

Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Thurnham Church of England Infant School
Number of pupils in school (excl. Nursery)	252
Proportion (%) of pupil premium eligible pupils	4.8% (12 pupils) 0.8% (2 pupils) Post LAC 5.6% (14 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	31.12.25.
Date on which it will be reviewed	September 2026
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	£16, 915
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£16, 915

OUR VISION EXPLAINED

There is much debate on what kind of seed the parable refers to, but it is believed that the plant was quick growing and provided shelter for many birds. In the same way, Jesus' mission attracted outsiders and outcasts. Everyone was welcome and had a place within it. For us at Thurnham this symbolises the inclusivity of our school, a school where all pupils are welcome and the 'right soil and growing conditions' will lead to growth and flourishing for all. Academic excellence reflects the pursuit of one's God-given talents, while character development resonates with teachings about moral virtues and ethical behaviour.

Our school values of compassion, responsibility, justice and forgiveness aligns with theological principles. Nelson Mandela's quote, "Knowledge is power, but it is development of character that determines an ability to use it widely," highlights the importance of combining intellectual growth with moral development. This is in harmony with Christian teachings that emphasise the development of moral virtues and ethical behaviour.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'

Sir Kevan Collins

Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

The EEF's *Guide to the Pupil Premium* (2019) has informed the spending of our Pupil Premium to maximise the benefit for the children at Thurnham:

- The report recommends school take a tiered approach to Pupil Premium spending. Teaching is the top priority, including professional development, training and support for early career teachers.
- Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage, particularly in communication and language
3	Poor emotional health and wellbeing
4	Poor attendance and punctuality

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
Accelerated progress in Reading, Writing and Mathematics	No difference between progress and attainment of Pupil Premium and Non-Pupil Premium pupils
Secure Phonics attainment	Pupils achieve expected standard in Year 1 Phonics Screening Check
Enhanced emotional and mental wellbeing	Pastoral care (for pupils and families) to increase self-esteem resilience
Improved attendance	Attendance of disadvantaged pupils is above 95%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Staff CPD</p> <p><i>To help embed and sustain research-based teaching strategies in every classroom, including:</i></p> <ul style="list-style-type: none"> ➤ <i>CPD for behaviour and inclusion</i> ➤ <i>Coaching to Solve Learning problems is implemented</i> ➤ <i>New Teaching Assistant induction to be implemented, including a 'buddy' system to improve the support they provide pupils.</i> <p><i>Specialist PE coach supporting teachers CPD once a week</i></p> <p><i>The school's career planning document is linked to appraisal and staff have release time planned accordingly</i></p>	<p>On-going, high-quality CPD is essential to implementing the EEF's principles and to provide a broad and engaging curriculum that focuses on vocabulary acquisition and skill development.</p> <p>On a weekly basis, teachers and subject leaders are given time to enhance the quality of education.</p> <p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD (Ambition Institute).</p> <p>The EEF recommend that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.</p>	<p>1,2,3,4</p>
<p>Enhance the teaching of systematic phonics across the school</p> <p><i>Embed the school's Little Wandle Phonics programme (for reading and spelling) in Key Stage 1</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p>	<p>1,2,3</p>

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

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch-up interventions led by trained teaching assistants</p> <p><i>Additional SEN TA to support phonics and interventions</i></p> <p><i>Keep Up and Catch-up resources for pupils to increase the proportion of children reading and writing at the expected standard</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF).</p>	1,2
<p>Enhance Speech & Language assessment and provision</p> <p><i>Speech and Language Screening in Years R – 2.</i></p> <p><i>Targeted interventions and additional staff training where necessary</i></p>	<p>Early language intervention has a positive impact on the language skills of children (EEF).</p> <p>17 children in Years R (23%) need SLCN intervention.</p>	1,2,3

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

Budgeted cost: £2,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure children's attendance at school (and additional interventions) is 95%+.</p> <p><i>Nurture Practitioner will work with vulnerable families to improve behaviour, attendance and punctuality</i></p> <p><i>Weekly attendance meetings, including a member from the SLT.</i></p>	<p>DfE guidance states schools should have:</p> <ul style="list-style-type: none"> • robust daily processes to follow up absence • a dedicated senior leader with overall responsibility for championing and improving attendance. 	4

	We have a continuous focus on improving the attendance and punctuality of our families.	
<p>Support pupils' mental well-being and character development</p> <p><i>Implement the School's revised behaviour policy, including embedding the use of Zones of Regulation across the school.</i></p> <p><i>Therapeutic interventions for pupils (Drawing & Talking and sand tray therapy).</i></p> <p><i>Identify and develop pupils' talents and interests and fund free places for any paid after school enrichment clubs.</i></p> <p><i>Increase cultural capital with educational enrichment activities and school trips.</i></p> <p><i>Increase pupils' sense of belonging, to include funding school uniform and professionally produced Christmas cards.</i></p> <p>Detect and address problems in the earliest stages</p> <p><i>Increase support available to pupils, staff and families with mental health issues (in partnership with external health agencies).</i></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>Findings from National Children's Bureau (2024) indicate the profound significance of belonging for academic engagement, motivation, and achievement, as well as for self-esteem, mental health, and overall wellbeing.</p>	3

Total budgeted cost: £16, 915

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 2024 to 2025 academic year.

Pupil Outcomes

EYFS

84% of all pupils achieved a Good Level of Development (above national);

75% (3/4) of disadvantaged pupils achieved GLD (above Kent FSM, 51%).

Phonics

Year 1 Phonics Screening Check: 90% of all pupils scored 32+ (above national, 80%); 50% of disadvantaged pupils passed (below Kent FSM, 62%).

Year 2 Retakes (12 pupils): 67% of all pupils passed; 0% of disadvantaged pupils (1 child) met the standard (below national, 50%). This pupil (with SEND) progressed from 5 correct responses in 2024 to 21 in 2025.

All pupils reading below age-related expectations will receive additional practice in phonics and / or reading fluency. In Year 3, pupils will access Little Wandle Phonics interventions at Roseacre Junior School.

Key Stage 1

	All (90 pupils)	Pupil Premium (4 pupils)	National 2024
Reading <i>Expected (+)</i>	79%	75%	71%
Writing <i>Expected (+)</i>	79%	75%	62%
Maths <i>Expected (+)</i>	83%	50%	71%
<i>RWM Expected (+)</i>	69%	50%	58%

	All (90 pupils)	Pupil Premium (4 pupils)	National 2024
Reading <i>Greater Depth</i>	34%	25%	19%
Writing <i>Greater Depth</i>	17%	25%	8%
Maths <i>Greater Depth</i>	28%	25%	16%
<i>RWM Greater Depth</i>	16%	25%	6%

Desired Outcome (for 2024-25)	Impact and Lessons Learned
Improved well-being and self-regulation for all our children including our disadvantaged children	<p>The Early Learning Goals of <i>managing self</i> and <i>self-regulation</i> were achieved by 100% (4/4) of our disadvantaged pupils in Year R.</p> <p>The Dale Room provides space for emotional and well-being related support. The Sunflower Room provides a learning space for academic interventions. All pupil premium pupils made good progress in these interventions from their starting points.</p> <p>Triangulated evidence of engagement (pupil voice, learning walks and work scrutiny) indicate a strong improvement.</p> <p>CPOMS data analysis shows significantly reduced behaviour incidents e.g. during Term 6 of 2023-24, there were an average of 9.5 incidents per day. Last year (2024-25) the average for Term 6 was 6.2.</p>
Raised attainment for children eligible for the Pupil Premium Grant	See pupil outcome data above. Early intervention in speech and language and core subjects, particularly reading, remains a school focus.
Ensure all PP pupils (and PLAC) have equal access to technology to support with home learning (Seesaw) & adults are able to support	All families have access to our online learning platform. Devices (and support access) have been provided where necessary.
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>Knowing our pupils well remains key. For pupils joining (in YR particularly) home visits, stay and play sessions and provider meetings and visits facilitate the deep knowledge required to understand pupils needs and for them to settle well and quickly.</p> <p>Catch up and keep-up sessions close gaps for older pupils effectively.</p> <p>Discussions with parents, staff and pupil observations indicate significant improved oral language skills.</p>

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
Little Wandle Letters and Sounds Revised	Collins
White Rose Maths	White Rose Education
Speech and Language Link	Speech Link Multimedia Ltd
Widgit Online	Widgit
Lucid COPS	GL assessments