



Pupil premium strategy statement for Hursthead Infant School

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hursthead Infant School
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	2%
Academic year our current pupil premium strategy covers	2025-28
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Karen Grant
Pupil premium lead	Karen Grant
Governor / Trustee lead	Brian Bagnall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£13,585



Part A: Pupil premium strategy plan

Statement of intent

At Hursthead Infant School we use Pupil Premium Grant funding to directly benefit the individual pupil depending on their needs – emotional, social and /or academic. We use it to ensure our disadvantaged pupils receive the highest quality of education preparing them for a lifelong learning journey.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Focus on developing the pupils' reading skills so that they can access the curriculum provided.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of extra-curricular opportunities to develop their abilities – creatively and physically.
- To support the family as a whole through the development of parenting skills, especially to support pupils' needs.

Challenges

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

Challenge number	Detail of challenge
1	The need to raise attainment from a low baseline or extend their learning further
2	Support required re> Parenting
3	Anxiety and emotional needs
4	Limited access to extra- curricular opportunities
5	Pupils need to present as the same as their non-disadvantaged peers and have access to resources to aid learning



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
To ensure progress of Pupil Premium children in Reading, Writing, Maths.	Pupil Premium children to reach at least age related expectations (ARE) at the end of the academic year.
To ensure the family of Pupil Premium pupils are able to access parenting advice.	Parents of Pupil Premium pupils understand how to best parent their children to aid them to be successful.
To ensure Pupil Premium children receive emotional/social support to aid self-esteem and belief.	Pupil Premium pupils are emotionally and socially supported and confident.
To ensure Pupil Premium children have the same access to extra-curricular opportunities.	Pupil Premium children are accessing extra-curricular activities.
To ensure Pupil Premium pupils present as part of the school and have access to resources to aid learning.	Pupil Premium pupils present as part of the school and are supported in school/at home with appropriate resources.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **to the end of our current strategy plan** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage the services of the Inclusion Team and other support to aid work with parents and pupils regarding anxiety/self-esteem/emotional needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3, 2
To engage the services of a professional coaches to work with parents regarding parenting skills, engagement and strategies.	There is extensive evidence that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1668604833	3, 2
Staff CPD to develop adaptive practice in order to ensure children reach ARE	Adapting teaching provides focused support to pupils who are not making progress and is likely to improve outcomes. Adapting-teaching	1



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

Budgeted cost: £6,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading where needed 1:1 by TA or CT.	There is strong evidence to suggest that developing children's reading comprehension skills has a high impact of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
5 minute file phonics intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
5 minute file writing intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
5 minute file writing intervention maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Targeted Interventions: <ul style="list-style-type: none"> • Lego Therapy • Narrative Therapy • MSS 	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1



<ul style="list-style-type: none"> SPLC sessions with Speech and Language Therapist ELSA 	<p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Information on ELSA:</p> <p>https://www.elsa-support.co.uk/what-is-elsa-intervention/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupil premium pupils will be financially provided by the school for the following: school visits, school visitor events, school uniform, resources required and any extra- curricular activity provided by the school.	Pupils given the same opportunities and presented as the same as their peers increases confidence, esteem and closes the gap.	3, 4, 5
School will also financially support an extra-curricular activity outside of school's provision where applicable.	Pupils given the same opportunity to develop their talent, increase their creative and physical skills which will increase confidence, esteem and sense of belonging.	3, 4, 5
To maintain and develop the Senior Leadership Team (SLT) and the pastoral/safeguarding team to ensure the best outcomes for our children.	EEF reports highlight the impact on leadership on the quality of teaching across their Toolkit of approaches. The SLT are focussed on developing teachers and removing administrative and non-teaching tasks whilst providing high-quality support and CPD.	All

Total budgeted cost: £13,585



Pupil premium strategy outcomes

Outcomes – Pupil Premium Pupils Summer 2025
Based on Teacher Assessment

	End of Key Stage One Meeting End of KS1 Expectations - school		
	Reading	Writing	Maths
PP pupils (6 pupils)	100%	67%	100%
	Phonics Screen Check Pass		
PP pupils (1 child)	100%		
	EYFS GLD		
PP pupils (3 children)	67%		