



Pupil premium statement –Turnfurlong Infant School

SUMMARY INFORMATION			
Date of most recent pupil premium review:	July 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	306	Total pupil premium budget:	£43,745
Number of pupils eligible for pupil premium:	27 – Pupil Premium 2 – Early Years Pupil Premium	Amount of pupil premium received per child:	£1345 - Pupil Premium (Reception, Year 1, Year 2 pupils) £310 – Early Years Pupil Premium (Nursery pupils)

Statutory Assessment information

There were no statutory assessments in schools in England and Wales in 2019/2020 due to COVID-19. The information below is a summary of pupil outcomes in 2018/2019.

2. Attainment in 2018/19							
% of children receiving Pupil Premium achieving the Good Level of Development (GLD) in EYFS (2018/2019)	Pupils eligible for PP (TIS) who achieved the GLD	Number of pupils entitled to PP in TIS Reception 2018/2019	Pupils not eligible for PP (TIS) who achieved the GLD	Number of children in cohort	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	
	49%	7	75%	90			
<p>There were seven children entitled to EYPP in this cohort. 42% (three out of the seven) of the children in the cohort achieved a Good Level of Development (GLD). The GLD is achieved when a child reaches the expected level of development in the Prime Areas of learning in the EYFS: Communication and Language, Personal Social and Emotional Development, Physical Development and in two of the Specific Areas of learning in the EYFS: Literacy (Reading and Writing) and Maths (Number and Shape, space and measure). Of the four children who did not achieve GLD, three have Special Educational Needs with Speech Language and Communication as their main support need. All three of these children had Education Health and Care Plans by the end of Year 1.</p>							
% of children in Year 1 achieving the expected standard in the Phonics Screening Test (2018/2019)	Pupils eligible for PP (TIS) who achieved the expected standard	Number of pupils entitled to PP in Year 1 2018/2019	Pupils not eligible for PP (TIS) who achieved the expected standard	Number of children in cohort	Pupils eligible for PP (National)	Pupils not eligible for PP (National)	
	89%	9	91%	90			
<p>There were nine children entitled to Pupil Premium funding in this cohort. Eight met the expected standard. Children who do not meet the expected standard in the phonics screening test in Year 1 retake the test with their SATs in Year 2. We expected the remaining child entitled to Pupil Premium to meet the expected standard in Year 2 in 2020. Testing did not take place in 2020 due to COVID-19.</p> <p>Eight children entitled to Pupil Premium in Year 2 retook the phonics screening test in 2018/2019 and seven of these children met the expected standard.</p>							

% of children in Year 2 achieving 'expected' in Year 2 SATs (2018/2019)	Pupils eligible for PP (TIS) who achieved the expected standard	Number of pupils entitled to PP in Year 2 2018/2019	Pupils not eligible for PP (TIS) who achieved the expected standard	Number of children in cohort	Pupils eligible for PP (National)	Pupils not eligible for PP (National)
% achieving Age Related Expectations in Reading (2 expected)	22% (2)	9	89%			
% achieving Age Related Expectations in Writing (2 expected)	11% (1)	9	84%			
% achieving Age Related Expectations in Maths (2 expected)	44% (4)	9	88%			
		<p>There were nine children entitled to Pupil Premium in the cohort of Year 2 pupils in 2018/19.</p> <p>One child made expected progress from the end of the Early Years Foundation Stage (Reception) in reading, writing and maths. They were 'expected' at the end of EYFS.</p> <p>One child made expected progress in reading. They were 'expected' in reading at the end of EYFS.</p> <p>Three children made expected progress in maths. They were 'emerging' and 'expected' at the end of EYFS.</p> <p>Four children with multiple barriers to learning, including SEN, were 'Working Towards' the expected standard across English and Maths at the end of KS1. They left EYFS as 'emerging' in these areas. Two of these children had Education Health and Care Plans by the end of Key Stage 1.</p>				

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Challenge of meeting the needs of children who have multiple barriers to future attainment: Special Educational Needs and/or English as an Additional Language as well as being entitled to Pupil Premium
B	Lower levels of attainment in Prime Areas of EYFS on entry to Reception: Communication and Language, Personal Social and Emotional Development
C	Lower levels of attainment in writing at end of EYFS
D	Children's mental health and well-being – particularly post lockdown

ADDITIONAL BARRIERS

External barriers

E	Eight children entitled to Pupil Premium in KS1 in 2020/21 (Year 1 and 2) did not return to school in the Summer Term 2020 as part of the June re-opening or as keyworker children through lockdown. This means that 38% of Year 2 pupils entitled to Pupil Premium and 27% of Year 1 pupils entitled to Pupil Premium have not attended school between March 2020 and September 2020.
F	Lower than expected pupil attendance or poor punctuality
G	Access to resources to support learning at home in the event of national lockdown, local lockdown or bubble lockdown due to COVID-19 in the academic year 2020/21
H	Parent confidence in working with Microsoft Education online learning platform

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Children identified with additional needs alongside being pupil premium will receive additional support in school for reading, phonics, English, handwriting and maths.</p> <p>Specific targeted support linked to support plans and EAL interventions will have SMART targets and be reviewed half termly.</p>	<p>Children have additional intervention across the year with the teacher and teaching assistant to support their individual needs. Children will progress in line with their peers. Entry, progress and exit data will be kept to monitor and track targets.</p>
B	<p>Children identified as having lower levels of attainment in Prime Areas of EYFS on entry to Reception in Communication and Language, Personal Social and Emotional Development are supported to make progress</p>	<p>Children will have additional intervention across the year with the teacher and teaching assistant to support their individual needs. Children will progress in line with their peers. Entry, progress and exit data will be kept to monitor and track targets.</p>
C	<p>Attainment in writing for children entitled to Pupil Premium at end of EYFS improved in Summer 2021</p>	<p>Children in Reception who are entitled to Pupil Premium have improved outcomes in writing following specific interventions to include a home learning pack in the Autumn Term. Children will progress in line with their peers. Entry, progress and exit data will be kept to monitor and track targets.</p>

D	Strategies are in place to support children who are entitled to Pupil Premium to have good mental health and well-being	<p>Children's emotional well being measured through Boxhall Profile</p> <p>Two Teaching Assistants have received ELSA training and an ELSA group is running as a targeted and sustainable intervention</p>
E	Specific targeted support linked to lockdown 'gaps' for children entitled to Pupil Premium is in place with SMART targets that are reviewed half termly.	<p>Children entitled to Pupil Premium who did not return to school between March 2020 and September 2020 assessed for gaps in learning as early as possible in Autumn Term 2020</p> <p>Children have additional intervention with the teacher and teaching assistant to support their individual needs. Children will progress in line with their peers. Entry, progress and exit data will be kept to monitor and track targets.</p>
F	Pupils who are entitled to Pupil Premium have good punctuality and attendance	Punctuality and attendance is closely monitored by the Headteacher and strategies are put in place to support children and families where this is a concern.
G	Children and families entitled to Pupil Premium have access to the resources that they need in the event of a national, local or bubble lockdown.	Children and families entitled to Pupil Premium receive a home learning support pack in the Autumn Term. Remote learning policy followed. Families working with school to support learning at home.
H	Parents of children who are entitled to Pupil Premium are able to access the Microsoft Education online learning platform.	Children who are entitled to Pupil Premium are able to access Microsoft Education online learning platform for learning at home.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
2 Teaching Assistants in Year 1/2	<p>Higher adult to child ratio in classroom in Key Stage 1 classrooms</p> <p>Full time teaching assistant in all Key Stage 1 classes</p> <p>Children identified with additional needs alongside being pupil premium will receive additional support in school for reading, phonics, English, handwriting and maths.</p> <p>Specific targeted support linked to support plans and EAL interventions will have SMART targets and be reviewed half termly.</p>	<p>Significant rise in children with Pupil Premium who also have multiple barriers to learning or potential additional barriers to learning, including children with social, emotional and mental health needs since 2018/2019</p>	<p>Observations of teaching and learning</p> <p>Book trawls</p> <p>Boxhall profile analysis</p> <p>Whole School Focus on social, emotional and mental health in school improvement plan</p>	<p>Rebecca Ochiltree and Cinzia Imbriano Merner</p>	<p>March 2021</p>

Whole school INSET training on Maths in Early Years linked to Singapore Maths model and EYFS	Improved progress and attainment in MA1 and MA2 for pupils entitled to Pupil Premium at the end of Reception	Analysis of internal tracking of attainment and progress on Pupil Asset internal tracking tool shows need to accelerate progress of Pupil Premium pupils in Reception in Maths (April 2020)	Observations of teaching and learning Book trawls Evidence Me observations	Karen Henry and Kate Whiteman	March 2021
Additional mathematical resources in Nursery and Reception to support the development of problem solving and reasoning and shape, space and measure in continuous and enhanced provision indoors and outdoors	Improved progress and attainment in MA1 and MA2 for pupils entitled to Pupil Premium at the end of Reception Gap narrows in Maths in Year 1 between Pupil Premium children and other groups	Analysis of internal tracking of attainment and progress on Pupil Asset internal tracking tool	Observations of teaching and learning Evidence Me observations Book trawls Analysis of internal tracking of attainment and progress on Pupil Asset internal tracking tool	Karen Henry/Kate Whiteman	March 2021
Additional I-pad trolleys with resources that can be loaned in the event of lockdown				Jenny Glen	March 2021

					Total budgeted cost:	TA - £27,000 Maths CPD - £3000 to include Teaching Assistants EYFS Maths resources - £2000
Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	
ELSA group established to include (Emotional Literacy Support Assistant) Training for two teaching assistants in 2020/21	School has resource to be able to run a nationally recognized targeted intervention for identified children Skills developed and disseminated within school to develop and embed ELSA approach	Need to maintain and develop a 'nurture' group for children with identified needs to support social skills and emotional development	Observation Links to individual performance management Analysis of Boxhall profile assessment	Cinzia Imbriano Merner/Jenny Glen	March 2021	
CD players and key text literacy packs for children in Nursery entitled to Early Years Pupil Premium	Improved progress and attainment in Communication and Language and Literacy for children entitled to Early Years Pupil Premium in Nursery	Analysis of internal tracking of attainment and progress on Pupil Asset internal tracking tool (Communication and Language, Literacy)	Feedback from parents Observation of children Analysis of internal tracking of attainment and progress on Pupil Asset internal tracking tool	Vicky Stockwell/Kate Lydon/Cinzia Imbriano Merner	March 2021	

Play therapy sessions	To support identified children's social and emotional needs through therapeutic input	Waiting list for CAMHS is long and children with identified need benefit from ongoing specialist support in school Targeted children's emotional needs supported and prioritised Children's self-confidence, self-esteem, resilience and social skills developed such as listening and sharing.	Feedback from parents Observation of children Analysis of Boxhall profile assessment	Cinzia Imbriano	March 2021
Laptops/tablets/i-pads and trolleys that can be loaned in the event of lockdown and will enhance learning through IT all year round	To ensure all Pupil Premium pupils are able to access the curriculum through lockdown	Some children were not able to access online learning in lockdown due to lack of individual access to IT hardware	Children entitled to Pupil Premium able to access learning remotely in any lockdown Learning through Information Technology enhanced in 'normal' school	Jenny Glen	March 2021
Total budgeted cost:				£2500 - to include cover and travel costs for ELSA training £500 – Home literacy packs for Nursery EYPP pupils £1500 – Playbox therapy £6000 – IT resource	
Other approaches					

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Children have access to resources to support their learning at home in literacy and maths	Children entitled to Pupil Premium are able to continue with their learning at home whether through homework or in a lockdown scenario Parents able to support teaching and learning with phonics	We must be prepared for a possible national, local or bubble lockdown linked to COVID-19	In the event of a lockdown we will be monitoring access via the Microsoft Education platform and Evidence Me (EYFS) and targeted phone calls	Cinzia Imbriano Merner with Year Leads	At least termly – more frequently in the event of an extended lockdown
Families where children are entitled to Pupil Premium are financially supported for specific needs.	Pupil Premium funding used to support curriculum trips and wrap around care.	Children entitled to Pupil Premium enabled to access full curriculum enhancement: educational visits, sports festivals, out of school clubs, breakfast club, school uniform and shoes/wellington boots.	All children accessing a broad and balanced curriculum – evidenced through involvement	Cinzia Imbriano Merner with Year Leads	March 2021
Total budgeted cost:					£2000

Review of expenditure from previous academic year – 2019/2020

PREVIOUS ACADEMIC YEAR				
Total amount: £37,820.00 (Pupil Premium) £381.60 (Early Years Pupil Premium)				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
1.5 Teaching Assistants in Year 1/2	Higher adult to child ratio in classroom in Key Stage 1 classrooms Full time teaching assistant in all Key	Internal tracking showed the following: A higher percentage of Year 1 pupils with EAL, SEN and Pupil Premium made expected or better than expected progress in reading in April 2020 from the beginning of Year 1 than	We will continue with this support next year. It will be critical for closing the gap for pupils post	£26,336

	<p>Stage 1 classes</p> <p>Children identified with additional needs alongside being pupil premium will receive additional support in school for reading, phonics, English, handwriting and maths. Specific targeted support linked to support plans and EAL interventions will have SMART targets and be reviewed half termly.</p>	<p>the previous year's cohort in April 2019</p> <p>Pupils entitled to Pupil Premium in Year 1 made better progress in Maths from the beginning of Year 1 than the previous year's cohort in April 2019</p> <p>In April 2019/20, boys, children in Year 2 entitled to Pupil Premium and children with SEN all made better progress in writing than the previous year's cohort at the same point in the year. This was reflected in comparison of attainment for these groups, with all of these groups showing stronger attainment at expected or better than the 2018/2019 cohort at the same point in the year.</p> <p>100% of children entitled to Pupil Premium in Year 2 made expected or accelerated progress from their starting points in reading in 2019/2020. There was a significant improvement in expected or better attainment in reading (+58.3%) for children with Pupil Premium when compared with the previous year's cohort in April 2019.</p> <p>A higher percentage of boys, children with SEN and children entitled to Pupil Premium in Year 2 were attaining as expected or better in Maths than the previous year's cohort in April 2019.</p>	lockdown	
<p>Targeted training for staff to improve outcomes in writing:</p> <p>Story telling Schools training</p>	<p>Improve outcomes for disadvantaged children in writing at the end of EYFS and KS1 - Year 2</p> <p>Joint INSET sessions with Turnfurlong Junior School to support consistency, continuity and successful transition in teaching styles from KS1 to KS2</p>	<p>Internal tracking of children's progress and attainment showed that in April 2019/20, children in Year 2 entitled to Pupil Premium made better progress in writing than the previous year's cohort at the same point in the year. They also had stronger attainment at 'expected or better' than the 2018/2019 cohort at the same point in the year.</p> <p>Pupils entitled to Pupil Premium in Reception made the most progress of all groups in Literacy 2 – Writing. The percentage of children entitled to Pupil Premium who were on track to achieve the Good Level of Development was 9%</p>	<p>There is a need to ensure that this approach is embedded following a break in normal teaching due to COVID shutdown.</p> <p>Teachers continued to use Talk for Writing materials during lockdown for home learning</p> <p>Link to home learning</p>	£3,675.50

		higher than in April 2019/2020. Attainment for all children in Reception was higher than the same point in the previous year.	policy to be shared with parents	
Overtime for Teaching Assistants to attend staff meetings (attachment, fetal alcohol syndrome)	Staff have increased understanding of typical and atypical child development and how this may present in the classroom	Support staff continued to build on this initial professional development from Virtual School through additional training via Open University	Continue to support individual staff development where appropriate	£500
Cover for staff to attend Speechlink/Language Link training	Staff have increased understanding of typical and atypical child development and how this may present in the classroom	Children identified with additional need are identified early and referred to Speech and Language Therapy services	This is the mode by which all children with Speech, language and communication needs must be assessed prior to Speech and Language Therapy referrals in Buckinghamshire	£425
'Making the difference for disadvantaged pupils' course	Newly appointed SENDCo has strategic overview for Pupil Premium	Capacity within Senior Leadership team enhanced Joined up support for pupils with multiple barriers for learning	One off course	£295
				4,895.50

Targeted support

Action	Intended outcome	Impact	Lessons learned	Cost
Teaching Assistant employed to run weekly Nurture group (Year 1 pupils)	Support children in Year 1's emotional well-being and social skills as they transition from EYFS to KS1	Targeted children's emotional needs supported and prioritised Children feel nurtured and supported Children's self-confidence, self-esteem, resilience and social skills developed such as listening and sharing. Boxhall profile introduced as measuring tool	We need to develop a new member of staff to take this role forward as part of performance management – ELSA training We were unable to complete pre and post	£1000

			Boxhall profile assessments in 2019/20 due to lockdown	
CD players and key text literacy packs for children in Nursery entitled to Early Years Pupil Premium	Improved progress and attainment in Communication and Language and Literacy for children entitled to Early Years Pupil Premium in Nursery	School readiness supported	We will continue to prioritise these areas of learning for EYPP spend and link to Storytelling Schools approach	£310
Read Write Inc Speed Sounds cards for home	Accelerate progress in Reading and Writing in Reception Maintain strong attainment in Year 1 Phonics Screening Test for Year 1 pupils entitled to Pupil Premium	100% of pupils entitled to Pupil Premium in Reception made expected or better than expected progress in Literacy 1 – Reading between September 2019 and March 2020 In April 2020, 75% of pupils entitled to Pupil Premium in Reception were attaining as expected or higher in Literacy 1 – Reading	This is the second year we have bought these for children and we will continue to do so next year	£137
Play therapy sessions	To support identified children's social and emotional needs through therapeutic input	Targeted children's emotional needs supported and prioritised Children's self-confidence, self-esteem, resilience and social skills developed such as listening and sharing.	We will continue to work with Playbox therapy next year for targeted specialist intervention support	£1,500
Team teach training for staff to support managing challenging behaviour	Staff are confident to manage challenging behaviour – including de-escalation and safe restraint	Improved staff confidence in managing extremely challenging behaviour	We do not intend to train large groups of staff in Team teach next year but we will refresh as a whole school in 2021/22	£838.80
Supporting attendance and punctuality through breakfast club	To improve punctuality and ensure all children are ready to begin learning with their peers	Targeted child's punctuality improved	We will continue to 'bank' two spaces in breakfast club in 2020/21 to be used when necessary	£266
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Children have access to resources to support their	Specific resources purchased for individual children with no specific	Books purchased for the new reading scheme, role play and props purchased for storytelling school (19/20) and other creative resources to support the learning of children whilst at	Some children who are entitled to Pupil Premium have no	£3500

learning.	identified needs.	school, as identified by their class teachers.	specific learning needs and therefore further opportunities to enhance and extend learning have been identified.	
Parents are engaged with their child's learning at home.	Writing pack given to all PP children.	Links to improved outcomes in reading, writing and phonics	These packs went out prior to lockdown and were critical to being able to support learning at home. We will ensure that all Pupil Premium families have access to these as early as possible in the Autumn Term 2020/21 in case of local, national or bubble lockdown	£300
Families where children are entitled to Pupil Premium are financially supported for specific needs.	Pupil Premium funding used to support curriculum trips and wrap around care.	Pupil premium children accessed additional funds to support paying for trip voluntary contributions, sports festivals, breakfast club, school uniform and shoes/wellington boots.	This needs to continue on a case by case basis to ensure children have their needs met. Appropriate footwear through the autumn term is essential. Trips out of school are essential to support curriculum learning.	£250 trip payments £370 breakfast club £15 wellies