



Pupil premium strategy statement

2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Three-year plans are recommended.

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 2022-23	Data 2023-24	Data 2024-25
School name	Black Horse Hill Infant School	Black Horse Hill Infant School	Black Horse Hill Infant School
Number of pupils in school	152	132	110
Proportion (%) of pupil premium eligible pupils	27 children (F2-Yr2) 2 EYFS PP (F1)	33 children (F2-Yr2) 3 EYFS PP (F1)	22 children (F2-Yr2) 1 EYFS (F1) PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24	2021-24	2024-2027
Date this statement was published	November 2022	November 2023	November 2024
Date on which it will be reviewed	July 2023	July 2024	July 2025
Statement authorised by	Julie Morris	Julie Morris	Julie Morris
Pupil premium lead	Julie Morris	Julie Morris	Julie Morris
Governor / Trustee lead	Daniel Stenhouse	Daniel Stenhouse	Daniel Stenhouse

Funding overview

Detail	Amount 2022-23	Amount 2023-24	Amount 2024-25
Pupil premium funding allocation this academic year	£37,395	£40,360	£42,920
Recovery premium funding allocation this academic year	£3,915	£4,060	£1,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£41,310	£44,420	£44,878

Part A: Pupil premium strategy plan

Statement of intent

At Black Horse Hill Infant School, we have high aspirations and ambitions for all our pupils, and we are determined to ensure that all our pupils are given every opportunity to reach their full potential both in terms of their academic achievement and in their ability to make a full and positive contribution to our school community. We recognise that to fully meet the needs of our pupil premium children we need to identify any individual barriers to learning which they may have which prevents them from making progress in line with other children. Our focus is to ensure that the funding we receive has a positive impact upon our disadvantaged pupils. The school will use the additional funding to promote the achievement and progress of all entitled children. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support where required
- Additional teaching and learning opportunities provided by internal staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities such as educational visits and attendance at extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1.	Attainment on entry to F2 for our pupil premium children is below expectation especially around listening and attention, language development and fine motor control.
2.	A high proportion of PP children struggling to listen, focus and sustain concentration for significant periods of time.
3.	In KS1 of half of the PP, children are working below age related expectations in Phonics, Reading, Writing and Maths.
4.	Children having multiple characteristics e.g. Pupil Premium, SEND, SEMH, behaviour, concentration issues.
5.	Lack of parental engagement with supporting reading and completing homework task.
6.	Children joining the school us with English as an Additional language

7.	<p>Financial restraints limiting PP children’s access to enrichment activities such as out of school sport clubs.</p> <p>Survey (October 2021) revealed only 5/29 (17%) children are accessing extra-curricular provision. This increased in the academic year to 2023-2024 to over 50%.</p>
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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
To ensure that our curriculum is planned, delivered and assessed in such a way that all pupil premium children make good progress during their time at Black Horse Hill Infant School.	<p>All subjects across the school are planned so that they are coherent, progressive and build the knowledge, skills and vocabulary that the children need.</p> <p>All Subjects are taught to a high standard so all children access high quality teaching.</p> <p>Assessments are on-going and quickly identify pupils at risk of not making expected progress.</p>
To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in reading and phonics.	<p>Pupils will make good progress from their starting points in reading.</p> <p>Quality Teaching for all (Tier 1)</p> <p>High quality teaching of reading across the school.</p> <p>Little Wandle scheme in place and making an impact.</p> <p>Phonics lessons 5x a week</p> <p>Teaching Assistants to support the delivery of targeted support in phonics and reading and to provide “Keep-up, intervention sessions”</p> <p>Lowest 20% of readers having additional support delivered by trained staff.</p> <p>Ready, Steady, Write scheme in place to develop children’s vocabulary and writing skills.</p> <p>Staff Training and support through the English Hub.</p> <p>Leadership team to monitor data and progress using the Little Wandle assessment tracker.</p> <p>Additional decodable books to be purchased.</p> <p>Effective communication with parents/carers about their child’s progress in reading.</p>
To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in mathematics.	<p>Pupils will make good progress from their starting points in mathematics.</p> <p>High quality teaching of mathematics across the school.</p> <p>White Rose maths scheme in place</p> <p>Fluency lessons in place 4x a week to improve automaticity in number.</p>

	<p>Teaching Assistants in each class to support early identification of pupils who are struggling with their learning.</p> <p>Targeted support for pupils not making expected progress.</p> <p>Staff Training from Northwest Maths Hub for Subject leaders and teachers</p> <p>Leadership team to monitor data and progress.</p>
<p>To provide early intervention and targeted support across EYFS classes to increase the number of children on track for GLD.</p>	<p>There will be an increase of Pupil Premium children achieving a GLD.</p> <p>High quality teaching across all EYFS classes.</p> <p>Teaching Assistants in classes prioritising early reading, phonics and maths skills.</p> <p>Focus on “Keep up” rather than “Catch up”</p> <p>Additional reads for children who are not being supported at home.</p> <p>Staff training on the development of early writing skills because this is an area of focus.</p> <p>Ready, Steady, Write Scheme in place.</p> <p>Focus on developing core strength and physical skills to develop writing.</p>
<p>To provide training and support for all staff in school to enable them to understand, include and meet the needs of children with additional SEN needs.</p>	<p>Staff will implement teaching strategies that are inclusive and enable all children to access the curriculum.</p>
<p>To support pupils with SEMH issues across the school in order for them to flourish in school and make academic progress.</p>	<p>Pupils will be supported with the emotional wellbeing in school so that they are successful now and in the future.</p> <p>Jigsaw PSHE scheme taught across the school and provides opportunities for children to explore their feelings and behaviour.</p> <p>Mental Health Support Team to provide support for pupils and parents.</p> <p>Super- beans Well-being programme used in school to support vulnerable pupils.</p> <p>.</p>
<p>To enable all children to access the enrichment opportunities on offer at school.</p>	<p>Pupil/family voice will indicate that the experiences provided have supported children to inspire talents, life choices and social/emotional skills.</p> <p>Payment for school trips and events</p> <p>Subsidising attendance at extra-curricular clubs for Pupil Premium children.</p> <p>Provision of a school sports coach to deliver different sports at lunchtime.</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)

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to focus on embedding the school curriculum so that all children access high quality first teaching. This will include training for staff in each area of the EYFS and National Curriculum.</p> <p>BHHIS continues to purchase schemes of work such as Little Wandle Phonics, Ready, Steady Write, White Rose Maths, Maestro, Sing-up, Jigsaw to support the planning of the whole school curriculum</p>	<p>Ofsted EIF EEF guide to Pupil Premium</p>	<p>1,2,3</p>
<p>To continue to embed phonics and reading across the school and to train any new staff on the approach.</p> <p>Release time for Reading Lead to coach and support staff in school.</p> <p>To communicate with parents about our approach to reading and phonics and how they can support their child at home.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Specialist English Hub advice and expertise. EEF Improving Literacy in KS1.</p>	<p>1,2,3</p>
<p>To continue to improve Maths teaching across the school by engaging in Maths Hub Mastery Programmes.</p>	<p>Specialist Maths Hub advice and expertise. 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:</p>	<p>1,2,3</p>

<p>Deliver whole class Maths intervention to address gaps from lost learning.</p> <p>Release time for Maths Lead to work alongside staff members to improve teaching and learning in classes.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>To support staff in making adaptations in the classroom for SEN pupils by providing training and support from external agencies.</p>	<p>EEF Guidance Special Educational Needs in Mainstream Schools</p>	4
<p>Improve the quality of social and emotional (SEL) learning by continuing to use Jigsaw programme and by working with the Mental Health Support team.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF guidance: Social and Emotional learning</p>	
<p>To provide high quality story and rhyme time across the school to promote a love of reading and to promote children's vocabulary development.</p>	<p>Ofsted The Reading Framework</p>	1,2,3

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide small group phonic and reading sessions to those children who are not making expected progress.</p> <p>Provide additional intervention to those children in the lowest 20%</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>	1,2,3,4,5

of readers across the school.	Specialist English Hub advice and expertise. EEF Improving Literacy in KS1	
To use Teaching Assistants in the class to identify pupils that are not securing understanding in lessons and then provide “in the moment” support and feed back to pupils. Use pre-teach sessions to support SEN children to access the learning.	EEF teacher feedback to improve pupil learning	1,2,3,4,5
To provide intervention and teaching on a 1:1/small group basis for pupils with additional needs and those pupils with EAL in reading, writing and mathematics.	EEF guidance	7
Use of SENAAT to identify SEN needs of pupils and advice as to how to meet their needs in school.		3
To provide 1:1 support for pupils with EAL through the purchase of the Multi-Ethnic Advisory Service (MEAS).	EEF Guidance- A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL)	3,7

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
To provide bespoke and high quality internal and external support for children who are struggling with their SEMH.	EEF guidance: Social and Emotional learning	4, 5.6
The provision of a school sports coach at lunchtime to enable all children	EEF: Physical Activity	8

including PP children to access quality sports enrichment opportunities.		
To ensure equality of opportunity for all children for school trips, visits and after school activities Further improving pastoral support offered by school to most vulnerable pupils. Providing a safe space for children when they most need it.	The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being	8

Total budgeted cost: £45,000

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 2023 to 2024 academic year.

In the last academic year the strategies that worked well and had the most impact on the Pupil premium children were:

- A high quality, coherent and ambitious curriculum in place that is taught well by school staff across the school. (Ofsted report February 2024)
- Experienced Teaching Staff delivering strong lessons which build upon prior knowledge and are adapted to meet the needs of SEN pupils. (Ofsted report February 2024)
- Work with the English Hub, phonics training for all staff and our reading model. Use of Little Wandle Assessment Tracker.
- Whole school strategy on reading for pleasure.
- Maths training from Maths Hub on approaches to mastery in EYFS and KS1.
- NCETM fluency catch-up programmes in place in KS1.
- High quality intervention delivered by teaching staff and teaching assistants.
- Additional reading support and keep up interventions for children who were not on track to reach ARE.
- Targeted support and Interventions for Year 2 children who were not on track in Reading, Writing and maths.
- SEMH support from Early Help adviser and mental health team.
- Regular review of attendance in place for children who were not attending school. Attendance panel meetings with LA Attendance Officer.
- Sports Coach provision providing enrichment at playtimes and lunchtimes.

There is no National Comparative data for pupils at the end of KS1 due to the SATs no longer being mandatory. (*National results)

End of KS1	2022 (11 pupils)	2023 (11 pupils)	2024 (13 pupils)
Reading	64% (51.5%*)	36% (54%*)	85%
Writing	55% (41%*)	18% (45%*)	61.5%
Maths	55% (52%*)	36% (56%*)	92%
Year 1 Phonic Screening Check	2022 (8 children) 63% (63%*)	2023 (12 children) 92% (67%*)	2024 (9 children) 56%
End of F2	2022 (8 children)	2023 (5 children)	2024 (5 children)
GLD	50% (50%*)	40%	60%
Reading	88%	20%	60%
Writing	50%	20%	60%
Maths	88%	40%	60%

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
Little Wandle Letters and Sounds	Wandle Learning Trust
Ready, Steady Write Scheme	Literacy Counts
White Rose Maths	White Rose
Curriculum Maestro	Cornerstones
Jigsaw PSHE	Jigsaw
Sing-Up Music Scheme	Sing Up
Purple Mash	Computing platform
Pathways to Spell	Literacy Company
Penpals Handwriting	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had no service children in the academic year 2023-24
What was the impact of that spending on service pupil premium eligible pupils?	N/A