

**Crofton Hammond Infant School**  
**Pupil Premium Strategy Statement**

**School overview**

Detail	Data
School name	Crofton Hammond Infant School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	10.9% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	Published 20.12.2024 Reviewed 06.12.23 Reviewed 05.12.23
Date on which it will be reviewed	Autumn Term 2025
Statement authorised by	Sian Hosmer, Headteacher
Pupil premium lead	Anna Philipson, Deputy Headteacher (Maternity cover)
Governor / Trustee lead	Wayne Shirley, Chair of Governors

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£29,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,600

# Crofton Hammond Infant School

## Part A: Pupil premium strategy plan

### Statement of intent

At Crofton Hammond Infant School, we hold high expectations for all our children, irrespective of their socio-economic background, gender, race, religion, or educational needs. Our Pupil Premium strategy intends to ensure that every child makes significant progress from their individual starting points, including providing challenges for our higher-attaining students. We recognise that some children require specific, targeted support to achieve expected progress, often due to barriers such as emotional wellbeing, safeguarding, and parental engagement.

Our dedicated teachers and Senior Leadership Team closely monitor all students, with a particular focus on those eligible for pupil premium, who statistically face greater educational disadvantages. We also address the unique barriers faced by our Service Family children, detailing specific provisions for them while ensuring they benefit from all the support outlined.

High-quality teaching is central to our approach, and we emphasize continuous professional development (CPD) for our teachers to enhance student progress. Having highly skilled teachers and support staff benefits all our children. We tailor support to meet the individual needs of each child.

In 2023, 11.5% of our pupils were eligible for Free School Meals (FSM and Ever 6), and this figure was 10.9% as of December 2024. Our strategy also supports other potentially disadvantaged groups, such as young carers and children with English as an additional language.

Our whole-school approach aims to provide every child, regardless of their starting point, with challenging work and opportunities to excel. Our intention is to ensure that all children receive the nurture and care they need to be emotionally ready to learn.

Our approach will be responsive to both common challenges and individual needs, grounded in robust diagnostic assessments rather than assumptions about the impact of disadvantage. The strategies we have adopted complement each other to help pupils excel. To ensure their effectiveness, we will:

- Provide challenge for disadvantaged pupils (and all pupils).
- Intervene early when needs are identified.
- Adopt a universal, whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

### Challenges

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

Priority	Challenge number	Detail of challenge
Oracy	1	<p>Assessments, observations, and discussions with pupils reveal underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>An increasing proportion of pupils, including disadvantaged pupils, enter school with Speech, Language, and Communication need, which affects their access to the curriculum, individual progress, attainment, and overall sense of belonging.</p> <p>In the year 2024-2025, 22% of disadvantaged pupils are receiving support through targeted speech and language therapeutic intervention. Across the school, speech and language (SLCN and Communication and Interaction) remains the primary area of need, comprising 37% of the SEND Register.</p>

### Crofton Hammond Infant School

Phonics	2	<p>In 2023-2024, 62.5% of all disadvantaged pupils in Year 1 met the expected standard in the Phonics Screening, compared with 94% of children who non-disadvantaged. 100% of our disadvantaged pupils who do not have identified SEN met the expected standard.</p> <p>In 2023-2024, there a greater number of Year R children did not meet the Early Learning Goal (ELG) in word reading compared with the previous period (-7%) . This negatively impacts their development as readers. 71.4% of Year R disadvantaged pupils achieved the ELG in word reading compared with 84.8% pupils.</p>
Reading, Writing, Maths	3	<p>Reading: 46.7% of disadvantaged pupils KS1 are predicted to meet EXS+ in reading, compared with 81.4% of non-disadvantaged pupils.</p> <p>Writing: improving writing outcomes is a key focus for the entire school population, as stated in our school improvement plan. Our intention is to narrow the attainment gap between reading and writing. As of December 2024, 33.3 % of disadvantaged pupils in KS1 are predicted to attain EXS+ for writing, compared with 69.1 % of non-disadvantaged pupils.</p> <p>Maths: 73.3% of disadvantaged pupils are on track to meet EXS+ in KS1 this year, compared with 80.4% of non-disadvantaged pupils. The attainment gap is narrower than reading and writing.</p>
Pupil wellbeing	4	<p>External factors, such as adverse childhood experiences, historical or current trauma, being young carers, parenting skills, and parental engagement, can affect school engagement and progress for some disadvantaged pupils.</p> <p>We have identified that 77.7% of our disadvantaged pupils are affected by one or more of these external factors and require ongoing support from our ELSA and, or, Family Liaison service.</p>
Wider participation	5	<p>We, like all school schools, have a continuing responsibility to proactively manage and improve attendance across their community. Regular attendance is crucial for a child’s success and helps children to fully engage with their learning and social development. As of December 2024, disadvantaged pupils constitute 26.7% of persistent absenteeism in the school, although as a group represent only 10.9% of the total school population. 39% of our children eligible for Free School Meals (FSM) are also identified as Young Carers; most of these children have siblings with additional needs.</p>

## Crofton Hammond Infant 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.

Challenges	Challenge number	Intended outcome	Success criteria
Oracy	1.	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, including externally determined SALT targets, and observations indicate improved oral language skills among disadvantaged pupils. This improvement is supported by other evidence sources, such as lesson engagement, book scrutiny, and ongoing formative assessments.
Phonics	2.	Improved reading attainment among disadvantaged pupils	KS1 reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils in the Phonics screening check.
Reading, Writing, Maths	3.	Improved reading attainment among disadvantaged pupils.	Reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils
		Improved writing attainment among disadvantaged pupils.	Writing assessment show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
		Improved maths attainment for disadvantaged pupils.	Maths outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils.
Pupil wellbeing	4.	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 teacher observations, information from assessments, pupil voice and parent feedback.
Wider participation	5.	To achieve greater access and participation through improved attendance Communicating with, and supporting, parents, and by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils	Sustained high levels of attendance, feedback from parents, and engagement demonstrated by participation in enrichment activities, particularly among disadvantaged pupils. Universal opportunities which promote a strong sense of Cultural Capital (Ambitious and relevant curriculum, assemblies, Theatre and drama workshops, external visitors, educational visits, community events, year group topics) . Regular opportunities to attend a range of extra-curricular clubs funded by school.

## Crofton Hammond Infant School

### 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: £4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development to support the implementation of evidence-based approaches, through:</p> <p>English and Maths Hampshire core provision, Writing moderation cluster meetings, Hampshire cluster meetings, all foundation subject leaders, SENCo Circle / Supervision, SEND: Hampshire – Transforming SEND Training, HT networks, EYFS Fareham and Gosport network, EYFS training and moderation</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes,</p> <p><a href="#">Effective Professional Development   EEF</a></p>	<p>1,2,3</p>
<p>Professional development to support the implementation of oral language interventions through dialogic activities such as high-quality classroom discussion and the Philosophy for Children (P4C) approach</p>	<p>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: (+6 months) <a href="#">Oral language interventions   EEF</a></p> <p>Philosophy for Children is an approach to teaching in which students participate in group dialogues focused on philosophical issues. The Philosophy for Children intervention also had a low, positive effect upon pupils’ progress. Teachers and pupils generally reported that P4C had a positive influence on the wider outcomes such as</p>	<p>1</p>

### Crofton Hammond Infant School

	<p>pupils' confidence to speak, listening skills, and self-esteem.</p> <p><a href="#">Philosophy for Children - first trial   EEF</a></p>	
<p>Investment in Bug club phonics programme and training.</p> <p>Investment in Bug club phonics books and resources Ongoing professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading in all year groups and phonic check outcomes in Year 1 and Year 2.</p> <p>English lead to monitor through lesson observations with feedback and follow up professional development</p> <p>Additional tracking and early intervention for target groups to raise outcomes in phonics</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,3
<p>Professional development to raise the quality of literacy teaching and learning through the writing journey – headed by the English lead</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</p> <p><a href="#">Improving Literacy in Key Stage 1   EEF</a></p>	3
<p>High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to</p>	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p>	1,2,3,4,5

## Crofton Hammond Infant School

<p>raise the quality of teaching further, leading to increases in attainment, e.g. whole school training in early writing, TEACCH approach, behaviour support, P4C, SMSC.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, Language and Communication: Identification and assessment– Oxford Language Screen, BPVS, TALC	Language difficulties can have knock-on effects throughout a person’s life. Children with poor language skills are, as adults, more likely to receive fewer qualifications, have lower incomes and reduced employment opportunities and are more likely to suffer from mental health issues. If identified early, delays in oral language development can be addressed. <a href="#">Research overview   OxEd &amp; Assessment UK</a>	1,2,3,4,5
Speech, Language and Communication: intervention: Individual SALT targets, Nuffield Early Language Intervention (NELI)		1
Purchase of standardised diagnostic assessments. Interpreted and administered correctly.	There are a number of benefits to using standardised tests within schools or groups of schools: Identify areas where a pupil or group of pupils is strong or requires additional support; can be applied to improve teaching and learning. Provide a more reliable comparison of the test outcomes than non-standardised tests. Provide quantifiable measures, such as Standard Age Scores (SAS) and indicative prediction of Key Stage 2 national test or GCSE performance. Indicate how a pupil or groups of pupils have performed in relation to others nationally. Use at regular intervals overtime, allowing progress to be tracked in an effective and objective way. <a href="#">What are the benefits of standardised tests? - GL Support</a>	2,3
Targeted phonics and reading interventions: daily readers (focus on disadvantaged pupils) , 1:1 interventions e.g. 5 minute box, morning booster groups	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: (+5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3
Targeted writing intervention: small group support and writing booster intervention groups	Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is	3

## Crofton Hammond Infant School

	<p>in place, it is likely that a small but significant number of children will require additional targeted literacy support. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. <a href="#">Improving Literacy in Key Stage 1   EEF</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and intervention	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Evidence reviews including over 700 studies show that on average Social and Emotion Learning (SEL) has a positive impact on academic attainment, equivalent to 4 additional months' progress.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	4, 5
ELSA – universal teaching		4
ELSA – individual support		4
ELSA – small group support		4
ELSA – planning and resourcing		4
ELSA – young carer group sessions		4, 5
Young carer group events and trips		4,5
Enrichment activities/clubs		4,5
Stormbreak: product and training		4
Stormbreak: delivery through universal teaching		4
Stormbreak: delivery through targeted intervention		4
BOUNCE emotions programme – teaching and resources		4
Whole staff training on SMSC and British Values from external professional		4,5
Triangulation meetings: HT, ELSA, FLO	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	1,2,3,4,5
Communicating with, and supporting, parents through workshops e.g. Bounce emotion programme and emotion coaching and Family Liaison Officer		1,2,3,4,5



## Crofton Hammond Infant School

**Total budgeted cost: £29,600**

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 2022 to 2023 academic year.

#### Ongoing progress towards intended outcomes during 2023-2024

Actions during 2023-2024

- High-Quality Inclusive and Responsive Teaching: Ensuring high expectations for all pupils, regardless of their starting point.
- Carefully planned and target interventions responsive and flexible to the needs of all pupils, including an ongoing programme of early morning booster sessions.
- Ongoing CPD Programme: Continuous professional development for all teaching and support staff to enhance teaching, learning, and outcomes for all pupils in all areas – academic, social, emotional and mental health, and physical.
- Strong Relationships with Parents and Carers: Commitment to fostering a strong sense of community through positive and strong relationships with parents and carers.
- Dedicated ELSA time to support the individual and small groups of vulnerable children, as well as whole class teaching to improve children’s mental health and wellbeing.
- Triangulation and team around the family approach fostered with Family Liaison Officer
- Inclusive Pupil Progress Meetings: Including all teaching staff in pupil progress meetings (previously limited to year groups) to promote shared best practices and knowledge of pupils.
- Effective Early Intervention: SENCO works closely with class teachers and teams to identify and target emerging needs early.
- Vigilant Monitoring of Data: Close monitoring of data and information to be vigilant of all needs, especially where multiple risk factors are present (e.g., eligibility for free school meals, SEN needs, and young carers).
- Strengthening External Relationships: Developing and strengthening relationships with external experts, agencies, and professionals to access the best possible support for children with identified needs in all areas—academic, emotional, medical, or physical.
- Comprehensive Monitoring and Tracking: Close monitoring and tracking of the progress of all pupils, with a focus on disadvantaged pupils, covering academic attainment, social-emotional and mental health, attendance, extracurricular engagement, and parental engagement.
- Robust Phonics and Reading Programme: Implementing a rigorous phonics and reading programme (Bug Club), including daily reading for identified children, with a focus on disadvantaged pupils.
- Coaching of all volunteer who read with children to ensure fidelity to our reading scheme and approach.
- Support for Vulnerable Pupils: Providing support through young carers groups and ELSA for vulnerable pupils.
- Developing culture capital through events at school (e.g. visiting theatres) and external trips (e.g. historic dockyard)
- Support for Service Family Pupils: A comprehensive programme for service family pupils and their families, including networking and relationship-building with local military bases, service family support workers, and local schools to share best practices and access resources.

## Crofton Hammond Infant School

- NELI Intervention: A 20-week small group Nuffield Early Language (NELI) Intervention for pupils in Year R with identified language or listening and attention needs.
- Dedicated Speech and Language Support: An experienced LSA providing dedicated speech and language support throughout the school and coaching other staff members to deliver interventions.

Intended outcome	Impact of actions during the academic year 2023-2024																																				
To support and improve the emotional wellbeing of our children, with sustained results.	<p><b>Impact:</b> Improved and sustained wellbeing is evident through teacher judgments, ELSA evaluations, and feedback from the children and their parents.</p> <p>Research from The Early Years Network indicates that children with higher levels of emotional resilience tend to have better mental health outcomes, stronger social relationships, and improved academic performance<sup>3</sup>. Our pupils have benefitted from one-on-one ELSA support and targeted group interventions when needs are identified. For example, we provide a friendship group to support a disadvantaged child who has periods of absence due to medical needs.</p> <p>Additionally, 40% of our disadvantaged children are identified as Young Carers within our school community. These pupils meet weekly to play and discuss their lives. We also organize outings for them, such as walks to the beach and visits to local cafés.</p>																																				
Improved outcomes in reading for our most vulnerable children	<p><b>Impact:</b> The percentage of our disadvantaged children achieving expected standard in reading will match that of their peers.</p> <p>Early Years pupils achieving word reading ELG</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2023-2024</th> <th>vs 2022/2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>83% (44 of 53)</td> <td>-7.0%</td> </tr> <tr> <td>Disadvantaged</td> <td>71.4% (5 of 7)</td> <td>-3.6%</td> </tr> <tr> <td>Not disadvantaged</td> <td>84.8% (39 of 46)</td> <td>-6.3%</td> </tr> </tbody> </table> <p>The gap narrowed between the attainment of disadvantaged pupils and non-disadvantaged pupils. Of the two pupils who did not achieve the Early Learning Goal (ELG) for word reading, one child has complex Special Educational Needs (SEN) and follows a highly personalized curriculum. The other pupil has medical needs that necessitated periods of absence from school. Both pupils are closely monitored, and we work closely with parents and external professionals where relevant.</p> <p>Early Years pupils achieving reading comprehension ELG</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2023-2024</th> <th>vs 2022/2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>90.6 (48 of 53)</td> <td>-10.4%</td> </tr> <tr> <td>Disadvantaged</td> <td>85.7 % (6 of 7)</td> <td>+10.7%</td> </tr> <tr> <td>Not disadvantaged</td> <td>91.3 % (42 of 46)</td> <td>-3.3%</td> </tr> </tbody> </table> <p>The gap narrowed between the attainment of disadvantaged pupils and non-disadvantaged pupils.</p> <p>Year 1 pupils achieving Reading EXS+</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2023-2024</th> <th>vs 2022/2023</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>84.7% (50 of 59)</td> <td>+11.0%</td> </tr> <tr> <td>Disadvantaged</td> <td>50.0% (4 of 8)</td> <td>-7.1%</td> </tr> <tr> <td>Non disadvantaged</td> <td>90.2% (46 of 51)</td> <td>+14.3%</td> </tr> </tbody> </table> <p>The gap widened between the attainment of disadvantaged pupils and non-disadvantaged pupils in Year 1 during the period 2023-2024 compared with 2022-2023. Narrowing the gap will be a key focus for the period 2024-2025.</p>		2023-2024	vs 2022/2023	All pupils	83% (44 of 53)	-7.0%	Disadvantaged	71.4% (5 of 7)	-3.6%	Not disadvantaged	84.8% (39 of 46)	-6.3%		2023-2024	vs 2022/2023	All pupils	90.6 (48 of 53)	-10.4%	Disadvantaged	85.7 % (6 of 7)	+10.7%	Not disadvantaged	91.3 % (42 of 46)	-3.3%		2023-2024	vs 2022/2023	All pupils	84.7% (50 of 59)	+11.0%	Disadvantaged	50.0% (4 of 8)	-7.1%	Non disadvantaged	90.2% (46 of 51)	+14.3%
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## Crofton Hammond Infant School

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All pupils	66.7% (40 of 54)	-0.5%											
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<p>Our disadvantaged pupils who also have SEND will make measurable progress and high expectations will be had for their progress</p>	<p><b>Impact:</b> Children with Special Educational Needs (SEN) make measurable progress each half term. Their targets are set and monitored through individual pupil plans with SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets, which are shared with parents.</p> <p>Two of our disadvantaged pupils also have SEN. One child joined our school with an Education, Health, and Care (EHC) plan already in place, while the other child had an EHC plan established during the academic year 2023-2024. Both children have received support from the Emotional Literacy Support Assistant (ELSA). Additionally, both children have been involved in safeguarding concerns. One of the children is a Young Carer and has received extensive additional support for emotional and mental health needs.</p>												
<p>Improved outcomes in phonics for our most vulnerable children</p>	<p><b>Impact:</b> The percentage of children passing the phonics screening will match that of their peers for those not on SEN register.</p> <p><b>Phonics screening</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">2023-2024</th> <th style="width: 30%;">vs 2022/2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All pupils</td> <td style="text-align: center;">89.7 (52 of 58)</td> <td style="text-align: center;">+3.2%</td> </tr> <tr> <td style="text-align: center;">Disadvantaged</td> <td style="text-align: center;">62.5 % (5 of 8 )</td> <td style="text-align: center;">-12.8%</td> </tr> <tr> <td style="text-align: center;">Not disadvantaged</td> <td style="text-align: center;">94.0 % (47 of 50)</td> <td style="text-align: center;">+5.8%</td> </tr> </tbody> </table> <p>62.5% of all disadvantaged pupils in Year 1 met the expected standard. This is compared to 94% of children who non-disadvantaged. 100% of our disadvantaged pupils who do not have identified SEN (see further information below). Nationally, 80% of all pupils and 68% of disadvantaged pupils met the expected standard in the phonics screening.</p> <p>This data indicates a 12.5% decrease in outcomes for disadvantaged pupils at our school compared with the previous period. Among the three pupils who did not pass, two have significant Special Educational Needs (SEN) in addition to being disadvantaged. Both children have complex speech development disorders that affect their ability to produce and blend sounds. Despite these challenges, they are making good progress. The third child also has identified SEN needs and joined the school just before the phonics screening assessment. This child has since made good progress. All these pupils receive substantial additional intervention and their progress is closely monitored through targeted individual SEN plans.</p>		2023-2024	vs 2022/2023	All pupils	89.7 (52 of 58)	+3.2%	Disadvantaged	62.5 % (5 of 8 )	-12.8%	Not disadvantaged	94.0 % (47 of 50)	+5.8%
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<p>Improved outcomes in writing for our most vulnerable children</p>	<p><b>Impact:</b> The percentage of children achieving the expected level in writing will be comparable to their peers for those not on SEN register.</p> <p><b>Early Years Writing ELG</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">2023-2024</th> <th style="width: 30%;">Vs 2022-2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All pupils (41 of 53)</td> <td style="text-align: center;">77.4%</td> <td style="text-align: center;">-9.3%</td> </tr> </tbody> </table>		2023-2024	Vs 2022-2023	All pupils (41 of 53)	77.4%	-9.3%						
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## Crofton Hammond Infant School

Disadvantaged (5 of 7)	71.4 %	+21.4%
Non disadvantaged (36 of 46)	78.3%	-11.01%

In Early Years 2023-2024 cohort, writing outcomes among disadvantaged pupils significantly improved by 21.4%. Of the two pupils who did not achieve the Early Learning Goal (ELG) for writing, one child has complex Special Educational Needs (SEN) and follows a highly personalized curriculum. The other pupil has medical needs that necessitated periods of absence from school. Both pupils are closely monitored, and we work closely with parents and external professionals where relevant.

### Year 1 Writing EXS+

	2023-2024	Vs 2022-2023
All pupils	69.5% (41 of 59)	-1.0%
Disadvantaged	25.8% (2 of 8)	-3.6%
Non disadvantaged	76.5% (39 of 51)	+0.5%

The writing gap widened between the attainment of disadvantaged pupils and non-disadvantaged pupils in Year 1 during the period 2023-2024 compared with 2022-2023. Narrowing the writing gap will be a key focus for the period 2024-2025.

### Year 2 Writing EXS+

	2023-2024	Vs 2022-2023
All pupils	78.3%	+1.3%
Disadvantaged	62.5%	+6.9%
Non disadvantaged	80.8%	+/- 0%

The gap narrowed between the attainment of disadvantaged pupils and non-disadvantaged pupils in Year 1 during the period 2023-2024 compared with 2022-2023.

## Externally provided programmes

Programme	Provider
Language Screen	OxEd and Assessment
Nuffield Early Language Intervention (NELI)	Nuffield Foundation
Reading Eggs	Reading Eggs
GL Rapid and CoPS	GL assessment
Bug Club Phonics	Pearson
Mastering number	NCETM
Kinetic Handwriting Programme	Kinetic Letters

## Service pupil premium funding (optional)

Measure	Details
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## Crofton Hammond Infant School

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>We have deploy our Emotional Literacy Support Assistant (ELSA) to run weekly support groups for our service children, ensuring they receive continuous support throughout their school journey, including during deployments. The ELSA also provides one-on-one support where appropriate and works closely with families.</p> <p>To further support our families, we have created Deployment Packs that include a book for the child and information for families, gathered from various local charities and organizations.</p> <p>The Deputy Headteacher (DHT) is responsible for the overall support of our service families and collaborates with the ELSA to plan and deliver these initiatives. The Service Pupil Premium (SPP) also allows for release time for the DHT to attend Hampshire District Co-ordinator meetings, lead our local service cluster, and stay at the forefront of new developments for our service families. Additionally, this release time enables the DHT to participate in the Service Children in State Schools (SCISS) group, ensuring we remain updated with new research and resources.</p> <p>We also employ a Family Liaison Officer who works closely with our ELSA and service families. We organize both in-school and out-of-school events for families to attend, providing opportunities to socially connect with other families in similar situations and form support networks.</p> <p>The SPP also facilitates the school in helping children keep in touch with family members through video links or post. Children with non-serving family members who work away (e.g., on an oil rig) are also invited to our service groups, recognizing that their family struggles are similar.</p> <p>We allocate release time for staff to attend training and develop our provision for service children. Knitted dolls and books are provided for children with a deploying parent to support them</p>
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## Crofton Hammond Infant School

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Feedback from parents indicates that they feel well-supported and understood as a family. They report that their child's emotional well-being is directly improved by attending the service groups and events. Parents also feel well-supported in managing emotions and behaviors during the deployment cycle. Our children demonstrate daily how much they value the support they receive in school, and class teachers observe a positive impact on the well-being and learning of our service children.</p>
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