

## Pupil premium strategy statement for Hatch Warren Infant School 2025/2026

### School overview

Detail	Data
School name	Hatch Warren Infant School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	22% (55 children) based on October census
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sue Boorman Headteacher
Pupil premium lead	Jo Padfield
Governor lead	?????

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### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,050
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,050

## Part A: Pupil premium strategy plan

### Statement of intent

At Hatch Warren Infant School, we have high aspirations and ambitions for all our pupils and believe that they should thrive and enjoy being in school, regardless of their background or the challenges they face. Happiness and wonder inspires success.

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At Hatch Warren Infant School, our intent for the pupil premium strategy is to:

- Ensure disadvantaged pupils make good or better progress from their starting points alongside their peers.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- Provide high quality, targeted early intervention for those pupils identified as under-performing.
- Support the emotional health and wellbeing of all pupils.
- Ensure good attendance from our pupil premium children.
- Enable pupil premium pupils to access a wide range of curriculum opportunities including extra-curricular.

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To achieve our objectives we:

- Ensure that high quality teaching and learning opportunities meet the needs of all pupils.
- Analyse progress of pupils in receipt of pupil premium to determine and identify barriers to learning
- Make adaptations to address any issues in performance through pupil progress meetings, targeted interventions and support to narrow the attainment gap between pupil premium children and non-pupil premium children.
- Have high expectations for our pupil premium children and working with families to remove barriers to learning such as attendance
- Provide pastoral support so pupils are emotionally ready and able to learn.
- Offer enrichment activities, such as educational visits and clubs, that pupil premium pupils may not be able to access due to finances.

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The list above is not exhaustive and will change according to the needs and support needed by the disadvantaged children.

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. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Commented [CW1]: Should this be the other way round?  
KW

Commented [SB2R1]: No

Our strategy is also integral to wider school plans for education recovery in line with the School Development Plan.

Commented [CW3]: Cross reference specifically

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry in the Early Years Foundation Stage in all areas due to <del>lack of pre-schooling</del> <u>complex needs e.g. SALT, SEN and poor attendance at pre-school/nursery.</u>
2	In phonics, reading, writing and <del>m</del> Maths, there is a high proportion of disadvantaged children who are not on track compared to the non-disadvantaged peers.
3	Some of our disadvantaged children have special educational needs.
4	Some of our disadvantaged children need greater access to emotional support (self-esteem, self-confidence) to improve their wellbeing and life chances.
5	Financial barriers, and with the cost of living crisis, <del>means there is are</del> difficulties with children's basic needs being met to ensure they are ready for school e.g. eating a healthy meal, clothing etc. This <del>will</del> <u>may hinder</u> <del>impact on</del> their mental health <u>development</u> . It is also impacting on the families accessing extra-curricular activities and experiences beyond their community.
6	Under developed oral language and vocabulary gaps as well as language acquisition <u>impacting</u> on early reading and fluency.
7	In some of our disadvantaged families there is a lack of parental engagement relating to support at home with reading and homework, modelling positive learning attitudes and supporting social and emotional needs.
8	Our attendance data for our disadvantaged children is lower than our non-disadvantaged children.
9	Some of our children from a disadvantaged background are less likely to benefit from wider enrichment opportunities at home, such as playing an instrument or taking part in performing arts, or taking part in cultural outings, and therefore may have fewer experiences to feel proud of and excel in. <del>From T</del> <u>this may mean</u> they have less experiences to talk about and it can become a hindrance on their understanding of the world.

Commented [CW4]: May rather than will?

Commented [SB5R4]: agreed

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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
All children to make good or better progress in phonics, reading, writing and <del>m</del> Maths progress particularly amongst disadvantaged children.	Teacher assessments and robust tracking show that disadvantaged children make at least expected progress for those not on the SEN register. Targeted and focused interventions demonstrate accelerated progress and close gaps. Disadvantaged children to show improvement in their phonic knowledge and apply this to reading and writing confidently. Gap between disadvantaged and non-disadvantaged children in the Y1 Phonic screening will have improved.
Improved wellbeing and emotional support for all children in school particularly amongst disadvantaged children.	Children who struggle have access to <u>a</u> high quality, trained pastoral worker. It is evident that pastoral support has made a positive impact on their area of need (social, emotional and/or academic). Parents are aware of the pastoral support available. Increased participation in enrichment activities amongst disadvantaged children (Author, visits, trips, clubs)
Improved oral language skills, speech and vocabulary amongst disadvantaged children.	Children's language skills will be <u>at least</u> in line with age-related expectations. Assessment, observations and <u>class</u> drop ins show significant improvements in oral language skills and use of vocabulary. <u>Book</u> looks to show vocabulary improving. Children behind in their speech development will improve from their starting point.
Attendance for disadvantaged children improves and persistent absence reduces.	Attendance data indicates that the gap to national closes year on year <u>for</u> persistent absence.

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## 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: £2160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of Maths Mastery across the school.	EEF (+5 - mastery learning)/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6
Embed a vocabulary rich environment across the school curriculum, particularly EYFS, particularly EYFS	EEF (+7 - metacognition and self-regulation) /DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6
Ongoing SEN training for new staff	Impact on high quality teaching for all children	1, 2, 3, 4, 6
CPD for staff regarding implementation and delivery of interventions for SEND and target children	EEF/DFE guidance high impact on pupil achievement Impact on high quality teaching for all children	1, 2, 3, 4, 6, 7

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

Budgeted cost: £59,388.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language assistant to work on	EEF (+6 - oral language interventions)/DFE guidance high	1, 2, 3, 4, 6

with children with speech reports and those requiring additional support.	impact on pupil achievement.	
Additional resources for new-phonics scheme/phonics based reading books	EEF (+5 - phonics)/DFE guidance high impact on pupil achievement Children will be accessing phonics and reading books will align with phonics teaching.	1, 2, 3, 4, 6
Additional Teaching Assistant hours for interventions - linked to phonics, reading, writing & Maths	EEF (+4 - small group interventions/1:1 tuition) (word wizards, sentence club, priority readers, segmenting & blending, precision teaching, language detectives, word aware, auditory memory, pre-teaching, pre/post teach phonics, FMS, GMS, OT, nursery narrative, bucket time, messy play, PASS)	1, 2, 3, 4, 6, 7
Language link to improve listening and vocabulary skills - implement intervention and produce resources	EEF (+6 - oral language interventions)/DFE guidance high impact on pupil achievement	1, 2, 3, 4, 6,

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

Budgeted cost: £28,571

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral/ELSA support	EEF (+4 - social and emotional learning)/DFE guidance high impact on pupil achievement Children may display social and emotional barriers to learning. ELSA supports children to overcome these difficulties. Good resilience and self-confidence is directly linked to outcomes.	4, 7, 8
Pastoral release time and training/SCARF subscription.	EEF (+4 - social and emotional learning)/DFE guidance high impact on pupil achievement Children may display social and	4, 7, 8

	emotional barriers to learning.	
Monitor attendance/punctuality and support parents in understanding the importance of being at school.	Attendance is vital to narrowing learning gaps and improving life chances.	1, 2, 3, 6, 8
Provide financial support for disadvantaged children as needed towards trips, after school clubs, uniform, enrichment activities.	All disadvantaged children funded to be able to take part in school/community activities.	5, 9

**Total budgeted cost: £90,119.75**

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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Aim	Outcome
All children to make good or better progress in phonics, reading, writing and <del>m</del> Maths progress particularly amongst disadvantaged children.	<p><b>Overall</b></p> <p>GLD 2024 60.8%</p> <p>GLD 2025 63.3%</p> <p><b>PP</b></p> <p>GLD 2024 25%</p> <p>GLD 2025 47.49%</p> <p><b>Phonics Screening Check</b></p> <p>Y1 for PP only 83.3%</p> <p>Y1 for PP with SEND 10% - 4 PP children included in this data were disqualified due to high levels of SEND</p> <p>Y2 for PP only 100%</p> <p>Y2 for PP with SEND 66.7%</p> <p>All other areas of learning have been closely tracked and interventions have been delivered to target individual needs of children using our Accelerated Learning Plan.</p>
Improved wellbeing and emotional support for all children in school particularly amongst disadvantaged children.	<p>Pastoral support has been provided to children in school and families and this has been reviewed on a half-termly basis.</p> <p>Teacher evaluation forms have shown a positive impact from ELSA support on children.</p>
Improved oral language skills, speech and vocabulary amongst disadvantaged children.	English and EYFS lead have supported teachers to improve vocabulary in the curriculum,

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	<p>including re-planning the writing curriculum in all year groups.</p> <p>Speech and language support has been given to children below age-related expectations.</p>
Attendance for disadvantaged children improves and persistent absence reduces.	Attendance for PP children was below non-PP children by 3.64%. This has become part of the SDP for the following year.
<p><b>Extra-curricular/enrichment activities</b></p> <p>There were opportunities for children to join extra-curricular activities afterschool including art, story, choir, yoga and lego club. The children attended trips and extra-curricular events in the school. In Year R, the children went to Milestones Museum, attended a session in school from Dinogirl and attended a drama session about Dinosaurs. In Year 1, the children went to Longdown Farm and attended a drama session in school about the Titanic with Openbox. In Year 2, the children went to the beach, and they attended a drama session in school about the Great Fire of London with Openbox.</p> <p>All children in the 'disadvantaged group' were provided with Food vouchers to support half term and end of term periods in line with government guidance.</p> <p>Many families accessed free holiday club provision in half terms and holidays.</p>	

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None	