

Pupil premium strategy statement

Hazel Wood Infant School

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	16% - 33 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Hannah Simpson-Riggs
Pupil premium lead	Georgia White
Governor / Trustee lead	Jess Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,420

Part A: Pupil premium strategy plan

Statement of intent

At the core of our Pupil Premium strategy is a fundamental belief: disadvantaged children are not a problem to be resolved. They are the very reason why a great education must exist. We recognise that children facing disadvantage often demonstrate extraordinary resilience, creativity, and potential, however, can struggle to put this into practice when learning. Our responsibility is to ensure that these qualities are nurtured through an education that is ambitious, inclusive, and equitable.

We are committed to ensuring that every pupil, regardless of background or circumstance, has access to high-quality teaching, meaningful opportunities, and the support needed to thrive. The Pupil Premium is not simply a funding stream; it is a moral imperative. It enables us to remove barriers, close gaps, and create learning environments where all children can succeed.

Our strategy is driven by the understanding that disadvantage is not a fixed identity. It is a context that can be changed through sustained, thoughtful, and evidence-informed action. We do not view our disadvantaged children through a deficit lens. Instead, we see their strengths, their aspirations, and their right to an education that empowers them.

We aim to use Pupil Premium funding to deliver targeted academic support, enrich cultural capital, and strengthen pastoral care. We will invest in high-quality professional development for staff, ensuring that teaching is consistently excellent and responsive to the needs of all learners. We will build strong partnerships with families, recognising that they are central to their children's success.

Our approach is rooted in data, research, and reflection. We will monitor the impact of our actions rigorously, adapting our strategy to ensure it remains effective and relevant. We will listen to our pupils, involve them in shaping their learning, and celebrate their achievements.

Ultimately, our intent is clear: to ensure that disadvantaged children are not left behind but are placed at the heart of our educational mission. When we get education right for them, we get it right for everyone.

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and conversations with teachers, show some disadvantaged children are struggling to be resilient, independent and self-motivated, that impacts their ability to thrive and achieve their full potential. Taking risks, being curious and playing with a purpose are fundamental to children attaining well and many children would benefit from developing these positive learning behaviours.
2	Internal assessment data indicated writing attainment among disadvantaged children at the end of KS1 is below that of non-disadvantaged children. Attainment at the end of KS1 has 42% meeting the expected standard for writing compared to 73% of non-disadvantaged children in writing. Specifically, we have identified that the core barriers to this writing attainment is spelling and the purpose for writing.
3	We have identified from observations at playtime and lunchtimes that children are struggling to engage in positive and purposeful play, resulting in behaviour incidents, friendship fall outs and therefore impacting on learning time being lost. 49% (16/33) of disadvantaged children report not feeling safe and happy at play and lunchtimes.

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
Attainment and progress increases overtime for disadvantaged children in Reading, Writing and maths <i>(Linked to Challenge 2)</i>	Attainment and progress improve for example, evidence from internal Phonics assessments and end of Year 1 Phonics Screening data shows that the gap closing. In order to measure this, we will do the following: Lesson observations, Book looks, AFL and Pupil Progress Meetings, Data analysis
Children will be independent and confident learners <i>(Linked to Challenge 1)</i>	Lesson observations show: - Children starting tasks independently - Children confident to have a go - Children taking risks Therefore, attainment and progress will improve over time. In order to measure this, we will do the following: Lesson observations, Pupil voice, Pupil survey, School Council, Teachers commenting on effort/engagement and reporting, Book looks
Improved writing attainment for disadvantaged children at the end of KS1. <i>(Linked to Challenge 2)</i>	Gap closing between PP and Non-PP for writing attainment In order to measure this, we will do the following: Formative assessments Book looks Spelling results over time

	Lesson observations
Playtime and lunchtimes are focused and purposeful leading to positive experiences in the outdoor spaces. <i>(Linked to Challenge 3)</i>	Reduction in accidents Reduction in CPOMS incidents relating to accidents Adults modelling play, curiosity, problem solving Pupils report that they feel happier and safer at playtimes Fewer parental complaints In order to measure this, we will do the following: Pupil voice, School Council, Teachers commenting on effort/engagement and reporting Monitoring of playtimes and lunchtimes – feedback from staff Opal training and monitoring feedback

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training	Thrive training gives you the tools and confidence to make a lasting impact on children and young people's lives. With a focus on emotional wellbeing, our courses empower you to improve behaviour, boost attendance, and create a positive learning environment. Thrive Approach: Supporting mental health and behaviour in schools and academies The Thrive Approach	1, 2, 3

	<i>(Linked to the School Improvement Plan – Priority 3)</i>	
Quality first teaching is a priority and leadership time is given to ensure high quality approaches across the school.	EEF 1. High-quality Teaching: High-quality teaching EEF <i>(Linked to the School Improvement Plan – Priority 1 and 2)</i>	1, 2
Ensuring enough time is given over to allow for staff professional development for all subjects, as well as social and emotional training.	EEF Effective Professional Development: Effective Professional Development EEF <i>(Linked to the School Improvement Plan – Priority 2 and 3)</i>	1, 2
Opal Play Training	OPAL ensures every child has access to high-quality play, regardless of background, ability, or confidence level. Schools report that girls, children with SEND, and those on Free School Meals (FSM) are more active and engaged in OPAL playtimes than in traditional playground settings. OPAL play encourages collaboration, empathy, and resilience, helping children develop the social skills they may lack due to early disadvantage. Children learn to self-regulate, manage risk, and resolve conflicts independently skills that are vital for classroom success. Opal Play: Our vision - Outdoor Play and Learning <i>(Linked to the School Improvement Plan – Priority 3)</i>	3

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

Budgeted cost: £15,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Phonic interventions – Fast Track RWI	EEF – Phonics: Phonics EEF	1, 2

	<i>(Linked to the School Improvement Plan – Priority 1)</i>	
Establish small group writing interventions for disadvantaged children	EEF – Teaching Assistant Interventions: Teaching Assistant Interventions EEF <i>(Linked to the School Improvement Plan – Priority 1 and 2)</i>	2
Targeted interventions for hold a sentence and oracy in small groups. Intervention groups for Greater Depth writing. Use of talk boost for Year R.	EEF – Oral Language Interventions: Oral language interventions EEF <i>(Linked to the School Improvement Plan – Priority 1 and 2)</i>	1,2

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

Budgeted cost: £18,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Training	Thrive: Landmark study confirms behaviour, attendance and staff wellbeing boosted in Thrive schools The Thrive Approach <i>(Linked to the School Improvement Plan – Priority 3)</i>	1, 2
Opal Play	Opal Play: Introduction - Outdoor Play and Learning <i>(Linked to the School Improvement Plan – Priority 3)</i>	3

Total budgeted cost: £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Intended Outcome</i>	<i>Outcome July 2026</i>
Attainment and progress increases overtime for disadvantaged children in Reading, Writing and maths	Throughout the academic year, disadvantaged pupils in Years R, 1 and 2 showed increased attainment and progress in Reading, Writing and Maths. Outcomes improved over time, with disadvantaged pupils in Years R and 1 making 100% expected progress across all three subjects. Year 2 pupils also demonstrated strong progress and improved attainment, meaning the intended outcome of increasing attainment and progress for disadvantaged children was successfully achieved.
Children will be independent and confident learners	This initiative is part of a two-year development journey, and we are currently halfway through its implementation. Children are becoming increasingly independent and confident in all aspects of school life, with growing evidence of them starting tasks independently, having the confidence to 'have a go', and taking appropriate risks in their learning. The new teaching approach introduced this academic year will support these developments and will continue to enable both children and staff to further consolidate these skills and behaviours. While there is more work to do in the second year of the initiative, strong progress has been made towards achieving the intended outcome.
Improved writing attainment for disadvantaged children at the end of KS1.	End of Year 2 attainment data shows an improvement in writing outcomes for disadvantaged pupils when compared to the July 2025 data. This demonstrates positive progress towards closing attainment gaps and reflects the impact of targeted support and high-quality teaching. As a result, disadvantaged children finished KS1 with improved writing attainment, indicating that

	the intended outcome has been successfully achieved.	
Playtime and lunchtimes are focused and purposeful leading to positive experiences in the outdoor spaces.	Significant progress has been made towards this intended outcome, with OPAL Play being a major driver of success. The approach has transformed playtimes and lunchtimes, creating more purposeful, engaging and positive outdoor experiences for children. Feedback from parent, staff and pupil questionnaires has shown a marked improvement in perceptions of playtimes, with pupils reporting that they feel happier and safer during these times. Evidence also shows a reduction in accidents, fewer CPOMS incidents relating to accidents, and a decrease in parental complaints. In addition, adults are increasingly modelling play, curiosity and problem-solving, further enhancing the quality of children's play experiences. Collectively, these outcomes demonstrate that the intended outcome has been successfully achieved.	