

Pupil premium strategy statement 2024/25– Turnfurlong Infant School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	270 (Reception to Year 2) 30 fte (Nursery)
Proportion (%) of pupil premium eligible pupils	14% (Reception to Year 2) 23% (Nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	12.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Rebecca Ochiltree
Governor / Trustee lead	Richard Lloyd – Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,840
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£60,840

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. 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	Comparative analysis of Year 1 phonics screening outcomes in 2023/24 indicated that the percentage of pupils reaching the expected standard was lower than the average percentage of schools in the Aylesbury liaison group, schools in Buckinghamshire and nationally.
2	Outcomes for disadvantaged pupils in reading in the Year 2 non-statutory SATs has been consistently higher than for other schools in the Aylesbury liaison group and across Buckinghamshire, however we would like to narrow the in-school gap between disadvantaged pupils and the rest of the cohort.

3	Monitoring of attendance using the DfE 'View your school attendance' tool indicates that persistent absence of disadvantaged pupils is higher than other groups in school.
4	There is a need to support children's social emotional and mental health, particularly where they have known adverse childhood experiences
5	Family financial hardship reduces opportunities for children to develop their wider, cultural capital

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
Disadvantaged pupils make consistently good progress in their phonics skills and are able to apply this to reading.	Attainment of disadvantaged pupils in Year 1 Phonics Screening test is consistently inline or better than the average percentage of other schools in the Aylesbury liaison group, schools in Buckinghamshire and nationally. <i>Measured by Buckinghamshire Council's data analysis provided by data team in the Autumn term of each academic year.</i>
Disadvantaged pupils make consistently good progress in reading to close the gap with other pupils.	The attainment gap in Year 2 reading between disadvantaged and other pupils narrows <i>Measured through internal tracking of children's progress and attainment through academic year.</i> <i>Measured by Buckinghamshire Council's data analysis provided by data team in the Autumn term of each academic year.</i>
Attendance of disadvantaged pupils improves to be inline or better than the attendance of the whole school cohort	Attendance of disadvantaged pupils improves to be inline or better than the attendance of the whole school cohort <i>Measured by DfE 'View your school attendance' tool</i>
Children are able to access emotional support through universal and targeted provision in school.	Staff are able to identify appropriate support for pupils both within and outside of school. Pupils access this as necessary.
All children are able to participate in and access a variety of educational visits and experiences to broaden their understanding of community, culture and the arts.	Curriculum includes a range of educational visits and experiences across the school year that all children access as part of their learning. <i>Pupil voice in pupil surveys</i>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants supporting learning in the classroom, providing targeted learning support in reading and phonics 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 4

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

Budgeted cost: £20,280

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

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

Budgeted cost: £20,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Paid places in breakfast club to support attendance	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	3
Teaching Assistant running targeted SEMH interventions (ELSA, Calming Cats)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4
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	5

Total budgeted cost: £60,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap in EYFS, between disadvantaged pupils and the rest of the cohort, in achieving the Good Level of Development (GLD) narrowed to a difference of 4.6% in 2023/2024. This is the narrowest gap that the school has known. In 2023/24 disadvantaged pupils in EYFS in our school attained better on average than similar pupils in the Aylesbury Town Liaison group, the Aylesbury Vale area and Buckinghamshire as a whole. This maintains the positive picture from 2022/3 when the percentage of disadvantaged pupils achieving the GLD was better than similar pupils in Aylesbury Vale and Buckinghamshire.

In 2023/24, the gap between disadvantaged pupils in Year 1 achieving the expected standard in the phonics screening test and the rest of the cohort had widened. However, the disadvantaged gap in 2022/23 and 2021/22 were both smaller than for similar pupils in other schools in the Aylesbury Town Liaison group, the Aylesbury Vale area, Buckinghamshire and nationally.

In 2023/24 in the Year 2 non-statutory SATs, a higher percentage of disadvantaged pupils attained the expected standard in reading, writing and in maths than the average for similar pupils across Buckinghamshire. There was insufficient data in the year 2023/24 for the Aylesbury Town Liaison group or the Aylesbury Vale area. This maintains the positive picture from 2022/3 when the overall percentage of disadvantaged pupils achieving the expected standard in the Year 2 SATs (reading, writing, maths) was higher than the average percentage in the Aylesbury town liaison group, the Aylesbury Vale area, Buckinghamshire and nationally.

2023/2024 marks the end of a previous pupil premium strategy. The intended outcomes were as follows:

1. 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)

2. 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)

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

Pupil Premium and vulnerable children in Year 2 make good progress in English from end of EYFS to end of Year 2 (Summer 2024)

4. 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)

5. 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)

Whilst these outcomes were met at the end of the strategy, we recognise that the barriers continue to exist and will therefore need to be continually addressed and monitored in future three year pupil premium plans.