

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 pupil premium had within our school.

School overview

Detail	Data
School name	Thomas A Becket Infant School
Number of pupils in school	536
Proportion (%) of pupil premium eligible pupils	14%
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 was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governors
Pupil premium lead	S Maskell
Governor / Trustee lead	J Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89.0k
Recovery premium funding allocation this academic year	£ 8.4k
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.0k
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 97.4k

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (including Pupil Premium Plus) is a grant allocated to schools in addition to the main school budget. It is awarded based on the number of children eligible for free school meals (FSM) or who have been in receipt of Free School Meals on the last six years (FSM Ever 6), children looked after by Local Authority (CLA), children who have been adopted from care, and children from families working in the services. The funding is a way to address any inequalities between children eligible for Pupil Premium and their peers, by ensuring that funding supports the children who need it most.

Thomas A'Becket Infant School uses The Education Endowment Foundation (EEF) guidance and other research to ensure that we are providing the right support to meet those children's needs effectively. We do this through improving teaching, targeting academic support and wider strategies linked to our children's particular needs. This clear strategic approach ensures maximum progress for all groups of children as we strive to overcome barriers to learning, and promote equality of opportunity. Our Pupil Premium strategy is integrated into the wider school development plan and monitoring system.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non disadvantaged children.
- For disadvantaged children in school to make or exceed nationally expected progress rates.
- To support our children's health and well being to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any children the school have legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups and individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group of children includes :

- Ensuring all teaching is good or better thus ensuring that the learning experienced by all children is high quality.
- To allocate a qualified teacher to provide individual and small group work focussed on overcoming gaps in learning
- To provide additional teaching and learning opportunities provided by trained and experienced Teaching Assistants
- Behaviour and emotional well being support
- Support payment for uniform, activities and educational visits to ensure children have first hand experiences to use in their learning in the classroom

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry to YR
2	Low vocabulary and poor speech and language
3	Poor attendance and punctuality
4	Lower reading levels with less support at home
5	Lower engagement and motivation for writing, particularly boys

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
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Increase parent engagement and understanding of the curriculum in YR	GLD achieved by end of EYFS
Progress in speech , language and vocabulary	Increased vocabulary and language skills
Improve attendance and punctuality	Attendance of 95% or above
Progress in reading	Achieve national average or above in reading at end of KS1
Progress in writing	Achieve national average or above in writing at end of KS1

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55.3k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support provided by experienced and qualified Teaching Assistants and HLTAs to provide targeted interventions, including a specialist speech and language trained teaching assistant.</p>	<p>‘In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes.’</p> <p>EEF</p> <p>...ide a large positive impact on learner outcomes, however, how they are deployed is key.</p>	<p>1,2,4,5</p>
<p>Professional development (CPD) for teachers including training and coaching, to improve QFT</p>	<p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’</p> <p>‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>‘Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.’ EEF</p>	<p>1,2,4,5</p>

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

Budgeted cost: £ 24.5k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Teacher 0.6 appointed to work with targeted groups and individual children	<p>‘On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</p> <p>‘Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.’ EEF</p>	2,4,5

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

Budgeted cost: £ 17.6k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group, ELSA and learning mentor to address social and emotional needs of individual and groups of children, and provide support and advice to parents.	<p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.’ Edu</p> <p>‘Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.’</p> <p>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy</p>	1,2,3,4,5

	<p>relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</p> <p>EEF</p>	
After school clubs, educational trips, uniforms and equipment	<p>‘If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. EEF.’</p> <p>‘When implementing aspiration interventions, schools might consider including:</p> <p>Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</p> <p>Opportunities for pupils to encounter new experiences and settings.’</p> <p>EEF</p>	2,3
Parent engagement group and workshops for new parents in YR	<p>‘Parental engagement in early years education is consistently associated with children’s subsequent academic success.’</p> <p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’</p> <p>EEF</p>	1,3,4

Total budgeted cost: £ 97.4k

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 2020 to 2021 academic year.

Targeted interventions for Pupil Premium children

Interventions for children in receipt of Pupil Premium were delivered by a qualified teacher, to small groups or 1:1 for those children who attended school during lockdown.

All children in Y1 and Y2 who had support for reading moved up at least one book band.

61% of children in Y2 passed the phonics screen in the Autumn term

Targeted support in YR had the following outcomes:

79% of PP children in YR achieved the expected level for maths

75% of PP children in YR achieved the expected level for reading

61% of PP children in YR achieved the expected level for writing

Nurture, learning mentor, and ELSA support

Two trained nurture leaders, a learning mentor and qualified ELSA provided support both at home and in school for vulnerable and disadvantaged children. Two nurture groups, social skills and lego therapy groups provided support for well being and mental health. Assessed using Boxall Profile, observation, Pupil Voice and parent feedback, outcomes showed significant increase in self esteem, confidence and behaviour.

Additional Support for children in receipt of Pupil premium

Our families have been through a difficult year with unexpected challenges due to Covid 19. We used the pupil premium fund to provide these additional interventions:

- Lap tops provided for children working at home during lockdown
- Learning mentor made regular phone calls home, to check welfare of vulnerable children

- Academic packs and resources made by a qualified teacher for individual children and delivered home
- Clothes, food, books and toys given to families in need
- Weekly home visits to vulnerable children and their families

Outcomes for these interventions led to higher engagement and communication with parents, ensured children were safe at home during school closures and a smooth transition back to school.

Externally provided programmes

Programme	Provider
Forest School	Qualified Forest School Leader

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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