budgeted cost: £30,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Specialist Support Assistant.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3, 6
1:1/Group Phonics and Reading Support for Targeted Disadvantaged Pupils.	There is extensive evidence supporting the impact of quality 1:1 tuition for children that require targeted specialist phonics support to accelerate progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Structured and Research Informed Targeted Interventions (1:1 and/ or Group). - <i>School Led Tutoring (SLT).</i> - <i>1st Class @Number Programme (EEF Evaluation)</i> - <i>The ONE Project (EEF Evaluation)</i> - <i>HFL Reading Fluency Programme</i>	The ONE Programme (University of Oxford) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-one-project-2022-23-trial 1 st Class @Number Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber Group Tuition (Teacher and/or Teaching Assistant) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition HFL Reading Fluency https://www.hfleducation.org/reading-fluency	2, 3, 6
SEMH Support - <i>Therapeutic Interventions, e.g. Lego Therapy, Drawing and Talking, Exploring Emotions through Art and Nursery Rhymes.</i> - <i>Thrive</i>	SEL approaches are proven to have a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7



Wider strategies (for example, attendance, behaviour, well-being)

Budgeted cost: £30,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to Engage with Parents/Carers and support School Attendance.	<p>An Evidence Informed approach to improving attendance shows that pupils with good attendance make the most progress. Monitoring PP attendance and implementing procedures will improve attendance and reduce the number of PP children who are persistently absent from school.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	4
Provide Subsidised Enrichment Opportunities and Wider Opportunities.	<p>School visits and visitors have a significant role in enhancing the learning and curriculum in school, therefore we want all children to access these. Attendance data shows all children entitled to pupil premium have previously attended school visits. These visits and experiences will develop children both personally and academically.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p>	5
Outside Play and Learning (OPAL) Primary Programme	<p>Independent evaluation of the OPAL Primary Programme led by Gloucestershire University and published by the National Children's Bureau support the benefits of Play on children wellbeing and academic achievement.</p> <p>https://outdoorplayandlearning.org.uk/the-opal-primary-programme/</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p>	5, 7
Magic Breakfast Provision	<p>Breakfast provision boost children's concentration, attendance and academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	1, 2, 3, 4, 5, 6, 7, 8
Contingency fund.	<p>Based on our experiences and those of similar schools to ours, we have identified a need for contingency funding aside to respond to needs that have not yet been identified.</p>	

Total budgeted cost: £106,375

Part B: Review of the previous academic year

This details the impact of pupil premium activity had on our pupils the 2023-24 academic year.

This details the impact of pupil premium activity had on our pupils the 2024-25 academic year.

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Externally provided programmes

Programme	Provider
Number Sense	
Numbots	