

Turnfurlong Infant School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 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 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	14% (Reception to Year 2) 31% (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 of intent was published	December 2021
Date on which it was last reviewed	November 2023
Date on which it will be next reviewed	November 2024
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	£66,035
Recovery premium funding allocation this academic year	£1486
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,521

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: £55,141

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: £6,380

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 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: £52,380

1=55,141 2=6,380 3= 6000

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 2022 to 2023 academic year.

1. Expectations of all pupils are high. All children will receive quality first teaching to make good progress from their starting points

Internal analysis of children's attainment at the end of each statutory assessment (EYFSP, Year 1 phonic screening, Year 2 SATs) shows that children who attended the Nursery class continue to be more likely than the cohort as a whole to achieve the expected standard. The percentage of disadvantaged pupils attaining the expected level in the Year 1 phonics screening test was higher than the local authority average and the average for other local schools. The percentage of disadvantaged pupils attaining the expected level in the Year 2 reading SATs and writing SATs was higher than the local authority average, the average for other local schools and the national average. Levels of disadvantage in Nursery are higher than any other year group in school. This consistent achievement is indicative of high-quality Early Years provision. Quality of Early Years education was also recognised in September 2023 Ofsted inspection.

2. Behaviour at TIS will be consistently good with targeted support in place as required

Children's behaviour was recognised as a strength in the September 2023 Ofsted inspection. Behaviour policy was updated in 2022/23. ELSA groups were established for children with identified need for additional emotional support. Teaching Assistants in every class support all children to have additional nurturing support as required.

3. 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

Children received copies of key storytelling texts to support comprehension and in Reception and Year 1, children received Read Write Inc flashcards to support the home learning environment and home/school learning. The percentage of disadvantaged pupils attaining the expected level in the Year 1 phonics screening test was higher than the local authority average and the average for other local schools. The percentage of disadvantaged pupils attaining the expected level in the Year 2 reading SATs and writing SATs was higher than the local authority average, the average for other local schools and the national average.

4. The curriculum at TIS promotes high levels of involvement and talk through opportunity to explore, experience and discuss

Ofsted inspection in September 2023 recognised that the curriculum is carefully sequenced with opportunities for curriculum enhancement through visits out of school, visitors coming into school and experiences such as the visiting farm and the chick hatching experience in Early Years.

5. Parents of Pupil Premium and vulnerable groups engaging with children's learning at school

Parent involvement sessions and Parents Evenings were well attended in 2022/23. Highly positive feedback from parents in July 2023 parent questionnaire and in September 2023 Ofsted inspection.