

Thurnham CE 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 the grant had within our school.

School overview

Detail	Data
School name	Thurnham C. of E. Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	3.7% (10) 10 PP Pupils 2 PLAC Pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2024/5
Date this statement was published	November 2021 Reviewed July 2022 November 2022 Reviewed Oct 2023 November 2023 Reviewed July 2024 Reviewed November 2024
Date on which it will be further reviewed	July 2025
Statement authorised by	Mr T Pring Headteacher
Pupil Premium Lead	Mr T Pring Headteacher
Governor Lead	Zara Lang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,970
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£ 0

Total budget for this academic year	£13,970
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Thurnham CE Infant School

Part A: Pupil premium strategy plan

Statement of intent

At Thurnham C of E Infant School our aim is that all pupils, regardless of their background or life challenges experienced, make good to progress to attain highly across the whole curriculum. The focus of our pupil premium strategy is to help and support our pupils in whatever way we can to achieve that goal, and to further challenge our high attainers.

We will ensure we are aware of the challenges faced by our vulnerable pupils by working closely together with parents, social workers, staff and any outside agencies that are involved in supporting our pupils. The activities outlined in this strategy statement are to support all our vulnerable pupils, whether they are disadvantaged or not.

High-quality teaching is at the centre of all our approaches with support put in place to help where are disadvantaged pupils are finding the greatest challenges.

Our overarching focus is to ensure that the emotional and well-being needs of our pupils are met through offering a tailored Nurture and Thrive provision (using trained practitioners). This will also benefit the non- disadvantaged pupils in our school. If our pupils feel safe, secure and are well -regulated then they will be ready to learn. Several pupils have experienced some form of trauma or adverse childhood experience (ACE). Studies show that with the correct emotional support young children can be helped to overcome and be supported through these challenging times.

At Thurnham we understand that language is key to successful learning. We assess all children in the early part of their Reception year using the Language Link programme. (Those we are concerned about we assess again at periodic points throughout their time at the school). We also run Speech Link assessments alongside, where necessary. All children across the school are then supported via Language Link groups to help close the gaps in their use and understanding of language. Without these skills, studies have shown that children may struggle with reading and writing or understanding concepts in other curriculum areas. If we can ensure that children are able to develop - not only their language skills - but increase their vocabulary then they will have increased chances of success in later life.

As a school we have moved to Seesaw as a platform for sharing work with our parents. It aids communication and enables teachers to set and support homework. It is vital that all our pupils and parents have access to this - we ensure they have the correct technology available and the skills needed to access and support their children.

Our strategy is also integral to the whole school plan for educational and emotional recovery for all our pupils. Providing targeted support and small group intervention sessions using

trained teachers to deliver the sessions. We have bought into Little Wandle revised Letters and Sounds to support all our pupils.

All that we provide will be supported by clear assessment and understanding of the needs of our pupils. This is to be undertaken by observation, discussion and summative assessments of our pupils needs. We understand that early intervention is key.

Through providing a clear consistent approach that has been developed from research, observation, discussion, assessment and working together as a whole staff we hope that all our pupils will be helped to excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with parents, staff, pupils (and Boxall Profile) indicates that some of our PP and PLAC children require additional support with their emotional well-being and self-esteem. This is evident from Reception through to the end of Year 2.
2	Assessments, observations and discussions with parents, staff and pupils has highlighted our disadvantaged pupils are finding challenges with their phonics and writing activities. This will negatively impact upon their development as readers and writers.
3	Discussions with parents, staff and pupils has highlighted that not all our disadvantaged and PLAC children have equal access to technology to support with home learning (Seesaw) or adults with the skills to support them in the best possible way. This will impact upon their progress and ability to practise their skills at home.
4	Discussions with parents, staff and pupils (and Language Link assessments) have highlighted that some of our disadvantaged pupils (and other pupils) face challenges with their language skills and understanding caused by missed school / nursery during the Covid-19 Pandemic. This will impact upon their understanding within the classroom and access to the curriculum.

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
<p>Improved well-being and self-regulation for all our children including our disadvantaged children</p>	<p>Discussions with parents, staff and pupils indicate significant improved abilities to understand and express their feelings as shown with increased scores on the Boxall Profile.</p> <p>Adults and children have been supported through their losses and challenges and feel they are better able to cope with them.</p> <p>This is all evident when triangulated with pupil voice, engagement and interaction levels of pupils within the classroom and playground and work scrutiny. Also, within the self-esteem and happiness levels of the children and apparent in their behaviours and abilities to participate fully within lessons.</p> <p>There are reduced behaviour incidents during lunch time as all children are able to interact and display good emotional intelligence.</p>
<p>Raised attainment for children eligible for the Pupil Premium Grant</p>	<p>At least 80% of all PP and PLAC children reach the Expected level of attainment at the end of the academic year.</p> <p>At least 97% of all pupils will have achieved the Phonics Screening Check threshold by the end of Year 2</p>
<p>Ensure all PP pupils (and PLAC) have equal access to technology to support with home learning (Seesaw) & adults are able to support</p>	<p>All PP and PLAC pupils have access to the correct technology – either via a tablet or laptop.</p> <p>All adults working with the pupils feel confident and able to support the pupils at home.</p> <p>All adults are confidently able to access Seesaw to complete the homework and make regular contact with the school and class teacher.</p>
<p>All PP pupils (and PLAC) have been able to close any gaps in their understanding and use of language caused by missed school / nursery during the Covid-19 Pandemic</p>	<p>Discussions with parents, staff and pupils indicate significant improved oral language skills among our disadvantaged pupils. This is evident when triangulated with other sources of evidence, including work in class and pupil's voice, work scrutiny and engagement in lessons.</p>

Activity in this academic year 2023-24

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,002.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture staff and room available to help those who struggle to come into school in the morning</p> <p>Nurture provision available for lunch group support</p> <p>Purchase of Boxall Profile tokens @ 0.50p per token</p> <p>Update Nurture Principle training for all staff.</p> <p>Training to be provided by the Nurturing Schools Programme (NNSP).</p>	<p>Nurture provision is planned from the outcomes of each child's Boxall Profile.</p> <p>The Boxall helps you identify the needs and pinpoints the areas where the child may need support to function better in school.</p> <p>nurtureuk An inclusive education for all</p> <p>EEF toolkit found Nurture groups use 10 out of these 14 effective evidence-base components as part of their provision:</p> <p>The EEF Toolkit and Nurture Groups nurtureuk</p> <p>Ofsted Reports:</p> <p>The exclusion from school of children aged four to seven discusses how nurture groups can reduce the number of permanent and temporary exclusions in very young children.</p> <p>Evidence shows that attendance in a Nurture Provision increases attainment:</p> <p>'Nurture groups: a large-scale, controlled study of effects on development and academic attainment' (Reynolds, MacKay and Kearney, 2009), found that there was a 26.7% increase in academic attainment in children attending nurture groups over a six-month period, an increase of 10.3% compared to the control group (control schools were selected that matched the socioeconomic background of the schools with nurture groups).</p>	<p>1 and 3</p>
<p>Embedding Language Link assessments and groups to assess and support children's language development.</p>	<p>There is a strong evidence base that suggests oral language interventions, including high quality classroom discussion, small group support are inexpensive to implement with high impact on</p>	<p>4 and 1</p>

<p>Subscription to Language Link and Speech Link.</p> <p>CPD to update staff skills and understanding.</p> <p>Annual Language Link Subscription: £280</p> <p>Annual Speech Link subscription: £233.75.</p>	<p>reading, comprehension and speaking and listening skills</p> <p>Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Study of language support for children up to five years.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Very high impact for very low cost based on extensive evidence. Without closing the gaps in children's understanding and use of language they will not be able to make progress or access the curriculum.</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>(Alongside the Nurture and Thrive Provision)</p> <p>Staff trained in Emotional Regulation.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>This will be taught through and integrated with our PSHRE curriculum and in PSE in the EYFS</p>	1 and 3
<p>Implementation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Some of the teaching time to support pupils will come from the PP funding.</p> <p>Training for all staff across the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><u>ICT skills adults:</u></p> <p>Ensure all adults and parents are able to access and use the technology to support their pupils / children.</p>	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Ensuring this is completed safely and</p>	3

Parental workshop for online safety.	confidently means that parents and children engage more often.	
Thrive practitioner Update/CPD. Annual training to keep our practitioner up to date in her practice.	Home - The Thrive Approach to social and emotional wellbeing “A dynamic, developmental and trauma-sensitive way of meeting the emotional and social needs of children, the Thrive Approach helps us to achieve our vision of a world in which children’s needs are better understood and met.” Thrive Website	1

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

Budgeted cost: £15,345.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link assessment for all pupils in EYFS and all PP and PLAC pupils. Then 1:4 language intervention groups run, daily.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Very high impact for very low cost based on extensive evidence. By providing intensive support children are able to close the gaps in the understanding of language and access the curriculum.	4
Provision of Nurture based sessions 3 afternoons a week Updated to training for staff to maintain Nurture award. Nurture and Lego group afternoons. Before school Nurture support for those who struggle to come into school.	The EEF Toolkit and Nurture Groups nurture uk Research shows that children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year (Sloan et al 2016 , Reynolds et al 2009). The younger the pupil accessed the nurture group, the more significant the gains in social functioning and academic performance (Scott & Lee, 2009).	1
Catch up sessions for PP and other pupils (1:1 and small group) to close the gaps in their phonics and reading. Also supporting the bottom 20% in each year group.	Phonics Toolkit Strand Education Endowment Foundation EEF Those pupils who have fallen behind as a result of the pandemic – our lowest 20% will be supported alongside the PP and PLAC children by a teacher or trained	4

	<p>assistant to close the gap. Following a carefully structured programme.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>Section 4: Children at risk of reading failure (publishing.service.gov.uk) supports children at risk of reading failure.</p>	
<p>Thrive Provision (small group and 1:1) intervention for those who require it.</p> <p>Impact measured using the Thrive intervention and assessment sheets and the Leuven Scale.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>This has been proven to have a moderate impact for a very low cost.</p> <p>SEL interventions help with pupil's decision-making skills, interactions with others and help to develop their self-management of emotions.</p>	1
<p>Support sessions for the more able PP children to help improve their outcomes.</p>	<p>All children will be given the opportunity either via class organisation or additional small group support to achieve.</p>	2
<p>Development of vocabulary.</p> <p>Children encouraged to develop back and forth interactions with adults.</p> <p>Teaching of explicit vocabulary related to topic in EYFS.</p> <p>Vocabulary enrichment in KS1, daily.</p>	<p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>These conversations form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial (Statutory framework for Early Years).</p>	2

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

Budgeted cost: £2,745.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contingency fund for acute issues.</p> <p>Providing school uniform and paying for school trips.</p>	<p>Based on our experiences, and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Alternative provision at Lunchtime	ELSA- Being emotional literate.	1 and 4
ICT skilled adults. To ensure all parents/carers and staff are able to use the technology to be able to support the pupils. Some 1:1 parental support sessions.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Technology offers ways to improve the impact of pupil practice. Purchase or additional resources to support learners at home. Working with parents and carers to ensure they can use the technology. Working with parents and carers to ensure they are proficient in using Seesaw.	3

Total budgeted cost: £21,093.25

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our Year R cohort of PP children were screened using Language Link and those who needed it received targeted language support in small groups with experienced teaching assistants. For our Year 1 and 2 children who had previously received language support were reassessed and support put in place. Of these children, all sessions were effective according to the Language Link criteria.

Within the group of Year R pupil premium children there was a recognised need for emotional support so the nurture provision was able to put in place an emotional Lego intervention. This was in conjunction with the nurture team check ins and lunchtime Lego club drop in that provides emotional support in a potentially difficult time of day. All children accessed this and demonstrated development in their own emotions and interactions – particularly in strand A of Boxall Profile.

Trained staff using the synthetic phonics programme of Little Wandle were able to support small groups of children to keep up and catch up with their peers. Of the children in Year 1, 2 out of three passed the phonics screener. In Year 2, none needed a recheck.

Individual support to develop each child was in place. Using dyscalculia resources, maths support was provided and the expected level achieved.

All Year 2 pupil premium children were part of the Nurture transition sessions. These were effective for all children and they talked about their positive feelings about moving on to their new school.

Within our new Year R cohort, parents were supported to access Seesaw and devices were provided to help support the contact with class teachers and learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Language Link and Speech Link	Speech Link Multimedia Ltd
Widgit Online	Widgit
Little Wandle new Letters and Sounds	Little Wandle Learning Trust
White Rose Maths	White Rose Education
Lucid COPS	GL assessments

Reviewed Expenditure	
Academic year	2023-2024
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
Desired outcome	How we are progressing – what has been achieved in 2023-24
Improved well-being and self-regulation for all our children including our disadvantaged children	Discussions with parents, staff and pupils indicate significant improved abilities to understand and express their feelings as shown with increased scores on the Boxall Profile. Lunchtime playtimes have been developed achieving the Platinum award for provision. Incorporated in this is nurture support in Lego lunchtime for those children with particular need.

	<p>Nurture drop in and forward plans for specific children have proved very successful. With increased independence for these children. Equally the nurture transition has ensured that Year 2 pupils are ready for their next step.</p> <p>Nurture provision of emotional Lego has ensured an outlet for PP and PLAC children to talk about their worries and what might help them and how this could look.</p>
<p>Raised attainment for children eligible for a Pupil Premium grant</p>	<p>55% of all PP and PLAC children reached the expected level of attainment at the end of the academic year.</p> <p>Year R: Of the 4 children, 2 made GLD.</p> <p>Year 1: One child of 2 eligible for the Pupil Premium Grant met the expected standard in reading and maths at the end of Year 1 and 50% achieved a pass in the Phonics Screening Check. In those areas where the standard was not met, all children have been involved in 1:1 and small group interventions to help close the gap.</p> <p>Year 2: 60% met the expected standard in Reading, writing and Maths. One of the children who did not, is on the SEN register and has targeted outcomes.</p>
<p>Ensure all PP (and PLAC) children have equal access to technology to support with home learning (Seesaw). Adults are able to support</p>	<p>All PP and PLAC pupils have access to the correct technology – either via a tablet or laptop. Kindle Fires were purchased and loaned to the pupils.</p> <p>Parents and carers have been supported to use Seesaw at be able to work with their children at home.</p> <p>Most adults are confidently able to access Seesaw to complete the homework and make regular contact with the school and class teacher. Those who do not are regularly in contact via email. This has been supported alongside our Computing Lead.</p>
<p>All PP (and PLAC) have been able to close any gaps in their understanding and use of language caused by missed school.</p>	<p>The support of Language Link has ensured that all children within the PP and PLAC cohort who needed intervention have received this. The progress made is good and sessions have been assessed as effective. Those children in next year's Year 1 and Year 2 will be re assessed as part of our ongoing, robust system of language support.</p>
<p>Total spending on our Disadvantaged (Pupil Premium) Children in 2023/24 £21,093.25</p>	

We recognised that the amount of funding we receive for pupil premium children is a smaller amount than our total spending for this same group of children. The additional funding is taken from the school's core funding. The provision in place is of such a benefit to these disadvantaged children that we feel this is a justified discrepancy.