

Pupil premium strategy statement – Hunter’s Bar Infant 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	270
Proportion (%) of pupil premium eligible pupils	10%
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)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	M. Barnes
Pupil premium lead	K. Wileman
Governor / Trustee lead	D. Squire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£1,325,816

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an additional stream of funding that is provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

This information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes in line with the below objectives. A significant amount of the funding is spent on staffing costs. As a school, we believe that timely and appropriately balanced additional input from skilled professionals, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. These TAs are trained in a significant range of evidenced based interventions to help address gaps in both learning and emotional resilience.

In addition to being financially disadvantaged, many our children who qualify for Pupil Premium funding have other barriers to learning.

Headline data shows:

- 67% of children in receipt of Pupil Premium currently have an attendance below the school target of 96.4%.
- 70% of children in receipt of Pupil Premium require daily 'catch up' or 'keep up' phonics sessions to support their early reading.
- 30% of children in receipt of Pupil Premium speak English as an additional language and 75% of this group require early language intervention.
- 67% of children in receipt of Pupil Premium require academic or emotional support intervention during the school day.

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes
- Increasing the attendance and decreasing the persistent absence of all pupils
- Improving and maintaining the quality of teaching for all pupils, particularly in early reading and language
- Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in academic learning and emotional literacy hinder the progress of some children.
2	Some children speak English as an additional language and a significant number of this group require language intervention.
3	Early reading is the cornerstone for accessing a broad and balanced curriculum and many of our PP eligible children have gaps in their learning here.
4	Despite regular monitoring and action, some pupils have declining attendance and punctuality trends. Others are at risk of becoming persistent absentees.

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
All children, regardless of background, have the cognitive skills and emotional literacy to make progress in all areas of the curriculum.	• Gap between advantaged and disadvantaged children narrowed. • Data shows positive trends in progress and summative achievements. • Emotional literacy interventions embedded across school and accessed by a range of children.
All children who speak English as an additional language make rapid progress in language that allows them to build social and academic skills.	• Gap between advantaged and disadvantaged children narrowed. • EAL speaking and listening trackers show better than expected progress for all EAL learners. • Data shows positive trends in progress and summative achievements.
All children, regardless of background, become confident and fluent readers enabling them to access the full curriculum and a broad range of learning experiences.	• Gap between advantaged and disadvantaged children narrowed. • Data shows disadvantaged children make better than expected progress in phonics and reading. • A higher number of children are accessing whole class, age related phonics teaching in line with the age-related sequence. Less children are utilising keep up/catch up sessions.

	• Phonics screening check results remain consistently high.
All children, regardless of background, have an attendance above the school attendance target of 96.4% and arrive at school on time every day.	• Gap between advantaged and disadvantaged children narrowed. • Whole school attendance increased and staying consistently above target. • Attendance data shows reduced lateness. • Attendance data shows reduced persistent absenteeism.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and early reading whole staff training, coaching and mentoring.	The DFE recommend that when teaching phonics school should “take a rigorous, systematic [approach]...used with fidelity.” Hunter’s Bar Infant School purchased and rolled out <i>Little Wandle Letters and Sounds</i> in September 2023. Our early data shows improvements in the accessibility for all pupils and good practice across most areas of school. Close monitoring by the Phonics and Reading Leader should continue to coach and mentor staff, ensuring consistency and fidelity throughout school. 2. Literacy KS1 Guidance Report 2020.pdf 5. EEF-Effective-Professional-Development-Guidance-Report.pdf	1 3
Early language/EAL staff training, coaching and mentoring.	We use the five principles for EAL pedagogy as laid out by The Bell Foundation. However, to increase progress we also use a range of evidence based language interventions to support maximise language acquisition for all learners. During this next cycle, staff will be supported to roll out more comprehensive language assessments and will undertake training and mentoring in the delivery of EAL support. 5. EEF-Effective-Professional-Development-Guidance-Report.pdf	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support language development, early literacy and number.	Inline with EEF research linked to the effective use of Teaching Assistants (TAs), our TAs are deployed carefully working with many of the lower attaining pupils – subsequently those more like to be eligible for Pupil Premium funding - in order to address gaps in their knowledge and basic skills in language, literacy and maths. 1.TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf 2.Literacy KS1 Guidance Report 2020.pdf 4.EEF Maths EY KS1 Guidance Report.pdf	1 2 3
Targeted intervention to support emotional literacy.	Inline with EEF research linked to the effective use of Teaching Assistants (TAs), our TAs are deployed carefully working with many of the lower attaining pupils – subsequently those more like to be eligible for Pupil Premium funding - in order to address gaps in their emotional literacy. At Hunter's Bar Infant we use ELSA, Trauma Informed and Nurture approaches. 1.TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf 3. EEF Social and Emotional Learning.pdf	1
Specific small group tuition within class.	As well as being deployed to lead research based interventions, TAs at Hunter's Bar Infants also support with specific groups within class. These groups range from the most to the least able and encompass many different groups of learners 1.TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf	1 2 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Positive Regard training.	Social and emotional interventions at a whole school level can make up to 4 months of additional academic progress for all learners and supports pupils in growing to be effective and happy citizens. At Hunter's Bar Infants we plan to undergo Positive Regard training to ensure consistency of approach in our social and emotional whole school intervention. 3.EEF Social and Emotional Learning.pdf	1
Attendance support and monitoring provided by SLT attendance lead and Learning Mentor.	The Learning Mentor and SLT link for attendance meet weekly to analyse weekly attendance data. Policy is followed including letters being sent for low attendance or poor punctuality and parental meetings held. Attendance based staff also attend Locality attendance forums to share good practice and receive local/national updates. 6.Working together to improve school attendance (applies from 19 August 2024)	4
Extra-curricular supplemented experiences for children.	The value of extra-curricular clubs for disadvantaged children is significant. Evidence suggests they can support a child in developing their self-esteem, confidence, feeling of belonging, physical and mental health, happiness and enjoyment of new experiences. At Hunter's Bar Infants we use a range of extra-curricular clubs, both sports and creative based, to support disadvantaged children in broadening their experiences. 3. EEF Social and Emotional Learning.pdf 7.https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	4

1. [TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf](#)
2. [Literacy KS1 Guidance Report 2020.pdf](#)
3. [EEF Social and Emotional Learning.pdf](#)
4. [EEF Maths EY KS1 Guidance Report.pdf](#)
5. [EEF-Effective-Professional-Development-Guidance-Report.pdf](#)
6. [Working together to improve school attendance \(applies from 19 August 2024\)](#)
7. <https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf>

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A targeted approach to supporting Pupil Premium children has shown significant positive impacts on their readiness to learn and ability to thrive in an educational environment. Structured interventions, such as "bucket time," help children develop focus and an understanding of adult-led activities, fostering the ability to take turns and adhere to programme rules. These sessions also promote social interaction and peer engagement, gradually preparing children to participate in classroom activities and group settings.

Independence is a critical area of growth, with efforts aimed at enabling children to navigate the school environment and access learning spaces independently. Skills development includes readiness for KS2 classrooms and the ability to manage transitions seamlessly. Socially, initiatives like the lunchtime Treehouse Club and conflict resolution support, such as using "turn around" areas, help children regulate and understand boundaries, reducing behavioural incidents logged on CPOMS.

The introduction of coping strategies and visual supports ensures children can manage emotions effectively, with emotional literacy teaching across the curriculum using Zones of Regulation aiding de-escalation in playground settings. Language development remains a priority, with an emphasis on helping children articulate needs and interact confidently.

Academic progress is strengthened by focusing on comprehension and writing skills. Strategies include teaching new concepts and vocabulary in manageable chunks, guided practice, dictation, scaffolding, and independent application. High-quality dialogue and oral rehearsal with teachers, regular reviews, and overlearning ensure knowledge retention and avoid cognitive overload.

These efforts result in measurable outcomes: improved reading comprehension, accelerated progress, and the ability to write with meaning at their level. By fostering independence, social skills, emotional regulation, and academic proficiency, Pupil Premium children are better equipped to meet educational demands and achieve success.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.