

Turnfurlong Infant School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Turnfurlong Infant School
Number of pupils in school	270 (Reception to Year 2) 30 fte (Nursery)
Proportion (%) of pupil premium eligible pupils	13% (Reception to Year 2) 23% (Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Rebecca Ochiltree - Headteacher
Pupil premium lead	Rebecca Ochiltree
Governor / Trustee lead	Richard Lloyd – Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,590
Recovery premium funding allocation this academic year	£2227.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39,817.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at Turnfurlong Infant School are enabled to make good progress from their starting points in order to achieve strong levels of attainment in all subject areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this goal by addressing identified barriers to learning.

Our strategy includes the use of targeted Covid recovery support available through the National Tutoring Programme.

As an Infant School we believe that supporting children's social and emotional development, including the ability to self-regulate their emotions is as important as academic progress and attainment. The aspects of our strategy that focus on teaching and learning are directed to the areas of the curriculum where children require the most support. We also recognise the need to provide a curriculum that is rooted in 'hands-on' early learning in order to enrich children's experiences and exposure to cultural capital. This is particularly important post-Covid where children may have missed life learning experiences during EYFS and KS1. Finally, we want to work with all families to support children's home learning environments.

In order to ensure that our strategy is effective we will

- Ensure early intervention when need is identified
- Identify and measure impact of actions
- Recognise that children entitled to Pupil Premium are not a homogeneous group and that challenges and barriers may be different for individual learners
- Promote a culture of high expectation for all our learners

Challenges

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

Challenge number	Detail of challenge
1	Children who require additional support with their personal, social and emotional development, including building strategies for self-regulation. Children in Reception have not had a full preschool experience because of Covid lockdowns.
2	Children in EYFS who require additional support with their language and communication development, including developing listening and

	attention skills, turn-taking in conversations, expressive language. Children in Reception have not had a full preschool experience because of Covid lockdowns.
3	Children in KS1 who did not experience a full EYFS curriculum because of COVID – gaps in life experience and in learning. Children whose parents were less able to support them during periods of home learning during COVID pandemic.
4	Parents have not been able to spend time in school developing working relationships with staff. The hard to reach families have been harder to reach and we need to rebuild relationships.

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
Expectations of all pupils are high. All children will receive quality first teaching to make good progress from their starting points	Statutory assessment shows that TIS continues to be consistently at least in line with national attainment outcomes and vulnerable children narrowing the gap with Buckinghamshire Council attainment (Summer 2024)
Behaviour at TIS will be consistently good with targeted support in place as required	Pupil Premium and vulnerable children in Year 2 are demonstrating positive behaviour choices and self-regulation skills have improved (Summer 2024)
All children at TIS will receive quality first teaching and make good progress in English from the end of EYFS to the end of KS1	Pupil Premium and vulnerable children in Year 2 make good progress in English from end of EYFS to end of Year 2 (Summer 2024)
The curriculum at TIS promotes high levels of involvement and talk through opportunity to explore, experience and discuss	Children continue to experience a curriculum that has been enriched through hands on experiences, visits out of school, visits to school (Summer 2024)
Parents of Pupil Premium and vulnerable groups engaging with children's learning at school	Engagement with Evidence Me (EYFS), feedback on parent questionnaire, attendance at targeted events for parents, attendance at universal events (parent involvement sessions), stay and play (EYFS) (Summer 2024)

Activity in this academic year

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

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants supporting learning in the classroom, providing targeted learning support and interventions plus emotional support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>‘well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils’</p>	1, 2, 3

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

Budgeted cost: £2757.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 Tutoring for Pupil Premium pupils in Year 1 and 2 (engaging with National Tutoring Programme)	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>‘One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind’</p>	3
Targeted speech and language activities and assessment led by TA (Speech link,	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early</p>	2

Language Link)	language and speech skills, which may affect their school experience and learning later in their school lives...the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one'	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) training and intervention groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning <i>'Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.'</i>	1
Provide resources to support learning at home (literacy) – copies of key storytelling school texts, Read Write Inc flashcards	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <ul style="list-style-type: none"> Addressing potential barriers 	4
Work with Buckinghamshire Family Learning to facilitate a targeted group for parents where Urdu/Bengali is home language – supporting children's learning at home	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <ul style="list-style-type: none"> Addressing potential barriers 	4
Curriculum enhancement activities in Nursery and Reception to promote communication	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1

and language through creativity and understanding of the world e.g. travelling farm visit and living eggs		
Funding to enable children entitled to Pupil Premium and other vulnerable children to go on educational visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Total budgeted cost: £39,817.50

1=30,000 2= 2757.50 3= 7060

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 2020 to 2021 academic year.

2 Teaching Assistants in Year 1 and 2

- Phonics data (Year 1 screening taken as Year 2 in Autumn 2020) showed higher attainment than national and local authority outcomes
- EYFSP attainment for children entitled to Pupil Premium was higher than similar children in other Buckinghamshire schools in Communication and Language, Personal, Social and Emotional Development, Understanding of the World and Expressive Arts and Design. Attainment was higher than similar children in other Buckinghamshire schools (exceeding) in Physical Development.
- End of Year 2 assessment showed that children entitled to Pupil Premium attained higher than similar children in other Buckinghamshire schools in reading. Internal tracking showed that this was stronger progress in reading in Year 2 than for any other group at TIS. 54% of children entitled to Pupil Premium made better than expected progress in writing during Year 2.
- Teaching Assistants were critical to supporting children in Year 1 and 2 to fill 'gaps' in knowledge post Covid, using TIS learning ladders to identify gaps in knowledge and skills in English and Maths. This then fed into teachers planning.

Whole school INSET training on Maths in Early Years linked to Singapore Maths model and EYFS

- Maths curriculum and planning for teaching and learning in Reception was revised during 2020/21. New planning reflects expectations of the revised Development Matters document.

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

- Maths coordinator has worked closely with Reception team to purchase resources to support Maths mastery in Reception.

Additional I-pad trolleys with resources that can be loaned in the event of lockdown

- 37% of children attended TIS during January 2021 lockdown

- I-pads were loaned where access to electronic devices was a barrier to learning (EYFS and KS1 pupils not entitled to laptops from DfE)
- Children in vulnerable groups prioritised for places in school
- Positive feedback from parent questionnaire

**ELSA group established to include (Emotional Literacy Support Assistant)
Training for two teaching assistants in 2020/21**

- Unable to establish the group as Ed Psych service unable to offer training. Action carried forward to 2021/22

CD players and key text literacy packs for children in Nursery entitled to Early Years Pupil Premium

- EYFSP attainment for children entitled to Pupil Premium was higher than similar children in other Buckinghamshire schools in Communication and Language.

Children have access to resources to support their learning at home in literacy and maths

- Phonics data (Year 1 screening taken as Year 2 in Autumn 2020) showed higher attainment than national and local authority outcomes
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Families where children are entitled to Pupil Premium are financially supported for specific needs.

- Improved punctuality and attendance

