Pupil premium strategy statement – Hook Infant School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	12%
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)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Melanie Walker Headteacher
Pupil premium lead	Mrs Louise Hannan Deputy Headteacher
Governor / Trustee lead	Mr Chris Mulholland Lead for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,745
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*	£ 51,745

Part A: Pupil premium strategy plan

Statement of intent

'Every child, Every day, Every Future'

At Hook Infant School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to achieve their full potential.

Respect   Kindness   Perseverance   Teamwork   Courage

Through our mission and values, we believe that all children at Hook Infant School, irrespective of their ethnicity, background or the challenges they face within their lives must make good progress and achieve high attainment across all subject areas. High-quality inclusive teaching (HQIT) alongside the promotion of good mental health and well-being for all, is at the heart of our approach. The purpose of our pupil premium strategy is to further support all children, most notably socio-economically disadvantaged children to achieve that goal. It is our aim that all children's progress and attainment will be sustained and improved, and through this continue to close the attainment gap between socio-economically disadvantaged children and those who are not. We consider the challenges faced by all groups of children and our whole school approach is responsive to these common challenges and individual needs and we address these challenges through the following:

Whole-school ethos of attainment for all
- There is a culture of high expectations for all.
- There is a belief that all children socio-economically disadvantaged are capable of overcoming their personal barriers to succeed.
- Children socio-economically disadvantaged and their families are held in high regard.
- Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance
- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for children that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.
- High quality inclusive teaching (HQIT) for all children; responsive on-going formative assessment is essential to ensure socio-economically disadvantaged children make strong progress.
- Teachers are committed to successfully engage all children in their learning through making necessary adaptions to lessons taking into account individual needs of learners.

- Professional development for teachers and support staff is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.
- Interventions are additional to the entitlement to HQIT; class teachers retain accountability for all children's achievement.

Meeting individual learning needs
- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Provision maps are used to ensure barriers to learning are highlighted and addressed through adaptations in lesson, enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- All children are challenged in the work they are set.
- Learning gaps and misconceptions are identified and addressed so that all children can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for all children and more often those socio-economically disadvantaged children, are carefully planned and implemented.

Assessment and Attainment
- The progress of all groups of children is discussed at pupil progress meetings and at key assessment milestones. Different pupil groups are identified and monitored within school assessment procedures. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership
- A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest.
- The effectiveness of the strategy is reviewed annually and is based on internal analysis, research and best practice.

Deploying staff effectively
- Both teachers and support staff are deployed flexibly in response to the changing learning needs of all children and more often those socio-economically disadvantaged children.
- Resources are targeted at children at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1 Oracy / Speech and Language	On entry to starting school in EYFS we have identified that a number of children have under developed oral language skills and vocabulary. This is also evident across Key Stage 1 and in general, are more prevalent among socio-economically disadvantaged children than their peers. This

	barrier to learning not only negatively impacts children's speaking and listening skills, but it also has a detrimental impact on phonics, reading and writing progress, and subsequently numeracy skills.
2 Phonics and reading	Assessments and observations from EYFS to Year 2, indicate that a number of children including children socio-economically disadvantaged, have difficulty with acquiring phonic knowledge. This barrier to learning not only impacts pupil's acquisition of phonics but also their development as readers and writers, and in turn, progress and attainment.
3 Social, emotional and mental health	We have identified across the school and notably on starting school in EYFS that a small number of children including socio-economically disadvantaged children continue to struggle to regulate their behaviour and emotions. This not only has a detrimental effect on their own learning and mental health and wellbeing but also on the learning and mental health and wellbeing of their peers.
4 Social, emotional and mental health	We have identified across the school and notably on starting school in EYFS, that a number of children including children socio-economically disadvantaged lack confidence and resilience. These barriers negatively impact on readiness to learn, mental health and wellbeing and ultimately academic progress and attainment.
5 Attendance	Our attendance and punctuality data, shows that a small number of children, including children socio-economically disadvantaged, are often late into school and have a greater percentage of persistent absence. This barrier to learning negatively impacts on readiness to learn, mental health and wellbeing and ultimately academic progress and attainment.

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 for all children, particularly among our socio-economically disadvantaged children.	Observations and assessments indicate significantly improved language skills for all children. Children have a better understanding of their own learning and are more specifically ready to learn in Year 1. Children make at least good progress with their learning and this is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment for all children particularly among our socio-economically disadvantaged children.	Year 1 phonics screening outcomes in 2024.25 show that more than 50% socio-economically disadvantaged children meet the expected standard. Scores for children who did not meet the expected standard are higher than previous years.

	Year 2 phonics screening outcomes show that more than 80% of socio-economically disadvantaged children met the expected standard.
	Individual scores for children who did not meet the expected standard are higher than previous years.
Improved Literacy and numeracy skills and attainment, particularly among our children socio-economically disadvantaged children.	Outcomes at the end of KS1 show that socio-economically disadvantaged children are achieving in line with their peers.
	Children who did not meet the expected standards will have significantly improved quality of work.
To achieve and sustain improved social, emotional and mental health and well-being in our school, particularly among our socio-economically disadvantaged children.	Improved self-confidence, self-esteem, resilience and motivation as seen through children's readiness to learn, behaviour and attendance, especially among our socio-economically disadvantaged children.
	Improved progress, quality of work and outcomes for all children and particularly among socio-economically disadvantaged children.
	Reduction in families needing additional support from external agencies such as Early Help Hub (EHH).

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: £ 22,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to assess children on entry to EYFS and new starters across the school using Language Link, and implement relevant interventions	Oral language interventions have an impact of on average 6months additional progress. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	Continue to assess children on entry to EYFS and new starters across the school using Language Link, and implement relevant interventions
Provide staff training on Meta-cognition and self-regulation	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Self-regulated learning can be broken into three essential components: 1. cognition – the mental process involved in knowing, understanding, and learning 2. metacognition – often defined as 'learning to learn'; and	Provide staff training on Meta-cognition and self-regulation

	3. motivation – willingness to engage our metacognitive and cognitive skills. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	
Continue to improve High Quality Inclusive Teaching (HQIT) across the school	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention. The EEF Guide to the Pupil Premium | Education Endowment Foundation	Continue to improve High Quality Inclusive Teaching (HQIT) across the school
Continue to enhance our maths teaching and curriculum through implementing the NCETM Mastering Number program across the school, in order to enhance all children's understanding of number and improve outcomes in maths	National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches to raise achievements in maths and teach for mastery: Mastery Explained | NCETM	Continue to enhance our maths teaching and curriculum through implementing the NCETM Mastering Number program across the school, in order to enhance all children's understanding of number and improve outcomes in maths
Continue to update staff knowledge of the DfE validated Systematic Synthetic Phonics programme - Anima Phonics - as necessary across the school to ensure 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 children socio-economically disadvantaged children: Phonics | EEF (educationendowmentfoundation.org.uk)	Continue to update staff knowledge of the DfE validated Systematic Synthetic Phonics programme - Anima Phonics - as necessary across the school to ensure stronger phonics teaching for all pupils
Improve the quality of social and emotional (SEL) learning across the school in particular through embedding the SCARF (Safety,	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	Improve the quality of social and emotional (SEL) learning across the school in particular through embedding the SCARF (Safety,

| Care, Achievement, Resilience & Friendship) whole school approach. SEL approaches will be embedded into routine educational practices and supported by further professional development for staff. | SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

1) School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;

2) Universal programmes which generally take place in the classroom with the whole class; and

3) More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.

Social and emotional learning \| EEF

SCARF – Safety, Caring, Achievement, Resilience, Friendship

SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement – giving you everything you need to meet the Relationships Education and Health Education statutory requirements. More than just a PSHE scheme of work, SCARF supports great learning every day. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship.

SCARF: Safety, Caring, Achievement, Resilience, Friendship | Care, Achievement, Resilience & Friendship) whole school approach. SEL approaches will be embedded into routine educational practices and supported by further professional development for staff. |

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

Budgeted cost: £ 15,071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide whole staff training on self-regulation and metacognition, and	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	Provide whole staff training on self-regulation and metacognition, and

roll out The Zones of Regulation across the school.	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk) The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small groups of between 5-6 children is optimum. Small group tuition	EEF (educationendowmentfoundation.org.uk) The Zones of Regulation – A Social Emotional Learning Curriculum and Regulation Program For over 15 years, schools around the world have been using the original Zones of Regulation program as an empowering instructional tool to build safe, supportive environments that foster learning and well-being for all. Learners benefit from: Increased self-awareness and social and emotional skills A common language for communication, problem solving, and emotional understanding More time spent on learning instead of on behaviour management A healthier, more inclusive school climate The Zones of Regulation	A Curriculum For Emotional Regulation	roll out The Zones of Regulation across the school.
Continue to provide additional phonics, maths and reading sessions (1:1 or small group) targeted at children who need further support, particularly socio-economically disadvantaged children.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Small groups of between 5-6 children is optimum. Small group tuition	EEF (educationendowmentfoundation.org.uk) Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of	Continue to provide additional phonics, maths and reading sessions (1:1 or small group) targeted at children who need further support, particularly socio-economically disadvantaged children.

between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver:

[Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](#)

Reading comprehension is high impact with an average of 6 months additional progress. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also [metacognition and self-regulation](#)).

Strategies are often taught to a class and then practiced in pairs or small groups (see also [collaborative learning approaches](#)).

[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](#)

[Improving Literacy in Key Stage 1 | EEF](#)

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

Budgeted cost: £ 14,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide small group sessions based on the nurture group principle for those children who need it.	Both targeted interventions and universal approaches can have positive overall effects with on average 4 months additional progress: [Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#)	3, 4

	Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk)	
Continue to provide regular staff training on behaviour management based on current research and good practice.	Adopting new behaviour interventions, whether universal or targeted ensures high quality delivery and consistency across the school: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	3,4
Continue to implement strategies within the 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. Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	5
Continue to work with parents of children who are persistently late or absent from school	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. On average these approaches show a gain of 4 months additional progress. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. Parental engagement | EEF (educationendowmentfoundation.org.uk) Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)	All
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

Total budgeted cost: £ 51,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's socio-economically disadvantaged children during 2024.25 academic year, drawing on national assessment data for EYFS and Phonics screening, and our own internal summative and formative assessments for end of Key Stage 1. Key Stage 1 assessments became non-statutory from the 2023.24 academic year and therefore there is no published national data for this cohort.

To help us gauge the performance of our socio-economically disadvantaged children we compared their EYFSP and phonics results to those for socio-economically disadvantaged, and non-socio-economically disadvantaged children at a local and national level (though we know that pupils included in the performance data will have experienced some disruption to their pre-schooling and earlier schooling due to Covid-19, which will have affected individual pupils and settings differently) and to results achieved by our non-socio-economically disadvantaged children. Our EYFSP data shows that the overall attainment of this cohort is significantly lower than previous years. The data also shows that there were a higher number of non-socio-economically disadvantaged children within this cohort who did not achieve the early learning goals for literacy and maths, affecting them achieving GLD.

Assessment data for GLD EYFS – 6/114 children (5.3%) / 12/114 (11%)
At the end of EYFS, 25% (3 out of 12) of socio-economically disadvantaged children achieved GLD compared to 64.3% of all children in school.

The data demonstrates that the gap for our socio-economically disadvantaged children has widened during the 2024.25 academic year and we have reviewed our strategy accordingly with regards to provision within the EYFS.

Phonics Screening results – 22/114 children (19%)
Year 1 children – 73% (16 out of 22) of socio-economically disadvantaged children achieved the pass mark of 32 or above compared to 85% of all pupils.

Year 2 phonics re-take 86% (6 out of 7) of socio-economically disadvantaged children achieved the pass mark of 32 or above compared to 93% (14 out of 15) of all pupils who re-took the phonic screening test.

Our internal data demonstrated that although our socio-economically disadvantaged children have not all met the expected standards at the end of key stage 1 in reading, writing and maths, all children made good progress from their starting points.

School internal Assessment Data for KS1 – 16 out of 107 children

	School - 16 pupils		School - All pupils	
	EXS+	GDS	EXS+	GDS
Reading	56%	13%	82%	31%
Writing	50%	-	74%	10%
Maths	63%	6%	76%	22%
RWM combined	38%		65%	

Attendance data for 2024.25 academic year
Children socio-economically disadvantaged – 91.7%
All children non-socio-economically disadvantaged – 96.29%

We have also drawn on school data and observations to assess wider issues impacting the performance of our socio-economically disadvantaged children, including attendance, behaviour and wellbeing. The data demonstrated that pupil attendance overall has remained static but is still lower for our socio-economically disadvantaged children than for those non-socio-economically disadvantaged children. This continues to be at the forefront of improving all children's academic progress and we have a number of strategies in place to support families as needed.

Challenges continue to remain for all our families and children, and to a greater extent for socio-economically disadvantaged children, in relation to wellbeing and mental health which continues to be higher than before the COVID-19 pandemic. We continue to focus on this area of need within this plan.

Based on all the information above, the performance of our socio-economically disadvantaged children surpassed expectations for the year 1 and Year 2 phonic screening. However, the performance of our socio-economically disadvantaged children at the end of KS1 for RWM did not meet our expectations and we have reviewed our strategy accordingly. We continue to focus on improving English, specifically Oracy, and maths attainment for all pupils and link this strategy closely to our overall school development plan.

Our evaluation of the approaches delivered last academic year indicates that our Anima phonics scheme continues to have a positive impact on results for all children across the school and our results are stable. For children who did not pass the phonic screening we continue to see an increase in individual scores compared to previous years and prior to adopting Anima Phonics. Our continued focus on high quality first inclusive teaching continues to improve behaviour and the learning experience and outcomes for all children. Reading catchup interventions continue to be successful in raising attainment.

We have reviewed and revised our strategy plan and made some changes as to how we intend to use some of our budget this academic year as set out in the Activity in This Academic Year section above and in the Further Information section below. We continue to strive to close the gap between socio-economically disadvantaged children and those non-socio-economically disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
ELSA continues to be provided to support the emotional needs of service children and their families as necessary.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the wellbeing of service children enabling them to thrive and make good progress in their learning.

Further information (optional)

Additional Activity

Our pupil premium strategy continues to be supplemented by additional interventions not funded by pupil premium as below:

- ELSA support 1:1
- Small group additional social skills groups
- Embedding 'The 6 Strands' into our curriculum with guidance and support from our SENDCO
- Continuing to offer vulnerable families help with the purchase of school uniform, trips and extra-curricular activities
- Continue to have a robust focus on high quality first inclusive teaching, keeping abreast of current research and best practice
- Continue to focus on effective feedback to children referring to EEF evidence. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)
- Continue to provide parent workshops in Phonics and Maths to further develop parental understanding of how these subjects are taught and how they can support their children.

Planning, implementation and evaluation

In reviewing and revising this strategy we have used the EEF's Implementation guidance to help us develop our strategy Guidance for teachers | EEF (educationendowmentfoundation.org.uk) and will continue to use it through the implementation of activities. We have also used the DfE guidance, Using pupil premium: guidance for school leaders Using pupil premium: guidance for school leaders (publishing.service.gov.uk).

We have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny and conversations with parents/carers and teachers in order to identify the challenges that continue to face socio-economically disadvantaged children. We have also collaborated with local schools to learn from their approaches.

We have put a robust evaluation framework in place for the duration of our three-year plan reviewing and adjusting it yearly within the framework in order to secure improved outcomes for all children.