

Pupil Premium Strategy Statement 2025- 2026

Hetts Lane Infant & Nursery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hetts Lane Infant and Nursery School
Number of pupils in school (Sept 25)	102 FT and 25 PT Nursery pupils
Proportion (%) of pupil premium eligible pupils	35% of KS1 pupils
<i>Proportion (%) of disadvantaged pupils</i>	34% of FT pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2026/ 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lucy Stancliffe Head teacher
Pupil premium leads	Lucy Stancliffe & Emma Shipley
Governor / Trustee lead	Nick Crew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49.995

Part A: Pupil premium strategy plan

Statement of intent

At Hetts Lane we have high aspirations for all pupils and are committed to ensuring the best learning opportunities for all children, particularly those who are disadvantaged to enable them to achieve the very best they can. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 already high attainers.

Our strategy is also integral to wider school drive for continuous school improvement.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Low Baseline on entry</p> <p>Our assessments and observations indicate that the majority of pupils including many disadvantaged pupils enter Hetts Lane with low starting points, below age related expectations.</p> <p>As supported by national studies our assessments and observations also indicate that childrens well being and learning has been further impacted by the covid pandemic, with the impact appearing even greater for our disadvantaged pupils than for others</p> <p>This has resulted in significant knowledge gaps particularly in key areas of early development leading to pupils falling below age-related expectations in all areas and especially in communication and language, personal and social development, reading and writing</p>
2	<p>Limited Vocabulary (range, depth and understanding) and underdeveloped oral language skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to Nursery/Reception and through KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. If not addressed this can then affect childrens school experience and learning later in their school lives.</p>
3	<p>An increased proportion of disadvantaged children are also identified as having SEND and/or social, emotional or behavioral needs</p> <p>Currently a just over a quarter of FSM children are also identified as SEND, this represents 56% of the SEND children in school. This can create additional barriers to learning that require early identification and additional support and intervention.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Reading and phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have lower starting points and greater difficulties with phonics than their peers. This can then negatively impact their development as readers. On entry to Reception class in the last 2 years, less than half (40% in 2025) of pupils are working at the expected standard in reading. At least 50% of disadvantaged pupils join the school working below age-related expectations in reading compared to 30% of other pupils. This gap narrows but still remains at the end of KS1.</p>
5	<p>Parental aspiration & support including low attendance</p> <p>Parental aspiration and support is vital to ensuring the wellbeing and progress of all children particularly those who are disadvantaged.</p> <p>Our attendance data over the last few years indicates that attendance among disadvantaged pupils has been generally lower than for non-disadvantaged pupils. Last year attendance for FSM children was 3.8% less than others and a higher percentage of disadvantaged pupils in KS1 were 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
<p>Improved attainment and progress in all areas for disadvantaged pupils</p> <p><i>Link to School Improvement Plan 25/26 Improvement Areas 1.1 & 1.2</i></p>	<p>Disadvantaged pupils achieve well and assessments show they have made good progress and more are working at the expected standard by the end of KS1.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils</p> <p><i>Oral language focus in 24/25 School Improvement Plan embedding implementation in 25/26</i></p>	<p>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 and ongoing formative assessment.</p>
<p>Improved phonic attainment and progress among disadvantaged pupils.</p> <p><i>Developed in 24/25 School Improvement Plan and evaluating impact in 25/26 Improvement Area 1.1</i></p>	<p>Assessments and observations indicate significantly improved phonic attainment among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including children reading across the curriculum</p>
<p>Improved reading attainment and progress among disadvantaged pupils.</p> <p><i>Developed in 24/25 School Improvement Plan and evaluating impact in 25/26 Improvement Area 1.1</i></p>	<p>Assessments and observations indicate significantly improved reading attainment among disadvantaged pupils. KS1 reading outcomes in 2023/24 show that more disadvantaged pupils met the expected standard.</p>
<p>Improved provision and progress for all disadvantaged pupils with SEND and those with social emotional and behavioural needs</p> <p><i>Link to School Improvement Plan 2.2</i></p>	<p>Assessments and observations indicate SEND children, particularly those who are disadvantaged have achieved well and made good progress through quality first teaching and appropriate intervention.</p>
<p>Improved aspiration for children and families</p>	<p>Observations and discussions with parents and children show high aspirations.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p><i>Link to School Improvement Plan 2.1</i></p>	<p>Sustained improvement in attendance demonstrated by:</p> <ul style="list-style-type: none"> • Improved attendance rate for all pupils on a whole school and individual level • Attendance gap between disadvantaged and non-disadvantaged pupils has decreased • The percentage of all pupils who are persistently absent has decreased and the figure for disadvantaged pupils is closer to that of their peers.

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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustained consistent implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p><i>Link to key area for development in 24/25 School Improvement Plan and embedding sustained improvement in 25/26 School Improvement Plan Improvement Areas 1.1</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Continue to embed whole school reading improvement and staff development</p> <p>Including further purchasing of decodable reading books</p> <p><i>Link to School Improvement Plan Area 1.1</i></p>	<p>Investing in relevant staff development has a longer term impact in improving the quality of teaching for all and enabling all children to learn to read</p> <p>DFE Reading Framework</p>	4 & 1
<p>Developing the teaching of vocabulary and oral language</p> <p><i>Link to key area for development in 24/25 School Improvement Plan and embedding sustained improvement in 25/26 School Improvement Plan Improvement Areas 1.1</i></p>	<p>Investing in relevant staff development and emphasising the importance of spoken language and verbal interaction in the classroom has a longer term impact in improving the quality of teaching for all and enabling improvements in childrens vocabulary and oral language.</p> <p>EEF Toolkit: Oral Language</p>	2
<p>Supporting childrens learning and progress in the classroom by ensuring well trained support staff are able to provide effective feedback <i>Link to School Improvement Plan 1.2 & 1.1</i></p>	<p>EEF evidence demonstrates that providing effective feedback has significant benefits for pupils, particularly disadvantaged pupils.</p>	1,2,3,4

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support with small group and 1-1 reading</p> <p><i>School Improvement Plan , Improvement Area 1.1</i></p>	<p>Consistent, regular practice of applying phonic knowledge, reading decodable books and words at an appropriate level supports childrens progress, confidence and fluency.</p>	<p>4 & 1</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>School Improvement Plan , Improvement Area 1.1</i></p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Targeted support/ individualised Instruction for childrens identified need/ barrier to learning (including SEND, social, emotional, behavior, wellbeing, physical development)</p> <p><i>School Improvement Plan , Improvement Area 2.2</i></p>	<p>Identifying a child's area of need and providing targeted support at an individual/ group level in area of need enables children to access learning and make progress EEF toolkit : Individualised Instruction & Behaviour Intervention</p>	<p>3</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children enjoy a regular hot meal, school milk and breakfast bagel	To support children's healthy development	All
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance guidance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and time for allocated staff to monitor pupils attendance and follow up quickly on absences including first day response provision</p> <p><i>School Improvement Plan , Improvement Area 3.2</i></p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
<p>Parental Aspiration and Support</p> <p>This will involve a range of strategies that focus on parents and families as well as providing extra curricular activities</p>	EEF evidence identifies the benefits of raising aspiration and parental engagement strategies which are a typically more effective with parents of young children. EEF tool kit Aspirational Intervention & Parental Engagement	5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £50,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024- 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data (phonics) and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils made good progress from their starting points, with an increase in the number of disadvantaged children meeting the expected standard at the end of KS1 in reading, writing and maths, compared to the start of the year and the Key Stage. The gap between our disadvantaged and non- disadvantaged pupils meeting expected reduced in all areas.

This was particularly evident in the percentage of pupils meeting the expected standard in the phonics check by the end of Year 2, with 83% of disadvantaged pupils meeting the standard compared to 93% of non-disadvantaged. This highlights the positive impact of the schools focussed whole school improvement work in improving phonic teaching through the consistent implementation of the schools new phonic programme.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that although improvements were seen in individual and whole group attendance, narrowing the gap between disadvantaged pupils and others in KS1 to 3.8%, absence rates remain higher than pre-pandemic levels, particularly in the number of pupils persistently absent. Although the vast majority of absence has been for genuine illness, the drive to raise attendance levels for all pupils, particularly the disadvantaged will continue.

Based on all the information above, the performance of our disadvantaged pupils met and in some areas exceeded expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that impact is most effective when linked closely to our whole School Improvement areas/ plan. This has been particularly effective in improving provision and outcomes in reading. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

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

- continued whole school focus on well being and readiness for learning through:
 - mental health lead using training to support development of a whole school strategy to develop pupil voice and ensure opportunities are provided through the curriculum and throughout the wider school day to promote and develop wellbeing.
 - offering a wide 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.
- Continuing to promote and facilitate the role of Pupil Premium Champion to ensure the best possible outcome for disadvantaged pupils through:
 - monitoring and evaluating the effectiveness of provision and its impact on pupil progress and attainment.
 - attending relevant training to identify and implement best practise and new initiatives.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we have evaluated what had worked well in securing improved outcomes for disadvantaged pupils and why other activities undertaken in previous years had not had the degree of impact that we had expected.

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 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 used the [EEF's implementation guidance](#) to help us develop our strategy and we will continue to use it through the implementation of activities.

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.