

Turnfurlong Infant School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year 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 (2022-2023) 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) 14% (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	£42,935
Recovery premium funding allocation this academic year	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,865

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.

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: £ 38000

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 speech and language activities and assessment led by TA (Speech link, Language 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 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’</p>	2

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
Funded places in breakfast club where attendance is recognised as a potential barrier to learning	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment <ul style="list-style-type: none"> • Addressing potential barriers 	
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
Curriculum enhancement activities in Nursery and Reception to promote communication and language through creativity and understanding of the world e.g. travelling farm visit and living eggs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1
Funding to enable children entitled to Pupil	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

Premium and other vulnerable children to go on educational visits		
---	--	--

Total budgeted cost: £47,865

1=38,000 2= 4935 3= 4930

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.

1. Teaching Assistants supporting learning in the classroom, providing targeted learning support and interventions plus emotional support.

- Comparative analysis of disadvantaged pupil performance in 2018/2019 to 2021/22 indicates that the gap between disadvantaged pupils and other pupils has narrowed significantly at the end of EYFS (EYFSP) and Key Stage 1.
- In the Year 1 phonics screening test in June 2022, pupils who have been known to other services achieved particularly well (100% reached expected standard). This is a positive indication for outcomes for children who are disadvantaged.
- Outcomes in maths in Year 2 were higher than local and national average. Outcomes in maths for disadvantaged pupils in Year 2 were better than the local average. The Maths Lead and a teacher in EYFS worked with Bucks/Berks/Oxon Maths Hub to develop Maths Mastery in 2020/21. This continued into 2021/22 with a Maths Fluency whole school intervention.

2. Targeted 1:1 Tutoring for Pupil Premium pupils in Year 1 and 2 (engaging with National Tutoring Programme)

- At the end of Year 2, children entitled to Pupil Premium had made accelerated progress in reading, writing and maths. National Tutoring Funding grant paid for 1:1 tutoring in reading for Pupil Premium children where appropriate in 2021/22.

3. Targeted speech and language activities and assessment led by TA (Speech link, and language through creativity and understanding of the world e.g. travelling farm visit and living eggs)

- Outcomes for disadvantaged pupils at end of Reception in 2021/22 were 20% higher than Buckinghamshire average in Understanding of the World Early Learning Goal. This reflects the impact of children experiencing engaging 'hands-on' learning experiences that stimulate and support talk e.g. travelling farm visit, visit to Waddesdon Manor linked to Platinum Jubilee theme of 'Kings and Queens', experiences linking home and school such as learning about Diwali, Easter, Christmas and Eid, the 'living eggs' chick hatching experience.
- Overall curriculum enrichment and sustained quality of enhanced provision in Early Years evidenced through higher than local authority average points score in the Early Years Profile in 2020/2021 and 2021/2022
- Outcomes for disadvantaged pupils at end of Reception in 2021/22 were 12% higher in Literacy Early Learning Goal in 2021/22. This reflects the continued and embedded focus on core stories as a basis for language comprehension and vocabulary enrichment and as a stimulus for writing. It also reflects how early reading is now closely linked to the teaching of phonics and the impact of purchasing new reading materials to complement our core phonics scheme, Read Write Inc.

4. Funding to enable children entitled to Pupil Premium and other vulnerable children to go on educational visits

- Outcomes for disadvantaged pupils at end of Reception in 2021/22 were 20% higher than Buckinghamshire average in Understanding of the World Early Learning Goal. This reflects the impact of children experiencing engaging 'hands-on' learning experiences that stimulate and support talk e.g. travelling farm visit, visit to Waddesdon Manor linked to Platinum Jubilee theme of 'Kings and Queens', experiences linking home and school such as learning about Diwali, Easter, Christmas and Eid, the 'living eggs' chick hatching experience.
- Comments from children on end of year reports in Summer 2022 re highlights of the year frequently referred to learning that took place outside of the classroom.