



Pupil Premium Strategy Statement

School Motto: Dream Big, Aim High



This statement details our school's use of the pupil premium 2025-2026 premium for the academic year) funding to help improve the attainment and well-being of our disadvantaged pupils. Part B of this document outlines 2025 outcomes.

School overview

Detail	Data
School name	Butler's Hill Infant and Nursery School
Number of pupils in school – based on 2024 census	218
Proportion (%) of pupil premium eligible pupils (October 2025: 51 / 194 = 26%)	24% (53 children) October census 2024
Academic year/years that our current pupil premium	2025-2026
Date this statement was published	November 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Rachel Hallam
Pupil premium lead	Johanna Castle
Governor	Phil Kiddy

Funding overview £74,550 (after clawback)

Detail	Amount 2025-2026
<p>Pupil premium funding allocation this academic year</p> <p>For 2025-2026, it's allocated based on the numbers of eligible pupils recorded on your roll in the October 2024 census</p> <p>These rates represent a 2.39% increase from the previous year.</p>	<p>Pupils who are eligible for free school meals, or have been eligible in the past 6 years: £1,515</p> <p>Pupils previously or currently being looked after by LA/state care: £2,630</p> <p>Service Pupil Premium: £340 per service child who meets the eligibility criteria.</p>
Pupil premium funding carried forward from previous years (enter £0 if applicable)	£0
Total budget for this academic year – based on October 2024 Census	Actual paid £87,870 – Clawback of £13,320 = £74,550

Part A: Pupil Premium Strategy Plan

Statement of intent

Butler's Hill Infant and Nursery school is located in Hucknall, Ashfield, Nottinghamshire. The school location has long been identified nationally as an area of low social deprivation.

We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. Our intention is that all pupils; irrespective of background or the challenges they face, make good progress across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including those under social care, to achieve their potential. We will consider the challenges faced by our most disadvantaged pupils. At Butler's Hill this means Pupil Premium, FSM6, LAC, vulnerable, SEND and EAL, Service children, who meet the criteria. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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.

When making decisions about the use of our Pupil Premium funding to we consider the context of our school and the subsequent challenges and barriers which impact on learning. Our rationale is based on research, including the Education Endowment Foundation's pupil premium guidance as advocated by the Department for Education. Developing teaching and learning across the school is a priority and is proven to have the greatest impact on closing the disadvantaged attainment gap. Where children have specific needs, we address these through targeted academic and well-being support. We approach this holistically using the EEFs tiered approach with Quality First Teaching, Targeted Intervention from our highly skilled TA's and Wider Strategies that affect our children. We will also facilitate pupils through accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We aim to target and improve disadvantaged pupils' attendance at school, enabling them to experience the full learning experience at Butler's Hill Infant and Nursery School

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged appropriately in the work that they're set, to achieve their full potential*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge Number	Detail of Challenge 2025																																																																					
<p>1. Speech, Language Communication (SIP)</p>	<p>Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many of our children including disadvantaged children, which ultimately impacts on early reading skills. These baselines are historically low each year</p> <p>Foundation Stage 2</p> <table border="1"> <thead> <tr> <th>Baseline Entry Data:</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td colspan="3">2025</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>53%</td> <td>32%</td> </tr> <tr> <td>Speaking</td> <td>47%</td> <td>50%</td> </tr> <tr> <td colspan="3">2024</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>7%</td> <td>13%</td> </tr> <tr> <td>Speaking</td> <td>27%</td> <td>27%</td> </tr> <tr> <td colspan="3">2023</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>31%</td> <td>41%</td> </tr> <tr> <td>Speaking</td> <td>15%</td> <td>37%</td> </tr> <tr> <td colspan="3">2022</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>6%</td> <td>20%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>20%</td> </tr> </tbody> </table> <p>Foundation Stage 1</p> <table border="1"> <thead> <tr> <th>Baseline Entry Data:</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td colspan="3">2025</td> </tr> <tr> <td>Communication and Language</td> <td>NA</td> <td>16%</td> </tr> <tr> <td colspan="3">2024</td> </tr> <tr> <td>Communication and Language</td> <td>NA</td> <td>0%</td> </tr> <tr> <td colspan="3">2023</td> </tr> <tr> <td>Communication and Language</td> <td>0%</td> <td>11%</td> </tr> <tr> <td colspan="3">2022</td> </tr> <tr> <td>Listening Attention and Understanding</td> <td>0%</td> <td>4%</td> </tr> <tr> <td>Speaking</td> <td>0%</td> <td>4%</td> </tr> </tbody> </table> <p>RBA: 2025</p> <ul style="list-style-type: none"> ➤ Instructions/ language Vocab & Comprehension: All correct 35/59= 59% (PP 7/15 47% / NPP 28/44 64%.) ➤ Listening to a simple story and answering 3 questions (basic comprehension) PP 4/15 27% / NPP: 7/44 16% ➤ Sentence repeated back PP 1/15 7% / NPP 6/44 14% 	Baseline Entry Data:	PP	NPP	2025			Listening Attention and Understanding	53%	32%	Speaking	47%	50%	2024			Listening Attention and Understanding	7%	13%	Speaking	27%	27%	2023			Listening Attention and Understanding	31%	41%	Speaking	15%	37%	2022			Listening Attention and Understanding	6%	20%	Speaking	0%	20%	Baseline Entry Data:	PP	NPP	2025			Communication and Language	NA	16%	2024			Communication and Language	NA	0%	2023			Communication and Language	0%	11%	2022			Listening Attention and Understanding	0%	4%	Speaking	0%	4%
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2.
Reading
Writing (SIP)
Number

Assessments, observations and discussions with pupils indicate the vast majority of pupils enter school in F1 / F2 from low starting points and below age related expectations (ARE) in the key areas of reading, writing and maths and therefore has an impact on achieving ARE by the end of KS1. These baselines are historically very low year on year.

The table below indicates the entry levels of children in the Foundations Stages from 2022-2025, highlighting the level of need.

F2			F1		
Baseline Entry Data:	PP ARE	NPP ARE	Baseline Entry Data	PP ARE	NPP ARE
2025					
Reading	20%	25%	Literacy	NA	8%
Writing	20%	32%			
Maths	20%	25%	Maths	NA	8%
2024					
Reading	0%	7%	Literacy	0%	0%
Writing	7%	11%			
Number	13%	27%	Maths	0%	0%
2023					
Reading	0%	26%	Literacy	0%	3%
Writing	0%	13%			
Number	23%	11%	Maths	0%	0%
2022					
Reading	0%	7%	Reading	0%	4%
Writing	0%	7%	Writing	0%	4%
Number	6%	13%	Maths	0%	4%

3.
Phonics

Poor phonics impacts on the child's ability to read and write and falling below ARE in the Early Years impacts their future success in all areas of learning and future curriculums

However, assessments, observations, and discussions with pupils suggests disadvantaged pupils generally have weaker phonic knowledge and application than their peers (as above reading and writing data suggests). This could be due to a lack of support in the home through reading practice or a lack of books at home to have read to them, which also impacts on their early reading development.

- Year 1 Phonics outcomes 2025 FSM6 75% NFSM6 School 78.6 Gap --2.8%
- Year 1 Phonic outcomes 2024 FSM6 81% NFSM6 School 71.4% Gap 9.6%

Target 2026: To improve outcomes year on year and continue to see reduction in closing the gap between FSM6 and NFSM6

4.
Attendance

Attendance in general remains a challenge for the school - there continues to be a gap between the attendance of PP Disadvantaged and NPP children and this will remain a target. As this ultimately reduces the chances of children's outcomes to their learning and social well-being.

Year	PP / Disadvantaged - Average attendance	NPP - Average attendance	Gap	Persistent absence PP 24-25	Persistent absence NPP 24-25	Gap
2024 -2025	91.90	95.18	-3.25	29.82%	11.45%	-18.37%
2022 - 2023	91.28%	95.24%	-3.96			
2021 - 2022	90.72%	93.83%	-3.11%			
2020 - 2021	73.14%	93.77%	-20.63			

- Our target of achieving national expectations of 96% remains a target for 2025-2026 and at least the gap between PP/NPP to continue to be reduced.
- 2025-2026 Target Persistent Absence as this gap is significant between these groups.

5. Behaviour at lunch (SIP)	2024–2025 There were 4-3 reported incidents on CPoms from lunchtime behaviour, impacting, on many children coming into class deregulated after lunch times. This was a mix of Disadvantaged and Non-Disadvantaged children. Improve the play experience of all pupils with a view to improving behaviour across school through engaging all pupils in positive play outcomes
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
1 Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.	In conjunction with the literacy co-ordinator assessments, discussion and observations oral language will improve amongst the disadvantaged cohort. This will have a positive impact on the progress made from the children's starting points, with more disadvantaged children achieving the Communication and Language area in the new EYFS. ➤ Beth Atkinson to train staff on screening all children in EYFS 2025 https://chatterslt.co.uk/wp-content/uploads/2014/03/Chatter-leaflet.pdf
2 QFT will drive improved attainment in reading, writing and maths – working towards reducing the gap between disadvantaged and non-disadvantaged pupils.	Outcomes from 2025-2026 will show that disadvantaged pupils make sustained progress from their starting points towards the end point. With attainment levels being closer to that of National expectations / LA and gaps between disadvantaged and non-disadvantaged being reduced (no data provided by LA for 2025 due to many schools not submitting data) ➤ Make sustained progress towards the end point, from their starting points
3 SSP to improve phonics outcomes for all children especially our most disadvantaged pupils, having a positive impact on reading (and therefore writing) outcomes at the end of KSI	The introduction of the SSP saw improvements in Phonics for our disadvantaged children in terms of the end of Year 1 phonic screening and End of KSI screening – this SSP must now filter into improved reading outcomes at the end of KSI – not just in phonic screening. By year 2 if phonic application has improved / secure it will enable children to focus their attention on comprehension and reading fluency. Reading outcomes are also improved as a result of new SSP with more children achieving ARE at the end of KSI
4 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. ➤ Focus on Persistent Absentees (Reduce PP 29.82%)	Sustain higher attendance for 2025-2026 and improve persistent absentees demonstrated by continuing careful monitoring and timely referrals to reduce the number of 'persistent' absentees (children below 90% attendance through unauthorised absences) 2024–2025 Persistent Absence: PP 29.82% NPP 11.45% Gap (-18.37%) The average attendance for both PP/Disadvantaged and NPP will be in line with Government expectations of 96%+, with the gap between these groups at a minimum. ➤ 2024 - 2025 PP 91.90% NPP 95.18 (-3.25) still below as a school The appointment of an Attendance Officer 1 day per week is proving invaluable Raising PP/Disadvantaged attendance to 96% is still a key target.
5 To enhance pupils play experiences and promote positive behaviour through implementing OPAL play	To reduce the number of reported behaviour incidents at lunch time as a result of more structured play opportunities – less than 4-3 reported incidents in 2025-2026 Pupil Voice : Attitudes to play to be carried out Autumn 2025 and Summer 2026

Activity in this academic year 2025-2026

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

Teaching

Budgeted cost £37,000

HIGH QUALITY TEACHING			
EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Oracy / SLC SIP 2024-2025 25-2026</p> <p>Use of Speech and Language through EPU enhancement</p> <p>Vocabulary</p> <p>Across all subjects</p>	<p>Embedding dialogic activities / STEM sentences across the whole school curriculum in order for children to articulate ideas, consolidate understanding and extend vocabulary</p> <p>Literacy Lead release time to implement and monitor the use of SLC / vocabulary across the curriculum and the school as well as in the foundation stage.</p> <p>Begin to embed some of the Oracy Programme strategies gained through Notts. County Council Education Improvement Achievement and Equality</p> <p>Introduce Skills Builder to support teaching and learning of key skills – speaking and listening (Literacy Lead)</p> <p>Appointment of SALT specialist teacher – to support identified children as well as train TA/Teacher CPD (Chatter)</p>	<p>There is a strong evidence base that suggests communication and language approaches (including dialogic activities) consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>https://www.skillsbuilder.org/global/insights https://www.skillsbuilder.org/global/file/universal-framework-review-2025-final-report https://www.skillsbuilder.org/global/file/attitudes-behaviours-and-essential-skills</p> <p>https://chatterslt.co.uk/wp-content/uploads/2014/03/Chatter-leaflet.pdf</p>	1
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading writing, comprehension, phonics or mastery learning</p> <p>Writing SIP 25-26</p>	<p>Secure consistent quality teaching of early reading through CPD and coaching to ensure consistency and share best practice of early and bottom 20% readers</p> <p>Whole school focus on Metacognitive approaches and mediated learning also places emphasis around discussion</p> <p>EEF Key themes to focus: Implementing in our setting</p> <ul style="list-style-type: none"> • one to one intervention – Essential Letters and Sounds • support parents through videos on class Dojo on supporting reading and phonics at home. 	<p>Early literacy advantages have been consistently found to have a positive effect on early learning outcomes. The early literacy advantages evaluated to date led to an average impact of four additional months progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://www.suttontrust.com/wp-content/uploads/2024/01/Inequality-in-early-years-education.pdf - Early Years focus</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	1 2 3

<p>Consolidation and training in writing: Pathways to Write (Review writing in light of Writing Framework July 2025)</p> <p>Pathways to Progress (intervention)</p> <p>Pathways to Read (Y2)</p>	<ul style="list-style-type: none"> • daily storytelling and independent reading to be timetabled across school • phonics to a key aspect in the teaching of writing following the SSP approach, resources and strategies. <p>Continue to embed and adapt of DfE validated Systematic Phonics (SSP) Essential Letters and Sounds to impact on reading and writing outcomes – Reading Lead /English Hub.</p> <p>Introduction of whole class reading using the Pathways to Write programme. This will support Y2 teachers to deliver a robust and sequenced reading & comprehension-based approach to whole class reading.</p> <p>Enhancement of our maths teaching and curriculum planning inline with DfE and EEF guidance</p> <ul style="list-style-type: none"> ➤ White Rose maths approach to support the mastery approach. Curriculum lead joined the Maths Hub (5 year programme) to ensure this is embedded in all year groups to develop consistency and adaption to meet the needs of all pupils. <p>NCETM Mastering Number adopted as a whole class intervention on number fluency – purchase of appropriate whole class resources.</p> <p>Enhancement of our English teaching in line with EEF guidance of 'Improving Literacy in KSI' Fund on-going teacher CPD and release time as required /</p> <p>OFSTED / The Writing Framework review and CPD to support and improve the writing process (Flying High/English Hub)</p> <p>Attend webinars on key aspects of The Writing Framework and disseminate amongst staff to improve the teaching of writing</p> <p>Monitoring and reviewing the new 'Pathways to Write' scheme to ensure it is adapted to the needs of our children – with appropriate adaptations for PP/Disadvantaged/SEND children to access.</p> <p>To become member of the English Hub to support writing / Literacy Excellence Centre</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metacognition%20and%20self+++</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery%20learning</p> <p>Early numeracy:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-numeracy-approaches</p> <p>https://assets.publishing.service.gov.uk/media/68bec95444fd43581bdalc86/The_writing_framework_092025.pdf</p> <p>Pathways to Write – Primary School Writing Programme – The Literacy Company https://www.theliteracycompany.co.uk/portal-resource/pathways-to-write/cpd-</p>
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		<p>support/leadership/#tab-circltab-updates-and-research</p> <p>https://futures.flyinghighpartnership.co.uk/courses/1974-008883/improving-writing-outcomes-in-primary-schools</p> <p>The scheme considers EEF methodology and provides resources for teachers to plan sequentially in terms of objectives to meet the needs of our children. So far it has shown evidence of plenty of oracy-based activities as well as a full range of writing opportunities. It will be monitored for impact after the first year.</p>	
Mentoring and coaching	<p>On-going CPD for SSP / Early reading English Hub support – Member of staff now employed by English Hub to continue the work in schools</p> <p>Whole class reading / staff mentoring of whole class reading strategies – Reading Comprehension (also links with Metacognition) focus on the teaching of reading – for more able readers / Y2 and End of Key Stage outcomes – New Staff to Y2 / Pathways to Read</p> <p>Mastering Number – Training by Maths Planner in each year group to disseminate to rest of team</p> <p>White Rose Approach – Mentoring and monitoring as appropriate through observations continues</p> <p>CPD for writing in support of Writing Framework / Hub / Pathways to write</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2 (R)</p> <p>3 (M)</p>
<p>Recruitment and retention of teaching staff / CPD across the curriculum</p> <p>Adaption for SEN/Disadvantaged pupils (SIP)</p>	<p>CPD has been at the forefront of SMT strategy to equip middle leaders with greater skills to embed knowledge and understanding of key aspects of their roles, with a particular focus on adapting for SEN/Disadvantaged pupils in their subject</p> <p>➤ Please see separate log for CPD throughout 2024/2025/2025-26</p> <p>Courses available to staff have included curriculum subject support, well-being and leadership.</p>	<p>CPD</p> <p>https://d2tic4wvliusb.cloudfront.net/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Workload</p> <p>https://www.gov.uk/government/collections/reducing-school-workload</p>	
Technology and other resources focussed on	Purchase of technology where gaps appear in the resources needed to deliver the curriculum in the early years / SEND room.	Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on	

supporting high quality teaching and learning	<p>KSI – Purple Mash to deliver ICT curriculum</p> <p>TA laptops to support phonic group groups.</p>	<p>average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology?utm_source=/education-evidence/early-years-toolkit/digital-technology&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
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Targeted academic support £18,637

2 TARGETED ACADEMIC SUPPORT			
EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
Interventions to support language development, literacy, and numeracy	<p>Release time to embed chosen structured intervention programme to improve listening, narrative and vocabulary skills for disadvantaged children who have low spoken skills / poor phonics</p> <ul style="list-style-type: none"> ➤ Targeted 1:1 reading for the bottom 20% of readers as well those children on the cusp of being ARE. PP/ Disadvantaged children prioritised ➤ ELS Intervention <ol style="list-style-type: none"> 1. Oral Blending 2. GPC Recognition 3. Blending for Reading <p>Chatter – Speech and Language Consultant</p> <p>Pathways to Progress – depending on staffing this year</p>	<p>As above – Linked to oracy / phonics / reading</p> <p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> <p>https://chatterslt.co.uk/wp-content/uploads/2014/03/Chatter-leaflet.pdf</p>	1 2 3
Activity and resources to meet the specific needs of disadvantaged pupils with SEND SENDCO	<p>SENDCO release time (2 -5 days per week) to support SEND cohort with planning / bids and ensuring all disadvantaged pupils receive QFT and rich curriculum</p> <p>SEND / Disadvantaged groups added to classroom observations to ensure progress is made for all pupils and forms key focus of QFT for all groups of children.</p> <p>Supported by Lead SENDCO from the Family of Schools in joint observations and whole staff workshops – Curriculum modified across all year</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?</p>	

	groups to ensure SEND pupils are at the core of all teaching strategies and adaptations.		
Teaching assistant deployment	<p>Small group / targeted support during whole class teaching in Literacy/writing and Maths lessons, increasing the adult to child ratio within the classroom.</p> <p>TA not only supporting low attaining disadvantaged pupils but enabling the teacher to spend <u>more</u> time with this group, whilst other pupils in the class are still supported.</p> <p>Delivering ELS phonic intervention / SALT</p> <p>All TA's attended EEF training in Effective Deployment of Teaching Assistants (Derby Research School) to support the theory behind making the best use of TA Deployment and deepening the understanding and role of the most effective use of TA's skills</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact on the outcomes for pupils.</p> <p>This has a positive impact of + 4 months</p> <p>EEF notes: Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment – Structured interventions will be key in the success – SSP / I:I reading</p> <p>Applications and approaches:</p> <p>Target/Focus: Teachers will not spend less time with this group as a result of TA support, but time will be balanced for the low attaining pupils with T support and TA support in class for other groups.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://d2tic4wvoliusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1635870535</p>	<p>1</p> <p>2</p> <p>3</p>

Wider strategies

Budgeted Cost: £18,637

3. WIDER STRATEGIES

EEF – Teaching Menu of approaches	Activity	Evidence	Challenge
<p>Supporting pupils' social, emotional and behavioural needs –</p> <p>Butlers Hill has a high proportion of need in this area</p> <p>EEF research indicates: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed</p>	<p>Whole school approach to improving the quality of social, emotional and behavioural learning (SEL) through a whole school approach by developing:</p> <p>Executive Functioning skills (including Metacognition and self-regulation) and a growth mindset to support all our children, but specifically towards our disadvantaged children who often have lower executive functioning skills, through embedding this into routine educational practices and supported by professional development and training for staff where necessary</p> <p>CPOMS – monitored regularly for behaviour / incidents of reported bullying.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_search&search_term</p> <p>Links with Metacognition evidence</p> <p>New EEF for 2023: <u>Social and Emotional Learning</u> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

<p>period exclusion compared to those who do not.</p> <p>Therefore, it is essential to support and manage behaviour effectively to ensure the best chances for the future</p>	<p>Behaviour Lead N. McIntyre – NPQ in Behaviour and Culture incorporating Metacognition and Self-Regulation as a key strategy and will be supporting staff further with this.</p> <p>OPAL PLAY – Deputy Head trained in the delivery of a whole school approach to support children in receiving the best play experience – training of midday play leaders and whole school training to all staff</p>	<p>Behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=sit_e_search&search_term=behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://outdoorplayandlearning.org.uk/evidence/research-and-evidence/</p>	
<p>Supporting attendance</p>	<p>The Family of Schools have appointed an Attendance Officer – which cost is split equally for one day per week in school.</p> <p>Attendance is linked to strong home- school relationships and therefore parental engagement is crucial when attempting to raise the profile of attendance within school / weekly DoJo updates of class and whole school attendance</p>	<p>As set out in the DfE guidance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>4</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	<p>Continue to focus on curriculum enrichment activities (including the arts), both in and out of school. With the rising cost of living for general household basics, there will be even less disposable income for extra-curricular activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>		<p>5</p>
<p>Breakfast clubs and meal provision</p>	<p>Magic Breakfast – free breakfast club for all disadvantaged pupils who wish to take up this opportunity</p>	<p>The findings suggest that, where improvements are seen, it's is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
<p>Communicating with and supporting parents</p>	<p>Increase the in-school parent based interaction</p> <p>Monitoring parental engagement and profiling disadvantaged pupils supports</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial how to engage with all parents to avoid widening the attainment gap.</p>	<p>4</p>

	<p>building a fuller picture and understanding of the whole child to support families.</p> <p>Several parental questionnaires are sent out to all parents over the year from various co-ordinators, giving all parents the opportunity to view their opinions and give feedback on all aspects of school.</p>	<p>Engaging parents in school life will support improvement of attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
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*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 2024–2025 academic year.

Challenge	Intended Outcome	Impact																																				
1	<p><i>Improved oral language skills and vocabulary amongst all children and in particularly the disadvantaged cohort starting in the Early Years.</i></p> <p>Tiered Approach:</p> <p>Teaching: Time has been allocated through CPD workshops / INSET to support staff in adopting a more dialogic approach across the school curriculum to support children to articulate ideas, consolidate understanding and extend vocabulary ➤ <i>Whole class teaching focus</i></p> <p>Impact: This has been evident in learning walks and observations.</p> <p>Targeted academic support: Structured interventions have followed the WellComm Programme of study for F2 Introduction of Chatterbox – Beth Atkinson</p>	<table border="1" data-bbox="635 936 1500 1227"> <thead> <tr> <th>Area of Learning</th> <th>Baseline Sep 2023</th> <th>Baseline</th> <th>Autumn 2 + from baseline</th> <th>Spring 2 + From Aut 2 + from baseline</th> <th>EYFSP Data Sum 2024 + from Spring 2 + from baseline</th> </tr> </thead> <tbody> <tr> <td>Listening attention & understanding</td> <td>39% PP 36% Non PP 40%</td> <td>12% PP 5% Non PP 14%</td> <td>48% +36% PP 33% Non PP 55%</td> <td>59% +11% +47% PP 44% Non PP 62%</td> <td>69% +10% +57% PP 59% NON PP 74%</td> </tr> <tr> <td>Speaking</td> <td>34% PP 21% Non PP 37%</td> <td>27% PP 28% Non PP 26%</td> <td>50% +23% PP 33% Non PP 57%</td> <td>66% +16% +39% PP 50% Non PP 71%</td> <td>73% +7% +46% PP 65% NON PP 7%</td> </tr> </tbody> </table> <table border="1" data-bbox="635 1232 1500 1429"> <thead> <tr> <th>Area of learning</th> <th>Baseline</th> <th>A2 ARE/ Baseline</th> <th>Spring term</th> <th>Summer term</th> <th>Girls ARE</th> <th>Boys ARE</th> <th>PP ARE</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>CLL</td> <td></td> <td>35%</td> <td>53%</td> <td>76%</td> <td>75%</td> <td>79%</td> <td>89%</td> <td>72%</td> </tr> </tbody> </table> <p><i>The school has employed a speech and language therapist. Comprehensive speech development training for targeted staff, ensuring early identification and re referrals to NHS when parents have failed to attend appointments.</i></p> <p><i>Clear protocols: Flowchart system enabling consistent approach to speech support Forward Planning 2025–26 (F2)</i></p> <p><i>Planned Initiatives – Objective: Complete Understanding and Speech Screen for all Foundation children</i></p> <p><i>Process: Results analysis with SALT to determine:</i></p> <ul style="list-style-type: none"> • Children requiring in-school support • Cases needing NHS SALT referral • Targeted support requirements 	Area of Learning	Baseline Sep 2023	Baseline	Autumn 2 + from baseline	Spring 2 + From Aut 2 + from baseline	EYFSP Data Sum 2024 + from Spring 2 + from baseline	Listening attention & understanding	39% PP 36% Non PP 40%	12% PP 5% Non PP 14%	48% +36% PP 33% Non PP 55%	59% +11% +47% PP 44% Non PP 62%	69% +10% +57% PP 59% NON PP 74%	Speaking	34% PP 21% Non PP 37%	27% PP 28% Non PP 26%	50% +23% PP 33% Non PP 57%	66% +16% +39% PP 50% Non PP 71%	73% +7% +46% PP 65% NON PP 7%	Area of learning	Baseline	A2 ARE/ Baseline	Spring term	Summer term	Girls ARE	Boys ARE	PP ARE	Non-PP	CLL		35%	53%	76%	75%	79%	89%	72%
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2	<p><i>Pupils will make improved attainment in reading, writing and maths – working towards reducing the gap between disadvantaged and non-disadvantaged pupils – showing progress from starting points</i></p>	<table border="1" data-bbox="646 1937 1388 2112"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Number</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>F2 Baseline/entry 2024</td> <td>0%</td> <td>7%</td> <td>7%</td> <td>11%</td> <td>13%</td> <td>27%</td> </tr> <tr> <td>End of year Summer 2025</td> <td>53%</td> <td>69%</td> <td>41%</td> <td>69%</td> <td>53%</td> <td>71%</td> </tr> </tbody> </table>		Reading		Writing		Number		PP	NPP	PP	NPP	PP	NPP	F2 Baseline/entry 2024	0%	7%	7%	11%	13%	27%	End of year Summer 2025	53%	69%	41%	69%	53%	71%									
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Tiered Approach:

Teaching:

CPD and whole staff workshops centred on QFT.

Staff Appraisals based around bottom 20% readers and classroom observations have been carried out focusing on one to one reading, writing lessons and mathematics.

Impact:

Where developments were identified return observations have been made. Pace of the lesson was identified as an area for development along with chd engagement in some areas. Both have been addressed as a staff.

Targeted academic support:

Structured phonic and reading interventions for bottom 20% readers as well as 1:1 reading for those just ARE have been closely monitored through observation of the Reading Lead and the English Hub

OFSTED 2023 – observed reading interventions – positive feedback for TA delivery.

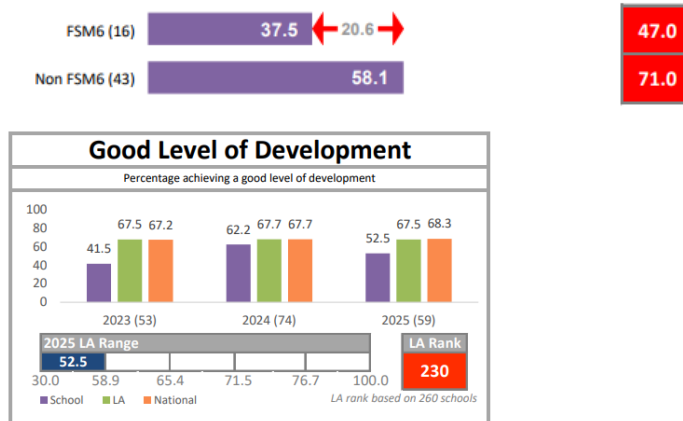
Impact:

TA deployment has been a focus during in-class / small group support/intervention which has ensured there is a more even split of TA / T working with the LA/SEN children in class.

Foundation Stage 2 GLD

All: 31/59 (53%) PP: 6/18 (35%) NPP: 25/41 (60%)

EYFS: Taken from Data Dashboard focus on FSM 6 End of the year 2025:



Percentage of pupils attaining a good level of development

Comparison to previous results

	School			LA				
	FSM6	Non FSM6	Gap	All Pupils	FSM6	Non FSM6	Gap	All Pupils
2025	37.5	58.1	20.6	52.5	47.0	71.0	24.0	67.5
2024	50.0	64.5	14.5	62.2	48.2	70.3	22.1	67.7
2023	25.0	46.3	21.3	41.5	52.2	69.8	17.6	67.5
2022	47.1	66.0	19.0	61.4	50.7	69.3	18.6	66.9

The above indicates Butler's Hill gap between FSM and Non-FSM for 2025 is less than the gap for the LA.

2025 Provisional % Good Level of Development

	FSM 6	NFSM6	All children
Butlers Hill	37.5%	58.1%	52.5%
Ashfield	50.4%	69.7%	65.8%
Notts.LA	47.0%	71.0%	67.5%
National	51.5%	71.5%	68.3%

Key Stage 1: No comparison dashboard data as not compulsory to submit data

KSI Closing the Gap – 2025 Data: Low Cohort / 4.7% GLD in F2 (2023)

In 2023 when in F2 – 21% PP achieved GLD

KSI Closing the Gap Data	PP Butlers Hill	NPP Butlers Hill	Gap
Reading	+8%	59%	-11%
Writing	26%	41%	-15%
Maths	52%	63%	-11%

School Performance:

Reading

- English Hub support ends 2024 – However, member of staff now employed by The Hub and will continue to support through CPD

Writing – Forms part of SIP for 2025/2026

- To embed 'Pathways to Write' – Mastery Approach to writing / New framework July 2025
- Year 2 Spelling Programme in line with ELS SSP
- Handwriting scheme introduced appears to be having a positive impact on handwriting across the school during book scrutiny in 2024–2025

Maths

- Maths Hub & Mastery in Number to support the improvement in outcomes in Maths.

PP/Disadvantaged pupils are prioritised for intervention programmes:

Year 1 Reading Intervention Progress: 13 pupils supported by intervention

SUMMER 2 Progress 10 children had below 96% attendance

- 10/13 77% children had below the required 96% attendance
- 5/13 38% children were persistently absent (90% and below)

Intervention Progress 3 sets expected progress from Autumn to Summer 2

3-5 sets – 4/13 31%

6-7 sets – 7/13 54%

8 sets plus – 2/13 15%

Year 2 Reading Intervention Progress 12 pupils supported by intervention

SUMMER 2 Progress: 12 pupils supported by intervention

58% children had below the required 96% attendance

17% children were persistently absent (90% and below) This has improved

since Spring Term

Intervention Progress: (ARE end of year White / SATS TA ASSESSMENT) – Expected 7 sets for the year (15 to White)

3 – 4 sets 17%

5 – 7 sets 58%

8–9 sets 17%

Pupil Voice – There are no significant differences between Pupil Premium and Non-Pupil Premium in terms of attitudes towards learning and aspirational expectations.

Book Scrutiny – No significant differences between books between PP and NPP books at the same level (SEN / LA / ARE / HA).

3 *Phonics improves for disadvantaged pupils, having a positive impact on reading outcomes at the end of KSI*

Teaching :

Targeted Academic Support:

Carefully monitored and structured ELS intervention for bottom 20% through observation by the Reading Lead and the English Hub (1:1 reading and targeted phonic support)

: Continued Phonic CPD

2025 Phonic Outcomes: **Year 1 All: 77%** (National all 80%)

Year 1 2025	School	Ashfield	LA	National
FSM 6	75%	66.9%	64.4%	66.8%
End of KSI / Y2				
FSM 6	87.5%	78.2%	80.3%	-

FSM 6: 75% NFSM 6: 77.8% (gap of -2.8%)

Compared to 2024 Phonic Outcomes: Year 1 All: 75% (National all 80%)

FSM 6: 81% NFSM 6: 71.4% (+9.6%)

Year 1 2024	School	Ashfield	LA	National
FSM 6	81%	66.7%	66.4%	68.4%
End of KSI / Y2				
FSM 6	91.3%	80.7%	82.9%	-

NB: This is based on a year group who only achieved 42.5% GLD when in F2

Butler's Hill Infant and Nursery School performed better than other groups compared

Wider Strategies:
 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
 Attendance Officer in post to dedicate 1 day per week to focus on attendance

All classes were monitored for attendance half termly due to the impact on intervention and as well as general ability to make progress across the year.

2024-2025	Average Attendance for the year	Persistent Absence (Less than 90%)
Pupil Premium	91.90%	29.82% (17)
Non-PP	95.18	11.45% (15)

2024-2025 Persistent Gap between PP and NPP -18.37%

Autumn 2024 and Spring 2025

	Absence	Persistent Absence	Severe Absence
Notts. FSM	7.5 (92.5%)	24.1	1.5
All Notts Children	4.8	12	0.8
All children- NCER national	5.1	13.3	0.9

97 children in total are being monitored below 95%	Received monitoring letters	Referred to EHU	Fines Non-attendance	Fines Holidays	Panel Meetings
Pupil Premium (44)	40	2	1	7	8 +4 DNA
Non-PP (53)	42	0	0	5	3 +4 DNA

Parental engagement to support attendance and re-build the school community post covid restrictions

Therefore, Butler's Hill data is in line with Notts and a little better for Persistent Absence.

Continue to increase parental engagement throughout the school calendar to raise the feeling of community involvement and supporting attainment through regular big read sessions, MacMillan Coffee Morning, regular Friends of Butlers Hill meetings and parent consultations has continued to offer face to face as well as telephone appointments to ensure 100% of parents are having updates on their children's progress.

Increase social events for the children:

- Summer Fair
- Halloween Disco
- Christmas Fair

5	<p><i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</i></p> <p><i>Supporting pupils' social, emotional, and behavioural needs</i></p> <p><i>Qualitative data through pupil voice</i></p> <p><i>To improve our children's emotional and regulative behaviour through developing their executive functioning skills to support them in all aspects of their lives through continuing whole school Growth Mindset.</i></p> <p><i>Participation in enrichment / increase opportunities particularly amongst disadvantaged pupils.- children to be prioritised for after school activities:</i></p>	<p>Small Steps / GTKM – Referrals</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>2024–2025</td> <td>39%</td> <td>61%</td> </tr> <tr> <td>2023 - 2024</td> <td>33% (2/7)</td> <td>67% (4/7)</td> </tr> <tr> <td>2022 – 2023</td> <td>42% (8/19)</td> <td>58% (11/19)</td> </tr> </tbody> </table> <p>CIN / Social services involvement 2024–2025:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>MASH</td> <td>8</td> <td>8</td> </tr> <tr> <td>Child Protection</td> <td>3</td> <td>0</td> </tr> <tr> <td>Child in Need</td> <td>7</td> <td>1</td> </tr> <tr> <td>Active Concerns</td> <td>1</td> <td>8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Previous Years</th> <th>MASH/Social Care involvement</th> </tr> </thead> <tbody> <tr> <td>2022-23</td> <td>80% (PP/Disadvantaged)</td> </tr> <tr> <td>2021-2022</td> <td>59% were PP/Disadvantaged</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ➤ Behaviour incidents recorded via CPoms for 2024 – 2025 43 incidents this academic year – 26/43 were reported to have SEND – 5 PP children had incidents reported ➤ Pupil Voice interviews for PP/disadvantaged pupils carried out July 2025 with P.Kiddy - compared very similarly to that of the NPP pupils in the school ➤ All PP/Disadvantaged children are prioritised for clubs. However, they do not always express an interest in them 	Academic Year	PP	NPP	2024–2025	39%	61%	2023 - 2024	33% (2/7)	67% (4/7)	2022 – 2023	42% (8/19)	58% (11/19)		PP	NPP	MASH	8	8	Child Protection	3	0	Child in Need	7	1	Active Concerns	1	8	Previous Years	MASH/Social Care involvement	2022-23	80% (PP/Disadvantaged)	2021-2022	59% were PP/Disadvantaged
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