

Pupil premium strategy statement

Hatfield Peverel Infant and Nursery School

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	178
Proportion (%) of pupil premium eligible pupils	7.8% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – schools must publish an updated statement each academic year)	December 2024-December 2027 2024-2025 (First published) 2025-2026 (2nd year of this PP strategy statement) 2026-2027
Date this statement was FIRST published	December 2024
Date this statement was re-published (second)	December 2025
Date on which it will be reviewed (third)	December 2026
Statement authorised by	Zoë Fairbairn
Pupil premium lead	Zoë Fairbairn
Governor lead	Mark Keenan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,325
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£22,325

Part A: Pupil premium strategy plan

Statement of intent

At Hatfield Peverel Infant and Nursery School we believe that the highest possible standards can be achieved by having the highest expectations of all, regardless of background, barriers to learning or challenges that may occur. Our school vision states that 'Our school is a secure, safe haven where every child can flourish academically, socially, and emotionally.' Positive relationships with pupils and families are at the core of our provision. We pride ourselves on knowing our families and pupils extremely well. We aim to raise aspirations for our pupils through the delivery of a broad and balanced curriculum. We believe that high quality teaching and learning make the difference to all pupils and invest time and resources to improve teachers' pedagogy and practice. We constantly refer to research when we look at different teaching strategies and we believe we have a thorough knowledge of our pupils, including disadvantaged pupils.

Intervention needs are based on a range of evidence including assessment, data, observations, pupil and family voice and an understanding of the challenges of each individual family. Interventions are short, timely and specific to the pupils. We identify needs early, instigating appropriate intervention strategies providing support where it is most needed, whether it is one to one support or small group interventions. We use the Education Endowment Foundation recognised intervention programmes and specialist support to ensure a balance of teaching, academic support and wider strategies.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve goals, including progress for those who are already high attainers. Essex County Council has drawn together a set of key principles which we implement when planning strategies for tackling educational disadvantage. The principles are rooted in evidence and national best practice and follow an effective tiered approach to pupil premium spending.

We continue to strive to improve attendance of all pupils – it is hard for children to make progress and achieve if they are not participating in the learning. We call home to check on pupils and work with parents to overcome any barriers to attendance. We work alongside an Attendance Consultant.

As an Infant school, reading and phonics are at the heart of everything we do. Our phonics scheme of work is systematic, provides all resources and enables pupils to read phonically decodable books linked to the sounds that they are learning. All pupils are taught using this approach and interventions support those pupils that need a little more time for consolidation. Our reading scheme and reading practice texts form part of our phonics scheme of work and ensure fluency, word recognition and decoding are practised daily. Maths mastery is being taught across all year groups and again, interventions are in place for those disadvantaged pupils that need extra support.

We are a Trauma Perceptive Practice School (TPP). This ensures that positive relationships and understanding of individuals underpins everything we do, supporting pupils in their personal, social and emotional development. We are developing strategies to ensure that vocabulary development and communication and language are consistently taught and effectively modelled so that all pupils,

including the disadvantaged, are able to express themselves coherently, as they move onto the next stages of their education.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs. For example, ability to self-regulate behaviour. Our assessments, surveys, observations and discussions with pupils and families have identified an increase in generalised anxiety, therefore having an impact on their ability to engage fully in learning.
2	Reading, phonics, writing attainment is lower for most of our disadvantaged pupils. Ongoing assessments show a gap between disadvantaged and non-disadvantaged.
3	Maths attainment is lower for most our disadvantaged pupils. Ongoing assessments show a gap between disadvantaged and non-disadvantaged.
4	Spoken language and communication development. 27% (4 pupils) of our disadvantaged pupils have extra support for Speech and Language.
5	Attendance and persistent absence of our disadvantaged pupils needs to be improved. Attainment is negatively impacted by disadvantaged pupils with higher rates of absence and lower punctuality than their peers. Embedding relentless and proactive attendance strategies is a priority.

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 provide extra support for those pupils experiencing learning, behaviour or emotional difficulties. This can include time to talk, Lego therapy, yoga, SEMH lunch time group.	Early identification of children displaying emotional distress and/or difficulties socially. Staff more confident in recognising changes and social/emotional needs of children. Mental Health Lead to roll out strategies and signpost families to relevant outside agencies. Zones of regulation to be used more consistently throughout the school.

	Strategies to include discussion with SENCo, LSA based intervention, small group social skills focus, access to external agencies, providing opportunities for disadvantaged children to develop their talents and feel valued. Vulnerable and disadvantaged families to be discussed weekly. More support and signposting given through welfare calls, informal coffee meetings with parents led by SENCo and SENCo Governor. Pupil voice surveys show improved confidence and emotional well-being. <i>2025-2026 update: Above taking place plus September 2025, we have an addition of a therapy dog once a week in school. Interventions are monitored half termly for their effectiveness.</i>
To embed TPP throughout the school and support all pupils but particularly our disadvantaged pupils with social and emotional issues (counselling or specialist ASD support)	New staff to be trained on all elements of TPP (9 in total). Embed TPP within school life. Embed new Relationship and Behaviour policy written previous year including use of new behaviour flow chart. <i>2025-2026 update: All staff except 3 middays and a new site manager is trained in TPP. TPP embedded well in school life and behaviour policy adhered to using flow chart with children. Parents are aware of behaviour policy. Introduced TPP for families with parents and workshops planned for Spring 2026.</i>
To improve language acquisition and vocabulary development for all pupils but particularly our disadvantaged pupils (specialist Speech and Language support)	Speech and Language LSA and SENCo write and follow individualised plans for children who need support. Building Blocks new speech and language provider. Assessments and observations over time to indicate significantly improved oral language among disadvantaged pupils. Evidence of triangulation with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. <i>2025-2026 update: Speech and language provider has changed this academic year. Speech and language Learning Support Assistant follow individual plans with children. Plans for class LSAs to take on speech and language across school to further support children in class. Talk boost used in school. NELI training will take place this academic year in readiness for 2026/27.</i>
To accelerate progress for disadvantaged pupils from their individual starting points and in relation to national data for reading, phonics, writing and Maths.	Accurate assessments and moderation across year groups. Provision mapping effectively identifying strategies and interventions used. Termly pupil progress meetings to evaluate provision and identify clear next steps, including monitoring of attendance, parental engagement, academic progress and attainment. Reviewing evidence based interventions, learning and social behaviours, progress towards individualised outcomes. <i>2024/25 data will show the progress made since starting point and the % of children making expected progress will match the progress of NPP children.</i>

	Phonics screening results in 2024/25 for disadvantaged pupils. <i>2025-2026 update:</i> <i>KS1 reading outcomes in 2024/2025 show that 56% of disadvantaged pupils met the expected standards.</i> <i>KS1 writing outcomes in 2024/2025 show that 33% of disadvantaged pupils met the expected standards.</i> <i>Year 1 phonics outcomes in 2024/2025 show that 75% of disadvantaged pupils passed the PSC.</i> <i>KS1 maths outcomes in 2024/2025 show that 44% of disadvantaged pupils met the expected standards.</i> <i>Gaps in knowledge have been clearly identified and planning and teaching addresses these.</i>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Barriers to attendance are identified and removed by working with families, so that attendance increases. Regular attendance tracking by Attendance Officer and Attendance Consultant to enable rapid response to concerns. PP attendance and persistent absence rates show a year on year reduction. <i>2025-2026 update: Attendance Consultant is now employed to support with attendance families are invited in for meetings where needed.</i>

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: LSA support for keep up phonics and precision teaching £9,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target disadvantaged pupils using in house data and provide 'keep up' interventions using our teaching team to close gaps in reading, phonics, and writing.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk) +5 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months Reading comprehension strategies EEF	2

Daily readers for the lowest 20% in each class. Continue the systematic Synthetic Phonics Programme (Little Wandle) to secure high quality teaching for all.	educationendowmentfoundation.org.uk +6 months Phonics EEF educationendowmentfoundation.org.uk +5 months Improving Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk The reading framework - GOV.UK (www.gov.uk) https://www.littlewandlelettersand-sounds.org.uk/member-login/	
Target disadvantaged pupils using in house data and provide enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Mastering Number in Reception, Year 1 and 2 https://axisncetm.org.uk/ The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Improving Mathematics in the Early Years and Key Stage 1 EEF educationendowmentfoundation.org.uk	3
Strategies that support Quality first teaching, recruitment and retention.	Staff have access to Juniper courses around teaching and learning and Creative Education courses around wellbeing, PP, SEND etc EEF highlights that well-designed professional development can have a significant impact on pupil outcomes, with effect CPD adding up to two months of additional progress per year. Staff wellbeing is a priority meaning that staff absence is low and stability is high. Witham Collaborative Partnership offers a range of CDP to support all children but with a focus on disadvantaged and vulnerable following new Ofsted Framework. Local SENCo cluster meetings provide research based knowledge on supporting disadvantaged children. Attendance updates and HT training around attendance accessed.	1-5

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

Budgeted cost: £1,020.00 (speech and language Building Blocks) + S&L LSA £9,966 + LSA support for keep up phonics and precision £9,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support from trained LSA for Phonics	Phonics EEF (educationendowmentfoundation.org.uk) +5 months Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) +4 months	2
Precision teaching	Individualised instruction EEF (educationendowmentfoundation.org.uk) Ordinarily available document: Ordinarily Available: Inclusive Teaching Framework (essex.gov.uk)	2
Daily readers	Phonics EEF (educationendowmentfoundation.org.uk) +5 months Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) +6 months	2
Speech and language LSA targeted support	One plans and individual speech and language plans in place. Oral language interventions EEF (educationendowmentfoundation.org.uk) +6 months	4
Individual speech and language support	Oral language interventions EEF (educationendowmentfoundation.org.uk) +6 months	4

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

Budgeted cost: LSA support £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote SEMH through TPP and restorative conversations and follow behaviour policy. Introduce TPP for families (2025/26)	Trauma Perceptive Practice Addressing Educational Disadvantage in schools and Colleges – the Essex Way (2021) Improving social and emotional learning in Primary schools. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	1

To support social and emotional needs such as time to talk interventions, Lego therapy, Zones of Regulation, Smart Thinking, Talk Boost, SEMH lunch time group. To use LSAs for pastoral/small group support.	Interventions which target social and emotional needs seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) +4 months Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) + 4 months	1
Essex Therapy Dogs (free)	Essex Therapy Dogs – Therapy dog visits school one afternoon a week to work with a variety of children including PP children.	1, 4
MiniMe Mindfulness (from Sports Premium)	Mindfulness coach employed one day per half term – workshops with Reception, Year 1 and 2 children. To equip the children with good learning behaviours. Eg. Resilience, self-motivation and emotional self regulation.	1, 4
Outdoor learning activities to promote speech and language development by explicitly extending pupil's spoken language.	Activities that emphasis the importance of spoken language support the learners use of vocabulary, articulation of ideas and spoken expression.	1, 4
To improve attendance of disadvantaged pupils and ensure they are in line with national expectations	Employing an attendance consultant from January 2025. Attendance and Punctuality issues. The DfE guidance Working together to improve school attendance - GOV.UK (www.gov.uk) Evidence brief on improving attendance and support for... EEF (educationendowmentfoundation.org.uk)	5
Pre loved uniform available for all families	Building a culture of community and belonging for families, increasing attendance and a positive impact on wellbeing and therefore learning.	5
Experience workshops and days linked educational visits funding	Increased enthusiasm and engagement with learning through widening of experiences offered. Impact on attendance.	5

Total budgeted cost: £22,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium update

Similar to the previous year, the majority of the spending for Pupil Premium is always on staffing, for interventions (both individually and in small groups) including precision teaching, listening to daily readers, keep up phonics linked to Little Wandle, Numberstacks intervention in Year Two and supporting those children with Pupil Premium in English and Maths across all year groups. Also, extra support is offered at playtimes/lunchtimes or specific social and emotional support as well as speech and language interventions.

All children eligible for PPG in Year One and Two who wanted to take part in our joint 'Poetry Slam' with St. Andrew's Junior School in February 2025 were able to, performing joint poems as well as being given the opportunity to perform a poem of their choice, improving oracy skills and confidence.

Take a break club continues to be successful for those children who show anxiety or are dysregulated at lunch times (PP children invited to club ... %). This occurs every lunch time and is led by the SENCo and EYFS Lead and provides valuable support for those disadvantaged pupils that need extra support around wellbeing and mental health. We also have the addition of a 'therapy' dog one afternoon a week who also works with pupil premium children.

Soft-starts are provided to the children who need a little encouragement in the mornings. This has involved working in our sensory spaces including 'The Den' and 'The Nest', having an additional morning snack or accessing mindfulness activities where needed.

This year, we have appointed an Attendance Consultant who works closely with both families and School staff including our Attendance Officer. She leads school based attendance meetings in order to support families. They work together to identify barriers to school attendance.

We have continued our journey with TPP –our staff are trained in using restorative conversations with children. We are carrying on our work, leading TPP for families courses in the Spring term of 2026.

Phonics results in Summer 25 showed an overall score of 74%. 75% of PP Year One children (3 children) reached the required standard in the Phonic Screening Check and 25 % of Year One children (1 child part time SEN) working below. The three children who passed the Phonic Screening Check benefitted from following Little Wandle 'Keep Up' phonics interventions daily.

Summer 25

Reading:

KS1 PP 56% (5 pupils) working just at/expected in reading (2 pupils also SEN)

KS1 PP 33% (3 pupils) working towards in reading (all 3 pupils also SEN)

KS1 PP 11% (1 child) working below in reading (1 pupil also SEN)

Those children receiving pupil premium who did not achieve working at have additional SEND needs and have made good progress with their individual targets.

Writing:

KS1 PP 33% (3 pupils) working just at/expected in reading (all 3 pupils also SEN)

KS1 PP 44% (4 pupils) working towards in writing (2 pupils also SEN, 1 late starter)

KS1 PP 22% (2 pupils) working below in writing (2 pupils also SEN)

Maths:

KS1 PP 44% (4 pupils) working just at/expected in reading (2 pupils also SEN)

KS1 PP 44% (2 pupils) working towards in writing (1 pupils also SEN)

KS1 PP 33% (3 pupils) working below in writing (3 pupils also SEN)

EYFS:

Reception GLD 80% overall (Summer 25).

GLD PP 67% - 2 out of 3 PP children achieved GLD.

Attendance 2024-2025

	National	Hatfield Peverel Infants
Whole school attendance	94.8%	94.29%
Pupil premium attendance (FSM eligible)	92.2%	87.4% Pupil Premium unauthorised absence 4.73%

Further information

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

- Continuing to create a neutral, uncluttered learning environment that does not create sensory overload for pupils or staff.
- Rolling out the work completed by Mental Health Lead to support staff, pupils and parents across the school community.
- Following our robust Relationship and Behaviour policy in line with TPP and in collaboration with children, staff, parents and Governors.
- Introducing TPP for families 2025-2026

Z.Fairbairn Reviewed December 2025 (second year)