



Hassocks Infant School

Pupil Premium Strategy Statement

Academic Year 2025-2026

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	Hassocks Infant School
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	By 31 st December 2026
Statement authorised by	Adrian Bates-Holland
Pupil premium lead	Alison Green
Governor / Trustee lead	Charlotte Guy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,941
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£30,941

Part A: Pupil premium strategy plan

Eligibility and Funding - Pupil Premium funding is based on the number of pupils in school in October each year from the following groups:

- Free school meals
- Looked after and previously looked after children
- Service premium

Non eligible pupils - Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support.

Statement of intent

Evidence shows that children from disadvantaged backgrounds generally face extra challenges reaching their potential at school and often do not perform as well as their peers.

At Hassocks Infant School 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. We strive for all children to develop a love of learning and acquire skills and abilities to support them to reach their potential at all stages of life.

High-quality teaching is at the heart of our approach. 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.

At Hassocks Infant School we know our families well. We recognise that there are a variety of socio-economic factors which may impact on a child's life experiences and their ability to be ready for education. The factors that influence our children can include housing, physical and mental health, social services involvement, community or cultural expectations, regular attendance and aspirations. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure that the approaches we have adopted are effective we will:

- 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
- Provide teaching and learning opportunities to meet the needs of all pupils
- Recognise that not all children who are socially disadvantaged are registered or qualify for free school meals
- Be committed to meeting children's pastoral, social and academic needs within a caring and nurturing environment

Our intent is for disadvantaged pupils to develop the skills of 'Early Reading', to become fluent readers with outcomes at least in line with their non-disadvantaged peers. Disadvantaged pupils' oracy skills and vocabulary should enable them to make good progress across the curriculum. We have adopted a 'Total Communication Approach' across the school to ensure that all children have access to a communication rich environment and that all forms of communication are modelled and valued.

High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap. We use our pupil premium funding to support the continuous professional development of teachers and support staff to deliver high quality learning across the curriculum.

We aim to ensure that all pupils, including those who are disadvantaged, have excellent school attendance and punctuality.

Our intent is to ensure that we promote the mental health and wellbeing of all our pupils, including those who are disadvantaged.

The Education Endowment Foundation asserts that considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies:

1 Quality First Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants/learning support assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, a key component of our Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Hassocks Infant School's approach to Pupil Premium spending is in line with this approach.

Challenges

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

Challenge number	Detail of challenge
1	Pupils being 'ready to learn' in class. It can be the case that some disadvantaged children are likely to start school needing greater support with language, self-regulation and fine motor control. We will ensure that disadvantaged pupils make accelerated progress through 'Quality First Teaching' and catch-up support.

2	Fluency in reading - evidence shows that pupils attaining at the lowest 20% in classes in reading often include disadvantaged pupils.
3	Disadvantaged pupils' speech and language development/expressive and receptive vocabulary development.
4	Attendance figures for most pupils are strong; we have high aspirations for all pupils and wish to continue to support the attendance of disadvantaged pupils to ensure an upward trend.
5	Many of our disadvantaged pupils require additional support for their mental health and wellbeing
6	Complex learning/SEND needs - 50% of PP children are on the SEND Register/SEND Monitoring Register as of Autumn 2025 and 3 have EHCPs and are working significantly below age related expectations.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan-2024-2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
An embedded culture based on a belief and approach that all children will succeed through high quality teaching and learning	Evidence of high quality teaching and learning observed. Further increase in attainment levels of Pupil Premium pupils.
Little Wandle phonics scheme and its interventions will impact positively on the phonics/reading outcomes of disadvantaged pupils	Pupil outcomes in phonics are in line with national data by the end of each year. Little Wandle Phonics interventions are used to support children who are not making sustained progress. Monitoring demonstrates high quality phonics teaching/interventions. Increase in attainment levels of Pupil Premium pupils. Through 'Red Reader tracking folders there will be a consistent approach across the school to evidence that disadvantaged/PP children are reading regularly in school. Salford Reading and Comprehension Test supports the tracking of pupils who are working below their reading age. This is used to support the setting of targets and interventions.
A high level of engagement with Pupil Premium families- leading to improved attendance	PP/Disadvantaged children will be accessing school clubs. Parents have a positive relationship with school and ask for support when needed. Parents of PP/Disadvantaged children will be attending school support events. Evidence in parent surveys. All disadvantaged children's attendance shows a significant improvement.

	<p>Absences are carefully monitored and regular discussions are held to identify and support the attendance of disadvantaged children.</p>
<p>A whole school approach to wellbeing/focus/sensory, which aims to meet the needs of all pupils and ensure they are 'ready to learn'.</p>	<p>Pupils are ready to learn in class and are able to access early morning sensory circuits, where this support is needed.</p> <p>Children are accessing 'Bucket Time' to support their ability to focus on adult led tasks.</p> <p>Those children who need sensory/movement breaks are having their individual needs met. Sensory room is available to meet their individual needs.</p> <p>Sensory checklists are in place and being used to support individual needs.</p> <p>Children have access to ELSA or other emotional wellbeing support.</p> <p>Children are aware of their emotions through zones of regulation work.</p> <p>Targeted children are accessing 'Early bird Fine Motor' support with a high quality range of resources.</p>
<p>A high level of oracy/talk/communication across the curriculum</p>	<p>Speech and Language Link/Salford tracking data shows improvement in disadvantaged children's oracy skills.</p> <p>Children are meeting their SALT goals.</p> <p>Total Communication Approach is evident across the school- Learning Walks/Observations.</p> <p>Staff receive training (including new staff) and training records show CPD related to communication/SEN support has been completed.</p>
<p>Individual Learning Plans for SEND children will identify the appropriate next steps, these will be updated continuously and small steps of progress will be measured. Parents and children will be involved in these and working together.</p>	<p>SEND/disadvantaged pupils show progress against their targets. These are recorded on Individual Learning Plans on Insight and used as a working document between home and school.</p> <p>Children's learning outcomes show improvement through a variety of assessment measures.</p>

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)

£ 15,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders will ensure that teachers receive highly effective professional development -</p> <p>Focus on 'Quality First Teaching INSET/Staff meeting Cost: £1,000</p>	<p>High quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (EEF 2020).</p>	<p>1,2,3,6</p>
<p>In Reception and Year 1 we aim for high quality continuous provision. This allows children to practise their oral, literacy and maths skills to support progress (Especially for R/Y1 children who have are not on track to/ have not achieved GLD.</p> <p>Cost: Training and support from Early Excellence: £2,933.</p>	<p>EEF Preparing for Literacy (2018) emphasises rich, continuous provision to develop oral language, early maths and self-regulation. Play based interaction is especially beneficial for disadvantaged pupils.</p>	<p>1,2,3,6</p>
<p>Improved language development and vocabulary acquisition among disadvantaged pupils</p> <ul style="list-style-type: none"> • Speech and Language Development through the Speech and Language Link program and intervention/staff training directed by NHS Speech and Language Therapist- • Makaton and Aided Language Board Training for all staff- Consistent Total Communication 	<p>Vocabulary is a strong indicator of reading success (National Literacy Trust 2017). Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Gap Matters: Oxford Language Report, 2018).</p> <p>EEF – Communication and Language Approaches</p> <p>EEF- Oral Language Interventions</p> <p>EEF's <u>Early Years Toolkit</u> shows that communication and language</p>	<p>1,2,3,6</p>

Approach across the school	approaches can have a very high impact on pupil outcomes	
'Ready to Learn'- Support will be given for those children who need it to be 'Ready to Learn' so that they are able to be receptive for learning (see below for detailed breakdown)	EEF- 'Social and Emotional Learning in Primary Schools'	1,3,4,5,6
<p>Additional Targeted Support</p> <p>Additional paired reading with volunteers</p> <p>Targeted questioning and feedback with disadvantaged pupils</p> <p>Pre teaching where appropriate</p> <p>Through 'Red Reader tracking folders there will be a consistent approach and assessment data across the school to evidence that disadvantaged/PP children are reading regularly in school.</p> <p>Precision Teaching Approach for targeted pupils.</p>	<p>EEF Reading Comprehension Strategies (+ 6 months) and Peer Tutoring (+ 5 months) support paired reading. Adult or volunteer reading partners enhance fluency and motivation (Topping 2017).</p> <p>EEF '<i>Metacognition</i>' and '<i>Self Regulated Learning</i>' (2018) emphasises that high quality questioning deepens understanding.</p> <p>Prioritised adult feedback and fluency support improved outcomes (<i>EEF Improving Literacy in KS1 recommendation</i>)</p>	1,2,3,6
<p>Curriculum Development/Targeted Support Resources</p> <p>Purchase multi-sensory resources for Fine Motor Intervention, sensory needs, Bucket Time and sensory number and story work for targeted children to support their Individual Learning Plan small step targets and progress with these.</p> <p>Cost £850</p>	<p>EEF- Supporting Physical Development in the Early Years (2024)</p> <p>Fine Motor control correlates with handwriting fluency. Activities like 'Dough Disco' improve grip strength and dexterity EEF Toolkit</p>	1,3,6
PP Lead/Deputy- Staff Meeting on identifying and supporting Disadvantaged children to raise the profile and ensure consistent approach across the school- SLT meetings will also have a regular focus on		1-6

reviewing and discussing groups of pupils		
SENCo- PP focus for one day a week give the strong overlap (50%) between PP and children with or being monitored for SEN/D Needs Cost: £10,595	There is an overlap between pupils with SEN and pupils eligible for free school meals. <i>The Attainment Gap 2017, Education Endowment Foundation, (January 2018)</i>	1-6

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

Budgeted cost: £ 3,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing: Intervention Staff To continue with a timetable of support by intervention staff:</p> <ul style="list-style-type: none"> • Little Wandle Phonics Interventions (Wandle Learning Partnership Cost: £1,250) • Daily Early Morning targeted Fine Motor Support • Sensory Circuits Intervention for targeted children • Introduce Bucket Time and Narrative Therapy Interventions • Train more staff in delivering the Speech and Language Link Programme and a range of SALT interventions to identified children across all year groups 	<p>Vocabulary is a strong indicator of reading success (National Literacy Trust 2017). Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Gap Matters: Oxford Language Report, 2018).</p> <p>EEF Oral Language Interventions EEF Improving outcomes in literacy EEF Phonics toolkit</p>	1,2,3,6
<p>Additional qualified teacher to work with individual/groups of children (with a focus on writing) and to support with professional development of staff through modelling therapeutic support/teaching.</p> <p>Cost: £2,000 from PP money (also supported with money from SEN budget)</p>		
Purchase Salford Reading and Comprehension Test pack	EEF Reading Comprehension Strategies (+ 6 months) and Peer	2,3,6

Cost: £260	Tutoring (+ 5 months) support paired reading. Adult or volunteer reading partners enhance fluency and motivation (Topping 2017).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • A high level of engagement with Pupil Premium Families to support improved attendance: • Continued tracking of attendance data for PP children • Working with Early Help/outside agencies to support the wider needs of families • Attendance letters sent to families where appropriate • Promote HAF holiday sessions with families • Use of school newsletter to raise profile of PP support • Prioritise Disadvantaged/PP children for school clubs with no charge • Coffee mornings at Windmills Junior for children with SEN (50% of PP children) • Provide leadership opportunities for PP children (school council, Super Signers group) • Ensure PP children have access to essential equipment at no extra charge (Uniform, book bag) • Financial support for school trips <p>Cost: £1000</p>	<p><i>Access to enrichment builds confidence, social capital, and aspirations (Sutton Trust, 2017). EEF Arts Participation (+3 months) and Physical Activity (+2 months) both show positive academic and wellbeing effects.</i></p> <p><i>Removing material barriers improves participation and equity of experience (DfE, 2021; Ofsted PP reports).</i></p> <p><i>Ensures PP pupils are not disadvantaged by practical barriers to learning. Leadership and responsibility roles increase self-esteem, engagement, and social capital (EEF SEL Interventions; Dweck, 2012).</i></p> <p><i>Ofsted notes visible leadership roles help PP pupils see themselves as capable contributors.</i></p> <p><i>EEF Improving Behaviour in Schools (2021): positive relationships and proactive adult presence reduce exclusion and improve engagement (+4 months, SEL).</i></p> <p><i>Encourages parent-school partnership and community cohesion. EEF Parental Engagement (2018) finds informal, relational contact fosters trust and attendance.</i></p>	1,4

<p>ELSA employed 2 days a week to work with identified children for support with emotional wellbeing and EBSA</p> <p>Cost: £11,099</p>	<p>The ELSA project was developed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. ELSAs are trained to plan and deliver programmes of support for pupils in their school or setting.</p> <p><i>Relational and restorative approaches reduce exclusions and increase engagement (EEF Improving Behaviour in Schools). The “Therapeutic Approach” aligns with co-regulation and trauma-informed practice (Education Policy Institute, 2021).</i></p> <p><i>On average, interventions which address social and emotional learning of children have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of + 4 months additional progress on attainment (EEF)</i></p>	<p>1,4,5</p>
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Total budgeted cost: £ 30,987

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 2024-2025 year.

As this is such a small group of children (17) it is difficult to draw group conclusions and it is important to look at children individually. Many of the children in this group also had a SEN/D and small steps of progress have been recorded through their Individual Learning Plans.

- There is an embedded culture based on the belief and approach that all children will succeed through high quality teaching and learning and OAIP (Ordinarily Available Inclusive Provision). We were involved in a pilot project in the locality to identify OAIP strategies for each subject area. This has been distributed to all subject leaders to support inclusion in their subject.
- At the end of KS1 100% of PP children achieved expected progress in Reading (6 children), 4 out of 6 children achieved expected progress in maths and 2 out of 6 children in writing.
- In reading in KS1 90% of PP children made expected progress or better from their starting points.
- Of the 5 PP pupils who did not achieve GLD at the end of Reception 2024-2025- 3 have an identified SEN need and are on the SEN Register and receiving bespoke targeted support.
- Attendance Data for 2024-2025- 17% PP children had 96%+, 53% had 92% + and 29% of PP children (5 children) were being monitored and supported for persistent absence.
- ELSA provision has benefited identified pupils and the ELSA has provided staff with resources and strategies to support pupils. Where appropriate, play therapy and Time 4 children support has been accessed for targeted pupils.

We will continue to ensure that disadvantaged children have free access to clubs, school trips and equipment such as uniform and book bags. 2 children accessed an external club during the academic year 2024-2025 however many more children accessed 'Early Bird' teacher run clubs prior to school start time.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Writing has been identified as a focus for an additional qualified teacher to focus on 1:1 and in small groups over the next year.

Further information (optional)

- Teachers and Teaching Assistants prioritise feedback and marking for disadvantaged children
- Spaces at clubs will be prioritised for disadvantaged children
- Sessions with our ELSA will be prioritised for disadvantaged children
- Children identified disadvantaged will be prioritised for 1:1 reading with an adult in school
- Families of Pupil Premium children will be supported with the cost of trips and with a set of uniform/ book bag each academic year
- Parents/carers of Pupil Premium children will be prioritised to attend parent workshops
- Parents/carers of Pupil Premium children will be provided with information to contact the Pupil Premium lead should they have any queries or require any support.