Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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	Herne CE Infant and Windmill Nursery School.
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	8% combined PP & EYPP
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	FGB
Pupil premium lead	Angie Cox
Governor / Trustee lead	James Browning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,940
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	£ 52,940

Part A: Pupil premium strategy plan

Statement of intent

At Herne we are fully committed to raising the educational outcomes of our disadvantaged pupils. We have a long term strategy statement for Pupil Premium which focusses on making targeted and sustained differences over time. Our aim is to close the wide and persistent gap in achievement that separates children who grow up in poverty and their more affluent peers.

Definition of disadvantage. It has been a long held belief that children in receipt of Free School Meals (FSM) and subsequently the Pupil Premium Grant are disadvantaged due to socioeconomics. It is also recognised that children in other groups are also disadvantaged. This includes children in care (LAC), previous children in care (PLAC), children with Special Educational Needs or Disabilities (SEND) and children who are deemed to be vulnerable such as children that are open to Social Services. In fact, this group can include a vast range of areas a child could be disadvantaged by, such as not having access to books within the home. At Herne, we have now widened this understanding of 'disadvantage' to include and focus considerably on improving outcomes for all children disadvantaged by any means but with a particular focus on children not achieving age related expectations.

Our Pupil Premium Strategy enables us to intervene early and prevent the gaps from growing. We use an evidence research based approach to inform and guide our strategies and systems ensuring that outcomes for all our children, but especially our disadvantaged, are strong. This includes support for identified pupils who may be working below expected levels, or requiring specific intervention to narrow the gaps in their learning or meet their individual needs as well as those who require enrichment or extension activities to ensure they are working towards or at greater depth standard.

Quality first teaching is integral to our approach, with a focus on areas in which disadvantaged pupils require the most support. With the aim being to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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. **Our staff spend a disproportionate amount of time with our most disadvantaged children in order for them to make good progress and maintain high aspirations for future learning.**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Prioritise a robust attendance system which ensures that there is a holistic understanding of needs and barriers with strategies which embed our philosophy and practice.

• Dedicated time in the Hive for nurture groups with the aim being to develop confidence, solve problems, work collaboratively, develop risk taking and communication skills. We use evidence based approaches such as Boxall Profiles to set targets and review progress. Pupil's wellbeing and involvement on the Leuven scale are also used to support this process and measure impact.
• TA hours for specific training enabling staff to provide effective focused intervention meeting the needs of the children. Little Wandle Letters and Sounds Revised Catch Up sessions as well as the SEN programme, Numicom, precision teaching, speech and language, mindfulness and wellbeing, theraplay approaches and additional targeted nurture/emotional intervention.
• Screening for all children using the Speech and Language link and the Little Link (EY specific) programme leading to early intervention for children with speech difficulties

- Additional support for children who require Gross and fine motor development – Fizzy, BEAM Interventions, Clever Fingers support

• Dedicated leadership time for professional dialogue specific to the analysis, interpretation and implementation of PP initiatives.
• Pupil Premium support to include targeted group support for disadvantaged children and individual or group in-class support
• Play therapy for identified PP funded children
• Pay School Voluntary fund for PP funded children
• Pay for School milk for PP funded children
• Pay for School clubs for PP funded children
• Help with finance towards school uniform for PP funded children
• Help with payment towards attending breakfast and after school care for identified PP funded children.
• Targeted support from school Wellbeing Team for emotional and wellbeing needs.
• Enabling children to access time with key adults across the school checking in on emotional states and offering opportunities to share thoughts and feelings.
• Additional spare clothes for regular events for example swimming kits, dressing up for World book day and Children in Need day.

Key Principles

We organise teaching and learning at Herne in order to meet the needs of all of our children in the best way.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.

- Not all interventions are measurable in terms of attainment outcomes, but research shows that wider opportunities and extended provision can raise self-esteem and increase learner confidence

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The challenges listed below are based on observations and analysis of the children as they are currently known to school. Additional or new challenges (such as those presented by Pupil Premium children joining the school in EYFS in September 2025 or changes in circumstances to the children currently on roll) may necessitate amendments and additions to the Pupil Premium Strategy as the year progresses.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills** and **vocabulary gaps** among many disadvantaged pupils. These are evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment in **writing** among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Differences in **cultural capital** mean that some children are not able to access wider opportunities or facilitate children's involvement in special occasions e.g. Christmas jumper day.
5	Our assessments and observations indicate that the education and **wellbeing** of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
6	Attendance at school is key to success. We know that one of the barriers is parents' ability to get their children into school regularly and on time.
7	Our observations demonstrate that children who are identified as being eligible for PP start school / nursery lacking in self help and independent skills. This requires us to support families and teach children how to use the toilet, support with teeth brushing and dressing and undressing as a few examples.
8	The social and emotional resilience and perseverance of some pupils eligible for pupil premium is low in comparison to their peers. This can lead to an over-reliance on adults and a lack of concentration during academic activities, especially when tasks are challenging.

9	Lack of parental support and engagement particularly with reading at home (often due to low levels of literacy with parents) coupled with limited access to books impacts upon reading for pleasure and fluency.
10	Limited experience out of school and high levels of social and economic deprivation result in a lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences outside of school.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Children will make expected or better than expected progress over the school year.
Improved writing attainment for disadvantaged pupils at the end of KS1.	Children will make expected or better than expected progress over the school year.
Enrichment and richness of learning opportunities and engagement in all aspects of school life which improve cultural capital and aspirations.	All children will experience a culturally rich curriculum. Enrichment opportunities can directly improve pupils attainment (EEF)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a steady increase in Leuven Scale data. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Attendance is in line with cohort	Attendance systems track and report daily data to ensure that patterns are idenified and prioritised. Every child's situation is known and this knowledge is used to support improved attendance There is a big investment in realtionships with parents so that bespoke solutions are eunderstood by all.

	Liaison with external agencies to provide a team around the child response

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: *£15,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2

Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD supporting writing strategies and approaches? Resources and CPD (including Teaching for Mastery training).	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence.	3
Utilise the 'Great teacher toolkit' to support staff CPD and strive for teaching excellence.	Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity (Evidence Based Education) The Great Teacher Toolkit is an evidenced based approach to continued teacher professional development. It focusses on the things teachers know, do and believe that research has shown to make the biggest difference to student learning.	1,2,3,4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5, 7, 8, 9, 10
Fund a 'Wellbeing Womble' and Wellbeing Team to address concerns around individual and groups of children – wellbeing, confidence etc.	Many children have significant social, emotional or behavioural needs. Some have ongoing home issues and some lack confidence. All these factors can result in high levels of emotional need, lack of resilience and poor mental wellbeing. Children who are well supported emotionally are more likely to be 'learning ready' and succeed. Supporting children's social and emotional resilience and wellbeing through specific nurture	5, 7, 8, 9, 10

	interventions which are targets via a Boxall Profile assessment providing to specifically targeted support for groups and individuals depending on the need. The development of a 'Den' space where children can go if they are dysregulated and who will be supported to calm in order for them to reengage in learning opportunities Soft landings and exits from school are becoming necessary for increasing numbers of children and support for them and their parents is skilfully managed and resourced using highly skilled practitioners	
Key staff support children to develop life skills and increase self-help skills	Supporting children with potty training Supporting children with self help skills such as teeth brushing, using cutlery, dressing and undressing Life skills targeted support for individuals.	7, 8
Wellbeing team work alongside parents to support understanding and increase parental skills	Running parenting programmes and termly drop ins to support and increase parental confidence. Coffee mornings to signpost parents to key external agencies for additional support Wellbeing team support parents to complete forms/referrals Wellbeing team support parents at external meetings e.g. accessing Red Zebra support	8, 9, 10

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

Budgeted cost: *£25,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted teaching support to improve listening, narrative and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening	1

vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language Link	and a combination of the two show positive impacts on attainment: We will continue to invest in Language Link and language through Colour Oral language interventions | EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with our SSP Little Wandle Letters and Sounds revised.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Engage with Coastal Family Hub for individual support for children and group parental support	Parental engagement has a positive impact on average of 4 months' additional progress. EEF has found that parental engagement strategies are typically more effective with parents of very young children. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	5
Wellbeing team support meetings with parents	Providing practical strategies such as Parent Workshops, with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide 3 8 generic help to their children. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	5
ELSA support and Play Therapy	More specialised programmes which use elements of social and emotional learning are targeted at students with particular social or emotional needs. Our trained and accredited Emotional Literacy Support Assistant (ELSA) works with children to improve their decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This has been shown by EEF to have a positive impact on average of 4 months' additional progress.	5

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	
Supporting children and teaching them life skills and increasing independence.	Teaching children self help skills supports life long skills and underpins children's independence. https://educationendowmentfoundation.org.uk/early-years/how-to-support-self-care-in-the-early-years	7
Self-regulation, emotional development and supporting children's emotional and social skills and modelling and demonstrating positive relationships .	Teaching children about their own emotions, how to manage them and supportive strategies for self-regulation are targeted at children to increase their perseverance and resilience. Alongside this teaching and modelling social communication skills and supporting children to build strong trusting and positive relationships. https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=teaching-awareness-of-emotions-and-feelings	8
	Evidence from the National Literacy Trust demonstrates the significant impact and reduction in parental support and experiences at home. The report outlines the impact of children not reading or sharing nursery rhymes, stories and songs with their children not only having a significant impact on their long term reading and phonic skills but also on wellbeing and ultimately has a life long impact on our young children. https://nlt.hacdn.org/media/documents/Parents_support_for_young_childrens_literacy_in_the_home_in_2024_WCGUVlq.pdf	7, 9 & 10
Specialist Teaching Service, Educational Psychology Service and other specialist external agencies to support those children with specific SEND providing advice and direction to school staff	Some children in receipt of PP funding have complex and specific SEND, which need specialist input and guidance.	1,2,3,5

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

Budgeted cost: *£12000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, de-escalation and attachment approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Increased enrichment opportunities – staff and external agency led after school clubs	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. Research suggests that when this is done well, enrichment opportunities directly improve pupil's attainment (EEF)	4.5
Parental engagement sessions – workshops, curriculum evenings, events, Family Liaison Office coffee mornings to support families to understand the importance and impact of parental engagement on all aspects of child development, additional opportunities for reading sessions.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF) The focus for these sessions must be to include and 'bring in' those families who would most benefit from this support and encourage engagement with school where parents may feel reluctant.	1,2,3,4,5, 6, 7, 8, 9, 10
Additional hours of support staff to appropriately focus on supporting families having below average attendance	There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of	5,6

	staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Purchases to support the delivery of interventions focused on sensory, physical and social and emotional skills leading to increased well-being to include: 'peanut' exercise balls • light display • 'nurture' tent • ear defenders mindfulness resources • weighted blankets weighted comfort toys chewable, sensory aids • sensory 'lava' lamps • pin boards Lego Therapy resources	Our experience has shown that this is an increasing need within our school. We have dedicated spaces such as the outdoor classrooms, Nest and Sensory Garden to compliment the "everyday" strategies that are in place. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	All
Investment in teaching children's self-help skills and supporting toileting, using a knife and fork, increasing self-esteem, independence		7
Investment in relationships using the Solihull approaches, running parent support and workshops with a variety of focus aimed to support parents who find it challenging to manage children's behaviour, independence, toileting and supporting ways to encourage children to engage with academic activities at home.		All

Total budgeted cost: £53,000

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 2025 to 2026 academic year.

- The focus on improved language skills for children in the EYFS has continued due to the need for effective speech and language skills. This progress has been measured using tracking systems which evidence each child's individual progress. All children are screened on entry and specific interventions are targeted at our PP children
- The Wellbeing team have further developed the opportunities and offer for children and families. This now includes dedicated parent time, targeted support to engage with identified families.
- Teachers have an appropriate amount of time out of class to ensure that monitoring in their subject area takes place. This ensures that the lowest achieving 20% are tracked to ensure that opportunities to enable accelerated progress occurs.
- Phonics data 2026 indicates that 10/15 children (70%) in Y1 and 10/17 children (59%) in Y2 in receipt of pupil premium funding reached the required standard in the phonic screening check.
- In Year R 2/8 (25%) achieved expected standard in reading
- 2/8 (25%) achieved expected standard in writing
- 4/8 (50%)achieved expected standard in maths
- 0/8 (0%) achieved a Good Level of Development
- In Year 2, end of Key Stage 1 9/19 (47%) achieved the expected standard in reading 1/11 (9%)
- 6/19 (32%) achieved the expected standard in writing
- 10/19(52%) achieved the expected standard in maths
- Soft landings and exits are now part of our school offer and many of the children that require this support need highly trained practitioners that can engage on both a 1:1 basis and also incorporate support within larger group activities.
- Families received items of uniform, resources to support home learning and contributions to wider activities in school.
- 100% of PP children accessed clubs or wider opportunities.