

Hamp Nursery and Infant School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery 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	170
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mary Weatherburn
Pupil premium lead	Mary Weatherburn
Governor / Trustee lead	Victorija Martutaite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,188
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£92,188

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are gifted and talented, and those who face significant barriers to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are Child Looked After. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching, along with maximizing the level of additional support from Teaching and Learning Assistants is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intention is that non-disadvantaged pupils' attainment and progress will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to needs, based on analysis of robust regular 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 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.

Our intention is that all pupils at Hamp Nursery and Infants School make the maximum of progress they can, that none are disadvantaged by their individual needs or circumstances, and that there is no gap between the attainment of our disadvantaged pupils and non-disadvantaged pupils when they leave us at the end of KS1. We aim to ensure our disadvantaged pupils have raised self-esteem, raised confidence and independence, are able communicators and confident, engaged learners, able to self-motivate and view themselves positively and equally amongst their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS1, and in general, are more prevalent among our disadvantaged pupils than their peers. The majority of our pupils, including those classed as disadvantaged, start school below or significantly below the expected standard for their age cohort.</p> <p>At Hamp Nursery and Infants school, all children are assessed over the first half-term using our Assessment Pathway. The expectation for entry to Reception would be for a child to fall into the Reception Developing or Reception Secure band, before progressing onto ELG developing and ELG secure by the end of the EYFS. Children are also assessed using the National Baseline assessments by the end of week 6.</p> <p>September 2025 data shows that 100% of pupils started in Reception working below (3-4S) or significantly below (3-4D, or lower) the expectations for their age (ARE) across all 17 areas of the EYFS.</p> <p>In Listening, attention and understanding, for example, 51% of the cohort were working below (within a secure 3 to 4 years age band), 39% working significantly below (within a developing 3-4 year band), and a further 10% working extremely below (in the 0-3 years age band - immediate flag to SEND support). For PP pupils, 47% were below, 35% significantly below, and a further 18% extremely below.</p> <p>In comparison; there is a similar spread of pupils from the PP group to the non-PP group, but there are slightly less PP pupils than non-disadvantaged pupils at the higher bands, and more disadvantaged (PP) at the extremely below standard.</p> <p>At Hamp Nursery and Infants school, we aim to ensure that this gap is closed by the end of KS1.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Of the most recent group to take the Year One phonics screening test, of the 20.3% of the Year 1 cohort who did not meet the threshold, 60% of these were from disadvantaged families, 48% of whom also have barriers to good attendance, with 20% persistent absence, 100% SEND with 75% SEMH needs. This negatively impacts their development as readers.</p>
3	<p>Our assessments and observations, alongside government research and findings indicates that the education and wellbeing of many of our disadvantaged pupils was significantly impacted by the Covid pandemic and subsequent partial school closures to a greater extent than for other pupils. We had a very low take up of the vulnerable pupil places that were available in school, and less engagement with Google Classroom and home learning amongst our disadvantaged families. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, with the biggest gap for these pupils being progress in writing.</p>
4	<p>Our assessments, observations and discussions with pupils and families, alongside government research and findings have identified that social and emotional issues for many pupils and their families notably increased during the pandemic and subsequent lockdowns, and a lack of enrichment opportunities, already particular to this locality were significantly increased during school closure periods. This has had a long-lasting impact on many families, with every cohort starting school with ongoing delay and</p>

	school-readiness. These challenges particularly affect disadvantaged pupils, impacting on their self-esteem and self-worth, belief in selves and view of self as a learner, not forgetting their attainment. Teacher referrals for support have markedly increased over the last four years. An average of 38% pupils with SEND in the last three years, an average of 38% Pupil Premium. Not all SEND are PP, not all PP are SEND. All require additional support with social and emotional needs. This impacts on progression of independence and self-esteem, as well as listening and attention, self-regulation and other self-help skills.
5	Analysis of attendance data, observations and discussions with pupils and families have identified that attendance is lower for disadvantaged families. This is a national picture, which has increased during the pandemic. The age-range of our pupils means that they cannot bring themselves to school and rely on parental engagement to come to school.

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 is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils to be achieving in line with their peers, or making more points progress, on average.
Improved phonics performance and reading attainment among disadvantaged pupils.	KS1 reading outcomes to show that disadvantaged pupils met the expected standard/exceeding standards in line with their peers, or made more points progress on average.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes to show that disadvantaged pupils met the expected standard, in line with their peers, or made equal or more points progress on average.
To achieve and sustain improved wellbeing, confidence and self-esteem for all pupils, particularly disadvantaged pupils in our school.	<p>Sustained high levels of wellbeing, confidence and self-esteem demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Increased confidence and independence of pupils. • Improved standards and progress for disadvantaged pupils, measured in the KS assessments <p>High participation in enrichment activities such as afterschool clubs, among disadvantaged pupils. Significantly improved communication and independence, especially amongst disadvantaged pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • Whole school attendance data 94%. • Gap between FSM and non-FSM families reduced. Currently, Year to date, FSM have 5.43% more absence than non-FSM.

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: £6,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Small group speaking and listening interventions. • Enrichment for the curriculum, development of hidden curriculum. • After-school PP groups. • G&T groups. • Nurture groups. <p>Employment of specialist PE Coach:</p> <ul style="list-style-type: none"> • Small group interventions. • After-school PP groups. • G&T groups. <p>Employment of Forest Rangers lead: £6,888</p> <ol style="list-style-type: none"> 1. Small group interventions 2. 1-1 interventions 3. After-school groups. 	<p>There is extensive evidence associating childhood social and emotional skills, development of self-esteem and increased independence with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
Mental Health and well-being Champion, Non-teaching time	There is extensive evidence associating childhood social and emotional skills, development of self-esteem and increased independence with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1,3,4,5

	EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £67,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention 1:1 support in additional groups – double phonics in classes as identified to close the gaps. Continued staff training in line with expectations for new validated Phonics schemes.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF.	1,2,3,4
Daily reading sessions with trained adults in school.	Data shows rapid progress for disadvantaged pupils receiving additional support.	1,2,3,4
Provision of online reading scheme.	Access to books and reading vastly improves outcomes for disadvantaged pupils.	1,2,3,4
Contingency fund for additional needs, e.g. further support for pupils affected by absences due to the Covid pandemic.	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.	1,2,3,4
iPad purchased to provide support for EAL pupils and families.	Improved communication between school and EAL families.	1,2,3,4

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

Budgeted cost: £33,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Home School Liaison worker. Hours increased from September 2022 to support families impacted by the effects of the Covid school closures and to liaise with families to address persistent absences and other issues affecting the pupils school life.	<p>https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3,4,5

<p>Draw to Talk Therapy (30mins daily) - £1,742</p>	<p>Fully trained HLTA providing 1-1 sessions for pupils. Focus on mental health and well-being. Research shows that Draw to talk provides a pro-active rather than reactive approach to supporting pupils with mental health and well-being concerns.</p>	<p>3,4,5</p>
<p>ELSA intervention (2hrs a week)</p>	<p>Fully trained member of staff. Focus on emotional literacy. Research shows that ELSA helps children to build resilience, by supporting them to better understand their own emotions and those of others.</p>	

Total budgeted cost: £108,097

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National data is no longer being collected by the Government for KS1, with the last available national data being from July 2023, and Hamp Nursery and Infants school last comparative data from 2022.

In depth analysis from pre-pandemic data (2019) shows that FSM groups at Hamp Nursery and Infants school were the third highest achieving group of 18 different groups, with non-FSM being the 13th highest achieving group. In the four core areas measured by SAT's at the end of KS1, our FSM pupils achieved in excess of National standards for both EXS and GDS.

Post pandemic, for all schools, attainment was lower, but more so for the disadvantaged pupils. In 2021 our internal data, along with FFT early results shows our FSM pupils made more than the expected progress from their starting points, achieving above the National Standard. Our FSM pupils made very slightly less progress than the non-FSM group, with both groups scoring above National in their SATs scaled scores in Reading/Writing/Maths but achieving more progress in science.

In 2022, our internal data, along with FFT early results shows our FSM pupils made more than the expected progress from their starting points, achieving above the National Standard.

In 2023, our internal data, once again shows our FSM pupils made more than the expected progress from their starting points, with progress in line with their non-disadvantaged peers.

Over the last four years, data shows that the attainment gap between disadvantaged and non-disadvantaged pupils at Hamp Nursery and Infants school is steadily closing, and remains a much smaller gap than the data for pupils nationally, and the progress gap has now caught up.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health, which were all significantly impacted by the pandemic, have continued to cause barriers to learning for many pupils. The impact is particularly acute for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Education CPD for all staff	National College
Educational resources subscription	Twinkl
Collins Big Cat online reading scheme	Collins
EYFS and KS1 Music Scheme	Kapow
EYFS and KS1 PSHE Scheme	Jigsaw
Systematic synthetic Phonics Scheme	Little Wandle
New Writing Scheme	The Literacy Tree
Communicate in Print	Widgit

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- There is an additional pastoral fund used to support families most in need, often in times of crisis.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of our strategy previously to assess what worked well and to look for further improvements. In all areas PP performance academically was good, the strategies were making a significant impact. An area we identified that needed further improvement was the impact of persistent absenteeism on Pupil Premium children, often being one of the most significant reasons for their disadvantage, as school has the least time to make an impact. Extra measures such as increasing the HSLW hours, training an ELSA, half-termly attendance team meetings, introducing My Concern have been put into place to attempt to combat this further.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the FFT Aspire data to view the performance of disadvantaged pupils, and the EEF database to view the performance of pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.