



Hassocks Infant School

Pupil Premium 3 Year Strategy Statement 2024-27

School Overview

Metric	Data
School name	Hassocks Infant School
Pupils in school	267
Proportion of disadvantaged pupils	6%
Pupil premium allocation this academic year	£
Academic year or years covered by statement	2024-2027
Publish date	January 2024
Review date	July 2027
Statement authorised by	Adrian Bates Holland
Pupil premium lead	Sara Nash
Governor lead	Charlotte Guy

See Pupil Premium Strategy 2022-2023 review [here](#).

3 Year Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	An embedded culture based on a belief and approach that all children will succeed through high quality teaching and learning.
Priority 2	Little Wandle phonics scheme and its interventions will impact positively on the phonics/reading outcomes of disadvantaged pupils.
Priority 3	A high level of engagement with Pupil Premium families.
Priority 4	A high level of oracy/talk across the curriculum.
Priority 5	A whole school approach to wellbeing which aims to meet the needs of all pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staff confidence in providing high quality teaching/quality first teaching.
Projected spending	£ (based on a projected average)

Aim	Target	Target date
Progress in Reading	To achieve good or better progress in reading from starting points.	July 2024, 2025, 2026, 2027
Progress in Writing	To achieve good or better progress in writing from starting points.	July 2024, 2025, 2026, 2027
Progress in Mathematics	To achieve good or better progress in Maths from starting points.	July 2024, 2025, 2026, 2027
Phonics	To achieve 90% in the phonics screening check.	June 2024, 2025, 2026, 2027
Other	To review progress regularly to ensure good or better progress is sustained from starting points.	July 2024, 2025, 2026, 2027

Targeted academic support for current academic year 2023 - 24

Measure	Activity
An embedded culture based on a belief and approach that all children will succeed through high quality teaching and learning.	<p>Leaders will ensure that teachers receive focused and highly effective professional development that deepens teachers' subject, pedagogical and content knowledge over time.</p> <p>Progress meetings explicitly discuss the impact of interventions and feedback on the progress being made by pupils entitled to PP funding. Challenging targets set to help close the gap in attainment.</p> <p>Ordinarily Available Inclusive Practice will be embedded.</p>
Improved oral language development and vocabulary acquisition among disadvantaged pupils.	<p>Vocabulary instruction through:</p> <ul style="list-style-type: none"> Direct teaching Planning Knowledge organisers <p>Leadership development courses with 'Voice 21'.</p> <p>Teacher and teaching assistant CPD to develop quality talk.</p> <p>Curriculum development of vocabulary.</p>
CPD and curriculum development: Literacy / Phonics	<p>Key staff to undertake intervention training (training for interventions will be decided following baseline and ongoing assessments).</p> <p>This includes the Bridge to Spelling and Little Wandle Spelling programme in Year 2 and the Little Wandle SEND programme in KS1.</p>

Staffing: Intervention staff	<p>To look in detail at phonics assessment results for disadvantaged pupils to ensure key issues are identified and 'keep up' or 'catch up' interventions are quickly actioned.</p> <p>To continue with a full timetable of support by intervention staff. Phonics/reading support (see above) To organise and run an intense reading and spelling intervention in Year 2 using Nessy software.</p> <p>Allocate and train an additional member of staff to provide reading support for Pupil Premium pupils.</p>
Curriculum development: Resources	<p>Renew Nessy subscriptions for specific children (10 pupils for a year £). Renew Nessy assessment subscriptions (4 per year to be used for multiple pupils) Research and purchase appropriate books to support readers beyond the Little Wandle scheme.</p>
Barriers to learning that these priorities address	<ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staff confidence in providing high quality teaching/quality first teaching.

Wider strategies for current academic year 2023-24

Measure	Activity
<p>A high level of engagement with Pupil Premium families</p>	<p>Staff to include information on school attendance in Parent Information Meetings. Attendance letters to be sent to families half termly when appropriate.</p> <p>Further collaboration with Kudize (wrap around care and holiday club) to: -promote holiday scheme funding for Pupil Premium pupils. -support pupils who attend after school club to complete reading practice</p> <p>Use the school newsletter to raise the profile of Free School Meals and Pupil Premium</p> <p>Set up family workshops/coffee mornings: Toddler 'stay and play' - establish relationships early and signpost families for support if needed.</p> <p>Support equity – ensure pupil premium families take advantage of a free school jumper /bookbag and a term's funding for an extra-curricular activity.</p> <p>Update and manage website to identify supportive links and training.</p>
<p>A whole school approach to wellbeing which aims to meet the needs of all pupils.</p>	<p>Two members of staff to attend Emotionally Based School Avoidance Training.</p> <p>EBSA sessions to be carried out by Deputy/ELSA with children at risk of school avoidance.</p> <p>The ELSA will be in post three days per week to support vulnerable children. The ELSA will provide strategies and resources to support other staff.</p> <p>TA/LSA training sessions weekly (during assembly time) for training on SEMH and wellbeing. Training to be run by member of SLT.</p> <p>Update and manage website to identify supportive links and training.</p>

Barriers to learning these priorities address	<ul style="list-style-type: none"> - Children having multiple characteristics e.g. Pupil Premium, SEND, LAC. - Social, emotional and communication needs of these children. - Reduced resilience and independence. - Slower than expected progress compared with peers. - Engagement with learning at home. - Staff confidence in providing high quality teaching/quality first teaching.
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Projected spending for academic year 2023-2024	£
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Pupil Premium Action Plan for academic years 2024 – 2027

Area	Actions	Who and When?	Resources	Research Links	Success Criteria	Monitoring
<p>Teaching</p> <p>Rationale for below focuses:</p> <ul style="list-style-type: none"> - <i>Data of disadvantaged pupils demonstrates slower progress and reduced outcomes compared to peers.</i> - <i>Pupils needing support with independence and developing resilience.</i> - <i>Pupils needing support with retaining and applying phonics knowledge.</i> 						

	<p>Training modules from Speech and Language Service:</p> <ul style="list-style-type: none"> • Core TA training • Speech Sounds Training Part 1&2 • Narrative training. <p>Training delivered by Speech and Language Service Assistant to individual Teaching Assistants is disseminated to wider TA/LSA group.</p> <p>Makaton training by Meeds SEND Alliance delivered to all staff to support pre-verbal children.</p> <p>Children with SALT plan take part in 1:1 interventions. Appropriate SMART targets are set for identified SEND children and these are closely monitored through ISPs.</p> <p>Weekly reading 1:1 with a member of staff identified to read with Pupil Premium children (in addition to reading 3x weekly with CT/TA).</p>	<p>SN</p> <p>TAs</p> <p>SN</p>	<p>Resources provided by SALT service. Delivered by SN.</p> <p>Intervention demonstration by NHS SALT Assistant (free)</p> <p>Training delivered by Meeds SEND Alliance Makaton training (Level 1 free)</p> <p>Cost of 1:1 trained TA for reading sessions.</p>	<p>in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)</p> <p>https://www.suttontrust.com/our-research/great-teaching/</p>		
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<p>Further improve phonics teaching across the school by continuing with ongoing training for training new staff, key intervention staff and Year 2 staff.</p>	<p>Links with SIP</p> <p>To ensure phonics is effective throughout the school.</p> <p>Ensure interventions are timely and effective.</p> <p>Relaunch and promote our reading for pleasure initiatives.</p>	<p>MH</p> <p>CTs</p> <p>MH</p>	<p>Leadership release time.</p> <p>Release time for Pupil Progress meetings.</p> <p>Release time to run TA training meetings and prepare</p>	<p>EEF Phonics Toolkit here.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Pupil outcomes in phonics are in line with national data by the end of each year.</p> <p>Monitoring / best available evidence demonstrates high quality phonics teaching with practical opportunities to apply skills.</p> <p>Monitoring / best available evidence demonstrates high quality intervention teaching by key interventions staff.</p>	<p>Observations</p> <p>Book looks</p> <p>Pupil interviews</p> <p>Attainment data</p> <p>Phonics screening data</p>
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Targeted Support

Rationale:

- *Staff not feeling confident to deliver high quality interventions.*
- *Limited investment in interventions for a significant number of years.*
- *New staff who are not aware of the intervention programmes run.*
- *Ensuring interventions are purposefully and impact of children's learning.*

<p>New staff to undertake intervention training. Key intervention staff to stay up to date with training (LW website)</p>	<p>Links with SIP To ensure phonics is effective throughout the school. Ensure interventions are timely and effective.</p>	<p>MH ongoing TA/LSA: in school independent training using LW website.</p>	<p>In school Training – Little Wandle website PP funding – salaries</p>	<p>DfE formal school Interventions (2017) here.</p>	<p>Interventions demonstrate impact on children’s progress. Staff feel confident in delivering interventions.</p>	<p>Observations Book looks Pupil interviews Attainment data Phonics screening data</p>
<p>Improve the monitoring of interventions to ensure Impact by using LW assessments.</p>	<p>Links with SIP To ensure phonics is effective throughout the school. Ensure interventions are timely and effective. <ul style="list-style-type: none"> Use to LW end of phase assessment and ‘keep up’ ‘catch up’ intervention assessments. Use of EEF toolkit to assess impact on interventions.</p>	<p>Intervention staff and CTs. MH</p>	<p>Pupil Progress Meetings Leadership time</p>	<p>EEF toolkit to assess impact on interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>Monitoring demonstrates delivery of high-quality interventions.</p>	<p>Observations Book looks Pupil interviews Attainment data Phonics screening data</p>

		MH	Pupil Progress Meetings	DfE formal school interventions (2017) here.	Interventions impact on pupil outcomes. Teaching and learning is supported by a robust assessment system. Monitoring demonstrates that assessment is used effectively to support all children.	
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Wider Strategies

Rationale:

- Disadvantaged pupils demonstrate a range of characteristics
- Changing context of children’s emotional needs
- A higher level of expertise is needed to support the emotional wellbeing of some pupils
- Increase in the number of pupils needing wellbeing support which impacts progress.
- There has been an increase in the number of staff needed to support wellbeing needs.
- Marc Rowland – specialist in PP states that improving relationships with parents is an effective means to supporting children’s learning
- A small number of Pupil Premium pupils have a high rate of persistent absence.

To work with parents/carers to sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Further embedding principles of good practice set out in the DfE’s Improving School Attendance advice. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	CTs SLT ABH		The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	Attendance figures will be sustained/improved.	FFT attendance analysis
	Continued tracking and monitoring of attendance data for pupils eligible for PP funding. Use of FFT analysis to support this process.	ABH	Subscription to Fisher Family Trust Aspire	EEF – ‘increasing parental involvement in primary and secondary schools had on average 2-3 months of positive impact’. Having a dedicated person for attendance ensures that good		
	Letters sent home to parents to inform them of current attendance and challenge low attendance.	ABH				
	Follow-up meetings with families and Headteacher about attendance where there is no improvement.	ABH				
	County procedures will be followed for persistent absence and pastoral support given to pupils eligible for PP funding.	ABH				

	Working directly with some families through the Early Help process to support learning at home, behaviour and attendance.	DSL/DDSL		<p>communication and relationships are developed quickly – particularly for the most vulnerable. Early support can be given as soon as possible.</p> <p>https://d2tic4wvo1i-usb.cloudfront.net/ef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/new-evaluation-of-wellbeing-programme-finds-positive-impact-on-absence-levels</p>		
Training for whole school on: Zones of Regulation, autism, ADHD, the PACE approach and declarative language.	<p>As on SIP Review vocabulary taught as part of the Zones of Regulation approach.</p> <p>Introduce a clear progression for the vocabulary taught to express emotions throughout the school.</p>	SLT	Training materials from Zones of Regulation Book/website, ASCT, LBAT, Mental Health	<p>EEF Metacognitions and self-regulation toolkit: here.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>Children will learn about lifelong, supportive mental health strategies</p> <p>Co-regulation strategies will be modelled leading to self-regulation.</p> <p>Children can express their</p>	<p>Behaviour logs</p> <p>Pupil interviews</p> <p>ELSA session reports</p>

		SN CTs	and Wellbeing Lead meetings.	evidence/guidance-reports/primary-se	emotions safely and do so using a common language system	Attendance data Attainment data
Training for all staff on our new behaviour policy based on 'When the Adult Changes, Everything Changes',	<p>CPD linked to whole school priorities: Behaviour - To review school behaviour policies and procedures, ensuring that policies reflect our changing demographic.</p> <p>Ensure that all staff receive training to support positive behaviour.</p> <p>Review behaviour policies.</p>	SLT ALL	'When the Adult Changes' training subscription.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Having clear expectations for all in terms of behaviour. Shared and consistent language (scripts) supports all children and staff.	Behaviour logs Pupil interviews ELSA session reports

Update and manage webpage to identify supportive links and training.	<p>Links with SIP To have an informative page for all subject areas on our school website which reflects the same curriculum coverage and key information (intent / rationale, method, cultural capital/ social responsiveness, SEND.</p> <ul style="list-style-type: none"> Website with key information to support families to be updated. DSL, DDSL, SENCO to continue to identify vulnerable families and organise additional support. 	KS and SN Ongoing	DHT and SENCO time	EEF working with parents to support children's learning here.	Website offers a range of resources and signposts to useful resources.	Audit of information on website
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