

Pupil premium strategy statement 2025/26– 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 | 11.2% (Reception to Year 2) 13.3% (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 | 15.12.25 |
| Date on which it will be reviewed | December 2026 |
| 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 | £58,950 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £58,950 |

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 | Analysis of Year 1 phonics screening outcomes in 2024/25 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 | Analysis of optional Year 2 SATs (Reading, Writing, Maths) indicated that the gap between disadvantaged pupils and other pupils in 2024/25 was wider than for schools in Buckinghamshire as a whole in all three subjects. |
| 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. |

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| 4 | There is a need to support children's social emotional and mental health, particularly where they have known adverse children 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: £28,475

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| RWI CPD for all staff to include RWI portal | <p>‘Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1,2 |
| Teaching Assistants supporting learning in the classroom, providing targeted learning support in reading and phonics plus emotional support. | <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/teaching-assistant-interventions</p> | 1, 2, 4 |

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

Budgeted cost: £28,475

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted speech and language activities and assessment led by TA (Speech | <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’</p> | 2 |

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|----------------------|--|--|
| link, Language Link) | lives...the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
|----------------------|--|--|

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

Budgeted cost: £2000

| 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 |
| Copies of core stories used in school for Storytelling schools to support oracy and to promote a love of reading | https://www.booktrust.org.uk/resources/find-resources/primary-school-childrens-reading-and-the-vital-role-teachers-play-in-nurturing-reading-enjoyment/ | 2, 5 |

Total budgeted cost: £58,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024/25 the gap in EYFS between disadvantaged pupils and the rest of the cohort in achieving the Good Level of Development (GLD) narrowed further for the second year in succession. The gap was 0.6%. This was a very small difference and the smallest gap our school has ever known. The gap in our school between disadvantaged and other pupils was 21.1% better than the average for schools in the Aylesbury Town liaison group and 26.7% better than for schools in Buckinghamshire as a whole. This continued the positive impact of 2023/24 when the gap was 4.6%. Pupils in EYFS in our school have now been achieving better outcomes than similar pupils in Aylesbury Vale and Buckinghamshire for three years.

In Year 1, the gap between disadvantaged pupils and other pupils continued to widen. In the Summer term of 2024/25 the school commissioned a review into early reading with the local Literacy Hub and, working in partnership with the hub, has invested in an extensive programme of whole school CPD using Read Write Inc as our systematic, synthetic phonics programme. We have also invested in new reading materials for the academic year 2025/26. This is the key focus of our School Improvement Plan in 2025/26.

Attendance of all groups was monitored closely and the school worked closely with other agencies to support families with multiple vulnerabilities. Breakfast club places supported the attendance of individual pupils.

A teaching assistant in school (ELSA) supported targeted children who required additional emotional support. This provided children with a safe space and dedicated time within the school week and supported the attendance of individual pupils.