



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 – 2024** academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-------------------------------|
| School name | Thurcroft Infant School |
| Number of pupils in school | 255 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| 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 | 2021-22 2022-23 2023-24 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Tracy Harper |
| Pupil premium lead | Tracy Harper |
| Governor / Trustee lead | Carolyn Smyth* |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | 2021-22 - £87,425 2022-23 -£ 99,000 2023-24 - £101,405 |
| Recovery premium funding allocation this academic year | 2021-22 £9,425 2022-23 £10,295 |

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| Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024. | 2023-24 -None |
| 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 | £101,405 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal by making accelerated progress, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and Early Help. 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.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- 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, including through planned targeted Catch Up interventions

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A very significant proportion of SEND children are PP, currently 42% (New Sept 23) |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry to FS1 and in general, are more prevalent among our disadvantaged pupils than their peers. |

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| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 4 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to FS1 the majority of disadvantaged pupils arrive below age related expectations compared to their peers. This gap remains evident until the end of Key Stage 1. |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the current climate, parents' own barriers to education and perceptions of institutions. A lack of enrichment opportunities and life experiences are also challenges that impact negatively on our disadvantaged pupils, including their attainment. |
| 6 | Our attendance data indicates that punctuality amongst disadvantaged pupils, in some cases has had a notable impact on overall attainment. Our assessments and observations indicate that persistent absenteeism is negatively impacting on some disadvantaged pupils' progress. |
| 7 | Some PP children do not have access to the same opportunities and resources as other children in school. (New Sept 23) |

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 | October 23 Review |
|--|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in SALT interventions, lessons, book scrutiny and ongoing formative assessment. | <p>All EYFS staff have completed the Tiny Talkers Universal language training program.</p> <p>All EYFS Staff have completed the Tiny Talkers Booster Group Intervention training.</p> <p>2x Practitioners and the EYFS Leader have completed the Enhanced training.</p> <p>LA delivered training on High Quality Interactions through the SHREC model.</p> <p>5 members of the EYFS team are currently undertaking the EYPDP, which is designed to further</p> |

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| | | <p>develop the skills to identify children at risk of Speech, language and communication needs.</p> <p>Identified children access additionally planned activities/intervention to support their developmental needs.</p> <p>School continues to fund a Specialist Speech & Language therapist who visits 1 day per fortnight.</p> |
| <p>Improved reading attainment among disadvantaged pupils.</p> | <p>Year1(and Year 2 Catch Up) phonic results show that an increased percentage of our disadvantaged pupils pass the phonics screening test in June 23</p> <p>KS1 reading outcomes in 2023/24 show that an increased percentage of disadvantaged pupils met the expected standard.</p> | <p>Y1 PP -85%(Nat 67%) 2022 -75%</p> <p>Y2 Resit -89%(Nat 54.9%) 2022 -43%</p> <p>Y2 -83% Exp (Nat 73%) 2022 -69.7%</p> <p>Y2 – 7% GD (22%) 2022 -12.1%</p> |
| <p>To achieve and sustain improved confidence, trust and engagement with multi agency working for parents in our school, particularly our parents of disadvantaged pupils.</p> | <p>Sustained high levels of parental engagement from 2021-24 as demonstrated by:</p> <ul style="list-style-type: none"> • increased attendance at school information sharing events • regular reading/spelling/homework support • positive engagement with multi agency professionals • Developed confidence, self-esteem and wellbeing <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> | <p>An increased interest in all school events have been noted.</p> <p>Regular workshops for parents of children with SEN have been introduced. Parents are becoming involved in requesting specific themes eg anxiety. This has resulted in some parents having a willingness/confidence to participate in further recommended virtual training.</p> <p>We have recently been re accredited as a Charter gold School, demonstrating the partnership between school and home.</p> <p>School to offer free access for PP children to promote engagement in afterschool</p> |

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| | | provision in the Spring & Summer term. |
| Improved maths attainment for disadvantaged pupils at the end of FS2/ KS1. | FS2/KS1 maths outcomes in 2022-24 show that an increased percentage of disadvantaged pupils meet the expected standard. | At FS2 there was a slight increase in the overall percentage of attainment in Maths. At KS1 the number of children who achieved the expected standard in 2023 was slightly lower than 2022 (-6%). |
| To achieve and sustain improved punctuality and attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance and punctuality from 2022/24 demonstrated by: <ul style="list-style-type: none"> an improvement in the overall punctuality rate for all pupils causing concern. An improvement in the percentage of all pupils who are persistently absent. To decrease the number of PP Persistent Absentee | Attendance continues to be a focus but is affected by childhood illnesses and holidays, particularly at this time of year. Improved punctuality due to school focus and reinforcement post Covid. GB will closely monitor the disadvantaged persistent absentees this current year. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in SALT interventions, lessons, book scrutiny and ongoing formative assessment. | Sustained results for communication at EYFS and significantly above National for PP children. SALT sessions onsite are well attended and interaction is good. PP children are able to communicate effectively to ensure their needs are met. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding dialogic activities across the school curriculum. | There is a strong evidence base that suggests oral language interventions, | 1,2,3 |

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| <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund human resources, including provision of a specialist Speech & Language Therapist. We continue to fund ongoing teacher training and release time to support.</p> | <p>including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Release/cover time for staff to ensure assessments are administered and interpreted correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1,2, 3,4 |
| <p>Purchase of extra books to support DfE validated Systematic Synthetic Phonics programme to support pupil outcomes.</p> <p>Cover time to allow Reading Lead to monitor the teaching of phonics across school.</p> <p>To further embed 'My Letters & Sounds phonic scheme</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,3 |
| <p>Enhancement of our English and maths teaching and curriculum planning in line with DfE and related (EEF, FFT etc) guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to fund relevant teaching & learning resources</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Every Child Counts Programme is based on a range of evidence:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf</p> <p>The Project X reading support programme https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=uk</p> | 1,3,4 |

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|---|---|---|
| <p>Improve the quality of social and emotional (SEL) learning, behaviour, punctuality & attendance as well as raised Parental Confidence and Engagement.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Related relevant development and support for parents.(Attendance, punctuality SEL, SEMH, Early Help and multi agencies etc)</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 6 |
|---|---|---|

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

Budgeted cost: £75,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of human resources to implement and programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 2 |
| <p>Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics/reading support.</p> | <p>Phonics/reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics/reading interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Improve/sustain Phonics, EYFS and End of KS1 reading outcomes for all pupils.</p> | 2 |

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|---|--|----------|
| <p>Trained ' Every Child Counts' teacher to support Maths sessions in Y2, with particular target of disadvantaged pupils who require further Maths support/ Keep Up</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>3</p> |
| | | |

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

Budgeted cost: £36,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embed whole staff training on Trauma Informed Schools, Promoting SEMH and wellbeing as well as anti-bullying approaches with the aim of developing our school ethos.</p> <p>Individual SEMH/Behaviour support and therapy for targeted pupils to improve self-esteem and support wellbeing.</p> | <p>Whole school ethos, staff confidence and expertise as well as consistent approaches have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>ELSA, Lego Therapy and other recognised direct work/interventions resulting in pupils demonstrating raised self-confidence, self-regulation and improved attitudes to learning.</p> <p>Promote use of positive behaviour strategies to support individual needs.</p> | <p>4</p> |
| <p>Develop the school's approach to improving behaviour by establishing a whole school ethos adopted by all staff.</p> | <p>Whole school ethos, staff confidence and expertise as well as consistent approaches have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | |
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| | | |

Total budgeted cost: £26,000 + £75,000 + £36,000 = £137,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Premium Comparison - Reading

| Thurcroft Infant School | National |
|---|--|
| Pupil Premium Children achieving the expected standard or above Ex+ 25/30= 83% GD 2/30 = 7% | Pupil Premium Children achieving the expected standard or above Ex+ 73% GD 22% |

Pupil Premium Comparison - Writing

| Thurcroft Infant School | National |
|---|--|
| Pupil Premium Children achieving the expected standard or above Ex+ 19/30= 63% GD 0/30 = 0% | Pupil Premium Children achieving the expected standard or above Ex+ 65% GD 10% |

Pupil Premium Comparison - Maths

| Thurcroft Infant School | National |
|--|--|
| Pupil Premium Children achieving the expected standard or above Ex+ 20/30= 67% GD 3/30 = 10% | Pupil Premium Children achieving the expected standard or above Ex+ 75% GD 19% |

Year 1 Phonics Screening

| Thurcroft Infant School | National |
|--|--------------------------|
| Number of children achieving expected standard (32/40 words) | |
| All 67/75 = 89% | All 79% |
| Boys 35/41= 85% | Boys 76% |
| Girls 32/34 = 94% | Girls 82% |
| Pupil Premium 22/26 = 85% | Pupil Premium 67% |
| Non Pupil Premium 45/49 = 92% | Non Pupil Premium 83% |
| SEN Support Children 16/23 = 70% | SEN Support Children 48% |
| Non SEN 51/51 = 100% | Non SEN 86% |

Year 2 Phonics Screening

| Thurcroft Infant School | National |
|--|--------------------------|
| Number of children achieving expected standard (32/40 words) | |
| All 14/16 = 88% | All 60.8% |
| Boys 6/7 = 86% | Boys 58.1% |
| Girls 8/9 = 89% | Girls 64.8% |
| Pupil Premium 8/9 = 89% | Pupil Premium 54.9% |
| Non Pupil Premium 6/7= 86% | Non Pupil Premium 63.6% |
| SEN Support Children 11/13 = 85% | SEN Support Children 43% |
| SEN EHCP 2/2 = 100% | |
| Non SEN 3/3= 100% | Non SEN 76.9% |

Our internal data suggested that the performance of our disadvantaged pupils was similar to the previous year. The biggest improvement was in Reading which we believe was as a result of the introduction of the new Phonic's scheme and the changes we made to reading, including extra reads for our most vulnerable children. The Greater depth outcomes were low compared to National however, a significant number of PP children also have SEN needs.

Hopefully the improved phonic outcomes at the end of Y1 together with the changes to the teaching of writing, will support an improvement in Writing outcomes at the end of Y2.

Last year we were disappointed that a number of Pupil Premium children didn't achieve the expected standard, despite accessing intervention and support. We have now changed the way we are supporting pupils in Maths this year and our Every Child Counts teacher is now supporting groups within class and our Y2 children in the mixed Y1/2 class are accessing the Y2 Maths curriculum wherever appropriate.

Attendance remained lower than in previous years but was a slight improvement on 2022 and was broadly in line with National.

Punctuality still remains a concern however, targeted challenge and expectation has led to less lost minutes of learning generally.

We are having to continue to work on social and emotional learning with a number of PP children, but all of the work done so far has had a clearly identifiable impact on attainment. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been impacted as a result of the pandemic and periods of school closure, where attachment issues and anxiety have increased significantly. The impact has been particularly acute for a number of disadvantaged pupils, especially where this is now combined with issues related to the cost of living crisis or safeguarding. We used pupil premium funding to provide wellbeing support for these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Children who have needed individual help have been supported appropriately. Further training and increased knowledge is enabling improved support for some vulnerable pupils. All staff have

appraisal targets and a shared responsibility to further improve behaviour throughout school. Parental links are still a priority for us and we are continuing to improve these at all times. We have successfully been re accredited for Charter Gold which signifies Parents and School working in partnership.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------------|----------|
| Speech and Language Therapist | NHS |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How our service pupil premium allocation was spent last academic year. | N/A |
| The impact of that spending on service pupil premium eligible pupils. | N/A |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.