



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	221
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 -2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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 £ 95,565
Recovery premium funding allocation this academic year	2021-22 £9,425 2022-23 £10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£105,860</p>
---	-----------------

## 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, including progress for 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	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.
2	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.

3	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.
4	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.
5	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.
6	

### 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 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.
Improved reading attainment among disadvantaged pupils.	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 KS1 reading outcomes in 2023/24 show that an increased percentage of disadvantaged pupils met the expected standard.
To achieve and sustain improved confidence, trust and engagement with multi agency working for parents in our school, particularly our parents of disadvantaged pupils.	Sustained high levels of parental engagement from 2021-24 as demonstrated by: <ul style="list-style-type: none"> <li>increased attendance at school information sharing events</li> <li>regular reading/spelling/homework support</li> <li>positive engagement with multi agency professionals</li> <li>Developed confidence, self-esteem and wellbeing</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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.

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"> <li>an improvement in the overall punctuality rate for all pupils causing concern.</li> </ul> An improvement in the percentage of all pupils who are persistently absent.
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.

### 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: £23,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. 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 &amp; Language Therapist. We continue to fund ongoing teacher training and release time to support.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</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>	2

<p>Embed recently purchased 'My Letters &amp; Sounds phonic scheme</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<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 &amp; 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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Every Child Counts Programme is based on a range of evidence:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182404/DFE-RR091A.pdf</a></p> <p>The Project X reading support programme</p> <p><a href="https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=uk">https://global.oup.com/education/content/primary/case-studies/pages/projectx-code?region=uk</a></p> <p>The Jane Pow 'I believe I'm a Writer' writing project</p> <p><a href="https://janepoweducation.com/">https://janepoweducation.com/</a></p>	<p>2,3</p>
<p>Improve the quality of social and emotional (SEL) learning, behaviour, punctuality &amp; 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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £72,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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: <a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics/reading support.	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: <a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> Improvement in Phonics, EYFS and End of KS1 reading outcomes for all pupils.	2
Additional Maths intervention/ Keep Up and Every Child Counts sessions targeted at disadvantaged pupils who require further Maths support.	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: <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<p>Whole school ethos, staff confidence and expertise as well as consistent approaches have positive overall effects: <a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>ELSA, Lego Therapy and other recognised direct work/interventions resulting in pupils</p>	4

targeted pupils to improve self-esteem and support wellbeing.	demonstrating raised self-confidence, self-regulation and improved attitudes to learning.  Promote use of positive behaviour strategies to support individual needs.	
Improved relationships with parents by providing support and signposting to multi agencies.	Parents engage well with school and know how / feel confident to support their children.	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and time for staff to monitor punctuality /attendance and support parents in recognising the importance of this both now and in the future.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Evidence of children attending school regularly and arriving on time resulting in improved progress and attainment.	5

**Total budgeted cost: £23,254 + £72,183 + £35,000  
= £130,437**

---

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.

During the Pandemic and following the pandemic there was a continued lack of engagement from many disadvantaged pupils/families, in spite of intensive outreach measures from the school.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of bespoke online resources planned by the school. Our assessment also identified gaps in learning, which school continues to address. Our Pupil Premium children responded well to the interventions and extra support that was put in place and they achieved well compared to National statistics. Although overall attendance in 2021/22 was lower than we would have hoped again, we did manage to stay above National.

Punctuality continues to be a concern and has been included in our strategy. As a result, lost learning time is impacting negatively on children's overall progress, therefore promoting punctuality is a priority for us. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on this approach with the activities detailed in this plan.



Parental links suffered as a result of the Pandemic and school continue to target this as a priority.

### Pupil Premium Comparison - Reading

Thurcroft Infant School	National
Pupil Premium Children achieving the expected standard or above Ex+ 23/33= 69.7% GD 4/33 = 12.1%	Pupil Premium Children achieving the expected standard or above Ex+ 51.6% GD 8.3%
Pupil Premium girls achieving the expected standard or above Ex+ 12/14 = 85.7% GD 2/14 = 14.3%	Pupil Premium girls achieving the expected standard or above Ex+ 55.7% GD 9.3%
Pupil Premium boys achieving the expected standard or above Ex+ 11/19 57.9% GD 2/19 10.5%	Pupil Premium boys achieving the expected standard or above Ex+ 47.6 GD 7.4%

### Pupil Premium Comparison - Writing

Thurcroft Infant School	National
Pupil Premium Children achieving the expected standard or above Ex+ 19/33= 57.6% GD 2/33 = 6.1%	Pupil Premium Children achieving the expected standard or above Ex+ 41.2% GD 3.1%
Pupil Premium girls achieving the expected standard or above Ex+ 11/14 =78.6% GD 2/14 = 14.3%	Pupil Premium girls achieving the expected standard or above Ex+ 47.5% GD 4%
Pupil Premium boys achieving the expected standard or above Ex+ 8/19 42.1% GD 0/19 = 0%	Pupil Premium boys achieving the expected standard or above Ex+ 35.2% GD 2.3%

### Pupil Premium Comparison - Maths

Thurcroft Infant School	National
Pupil Premium Children achieving the expected standard or above Ex+ 24/33= 72.7% GD 3/33 = 9.1%	Pupil Premium Children achieving the expected standard or above Ex+ 52% GD 6.8%
Pupil Premium girls achieving the expected standard or above Ex+ 11 /14 = 78.6% GD 2/14 = 14.3%	Pupil Premium girls achieving the expected standard or above Ex+ 51.4 % GD 5.3%
Pupil Premium boys achieving the expected standard or above Ex+ 13/19 = 68.4% GD 1/19 = 5.3%	Pupil Premium boys achieving the expected standard or above Ex+ 52.5 % GD 8.2%

### Year 1 Phonics Screening

Thurcroft Infant School	National
Number of children achieving expected standard (32/40 words) All 50/65 = 76.9% Boys 25/32 = 78.1% Girls 25/33 = 75.8% Pupil Premium 15/20 = 75%	All 75.5% Boys 72.2% Girls 78.8% Pupil Premium 62.5%

### Year 2 Phonics Screening

Thurcroft Infant School	National
Number of children achieving expected standard (32/40 words) All 4/9= 44.4% Boys 1/6= 16.7% Girls 3/3 = 100% Pupil Premium 3/7= 42.9%	All 44.2% Boys 41.1% Girls 48.3% Pupil Premium 39.3%

### 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 & 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 did you spend your service pupil premium allocation last academic year?	N/A
What was 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.
- 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.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and made some changes to provision as a result.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.