



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
Thurcroft Infant School	
Number of pupils in school	212 (243 inc F1)
Proportion (%) of pupil premium eligible pupils	35% (FS2-Y2)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tracy Harper
Pupil premium lead	Tracy Harper
Governor / Trustee lead	Carolyn Smyth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£108,660

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, work with multi-agency teams or have additional needs.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also clearly linked to Thurcroft Infant's wider plans for education recovery, notably in our targeted support for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, including through planned targeted Catch Up interventions

Challenges

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

Challenge number	Detail of challenge
1	A very significant proportion of SEND children are PP, currently 46% (34/74)
2	Literacy/vocabulary deficit and Early Reading: Assessments and observations indicate that all pupils, including those that are Pupil Premium, begin school with significant gaps in vocabulary development, communication and language and phonics.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally require more support with their reading,

	including understanding, fluency and wider knowledge of the world, than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally require more support with Maths than their peers. This negatively impacts their development as mathematicians.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to the current climate, parents' own barriers to education and perceptions of institutions. A lack of enrichment opportunities and life experiences are also challenges that impact negatively on our disadvantaged pupils, including their attainment.
6	Lower Cultural Capital: Discussions and observations reveal that some disadvantaged pupils have limited background knowledge of the world around them and do not have access to the same quality experiences and resources as other children in school. Consequently, they may have less clarity regarding life goals and how to achieve them, compared to their non-disadvantaged peers. This is not due to a lack of ambition, but rather a result of their limited life experiences thus far.
7	Our attendance data indicates that punctuality amongst disadvantaged pupils in some cases has had a noticeable impact on overall attainment. Our assessments and observations indicate that persistent lateness is negatively impacting on some disadvantaged pupils progress and that of their peers
8	Lack of parental confidence and understanding due to income deprivation, employment deprivation and poor educational skills and training.

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
Sustain/improve current levels of progress and attainment in core subjects.	Achieve in line or above with previous cohort's attainment and progress as detailed in school's end of year data for 2023-24.
Sustain/improve current levels of progress and attainment in phonics.	Achieve in line or above with previous cohort's attainment and progress as detailed in school's end of year phonics data for 2023-24.
Attendance	All pupils arrive promptly and learning begins without interruption. Bespoke approach to monitor and provide families with individualised support.
Improved parental engagement and confidence	Improve and develop parental attendance at meetings, events and workshops. Bespoke approach to provide families with individualised support and monitor engagement. Parents signposted to relevant agencies of support, Health, Early Help, Social Care, Foodbanks etc.
Provide a wide range of enrichment activities for pupils - free or at reduced charge to widen	All PP children to access at least one after school activity club free of charge. Increased take up of extra- curricular activities by PP children.

and develop their engagement and life awareness.	All pupils attend all school activities and visits.
To achieve sustained improvement in the social and emotional mental health and wellbeing of children particularly those who are identified as disadvantaged	Sustained levels of well-being are demonstrated by: Outcomes from pupil and parental surveys Pupil voice Improved outcomes from behaviour analysis on RecordMy

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund human resources, including provision of a specialist Speech & Language Therapist. We continue to fund ongoing teacher training and release time to support.</p> <p>(£15,000)</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In EYFS and KS1, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>Employing additional staff (including a specialist Speech & Language Therapist) in EYFS and KS1 ensures that these children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the difference</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,3

<p>Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the inclusive curriculum offer.</p> <p>(£5,660)</p>	<p>46% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care, 2 of these children have EHCPs and others are currently in the process.</p> <p>Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.</p> <p>The additional teaching staff support accelerated progress in KS1 where the majority of disadvantaged children achieve age related expectations or better.</p> <p>By the additional SENDCo support and workload pattern, we want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds/adaptations are appropriate. The SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1,2,3,4,5</p>
<p>Collaboration with the Maths Hub and support for the development of fluency.</p> <p>(£2,040)</p>	<p>Expert support from the Maths Hub for the Maths Lead and additional Y1 teacher. CPD for teaching staff and TAs allows dissemination of both quality first teaching and scaffolded support for our disadvantaged children.</p> <p>By accessing the support and training through the South Yorkshire Maths Hub, we will see competent teaching and planning in Maths to ensure a Mastery Maths approach. By having two staff accessing the support from the Maths Hub leader, this will ensure a knowledgeable and consistent approach to the planning and delivery of maths, ensuring the progress and attainment in maths remains strong.</p> <p>EEF's recommendation for improving mathematics includes ensuring pupils develop fluent recall of facts. Providing access to 'Number Sense' programme linked to our maths curriculum strengthens this understanding through a proven programme of support and practise.</p> <p>https://educationendowmentfoundation.org.</p>	<p>1,4</p>

<p>Continued refinement of MyLetters&Sounds practise across school to ensure ongoing investment in CPD bringing enhanced skills and fidelity to the SPP.</p> <p>(£973)</p>	<p>We acknowledge that the best way to boost standards is quality first teaching with fidelity to our chosen scheme (MyLetters&Sounds) and commitment to ongoing CPD for both the lead and whole school staff. We have worked closely with the English Hub Lead to ensure we are focussing on current research in order to improve our practice.</p> <p>We know this is most significant for our disadvantaged children as our results have shown an upward trend since adopting the scheme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p>To develop children's working memory and fluency.</p> <p>(£8,775)</p>	<p>Through continuous contextual research, we are aware that some of our disadvantaged children do not have access to high-quality and appropriately pitched reading materials. As a result, we have changed our daily reading within KS1 to support the children when moving off the phonics programme to remain fluent readers.</p> <p>We wanted to ensure that disadvantaged children are reading for longer periods of time; children now have 3 quality reads per week with an adult</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,3
<p>Continue to improve the quality of social and emotional learning, particularly relationships between adults and children throughout school.</p> <p>(£5,000)</p>	<p>Learning has the greatest impact when combined with a whole school approach and individualise support. Alongside academic outcomes, strong social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Trauma Informed school staff CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5

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

Budgeted cost: £46,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to ensure interventions, delivered 1:1 or through small group work, are in-line with EHCP and specific needs are met and</p>	<p>Through extensive data trawls, we will identify children that are in the bottom 20% for reading, writing or maths and PPMs will focus on children that are not 'on track' from the prior data in either reading, writing or maths and that need bespoke 1:1 or small group tutoring. Many of</p>	1,2,3,4

<p>are continuously refined and adapted.</p> <p>(£8,032)</p>	<p>these pupils have SEND and we want to ensure that all SEND children, including one's with EHCPs have timely and rigorous interventions and support.</p> <p>The SENDCo will work with support staff to deliver bespoke CPD so they feel confident supporting SEND and Lower Experience learners to ensure they are getting the diet of support needed to move their learning forward. The end outcome is to support all learners, but especially learners with bespoke targets to ensure they make accelerated progress, which enables them to engage in sessions for longer periods of time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>To develop children's working memory and fluency.</p> <p>(£10,000)</p>	<p>Our bottom 20% also have a daily read with the class teacher or TA.</p> <p>The main outcome for this spend is to increase attainment for disadvantaged children whilst also giving them ample opportunities to read age-appropriate books at school and home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,3
<p>To analyse summative and formative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by SLT.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions.</p> <p>(£23,597)</p>	<p>A range of quality and validated interventions which are regularly monitored and reviewed are provided to support all pupils including those with SEND and in receipt of PP funding to ensure that they make the best possible/accelerated progress and attainment.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3,4
<p>Increase EYFS Staffing and resourcing so 1:1 and small group interventions linked to Sp&L, Fine Motor phonics and Sensory Circuits can take place.</p> <p>(£5,110)</p>	<p>As stated previously, all children that enter F1 or F2 are well below when it comes to language and communication. As a school we ensure that our children in EYFS have strong starts and have the opportunity to access a variety of interventions. We use a proportion of our funding to increase staffing in EYFS to ensure that all children have access to small groups and interventions. Staff have accessed a variety of high-class CPD to ensure they are skilled at delivering interventions such as Tiny Talkers, Talking Tables 1:1 and small group.</p>	1,2,4,5

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

Budgeted cost: £32,336

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote and improve attendance and punctuality inline with latest DfE guidance through in school attendance team (£4836)</p>	<p>Attendance was affected post pandemic with end of year outcomes falling from 95% 18/19 to 93.6% in 22/23. School are aware that data analysis both nationally and in school makes a clear correlation between lower attendance and pupil premium children.</p> <p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help diagnose underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches. Using a 'team approach' we aim to provide supportive challenge for our young children to ensure they are able to maximise their time within school and maintain effective communication with our families</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	<p>7,8</p>
<p>Develop breakfast provision and after school clubs to continue upward trend of attendance (96% target) and punctuality and support wellbeing Breakfast Club (£500) After School Clubs (£1,000)</p>	<p>As part of our drive to improve attendance and punctuality, we encourage families to access our breakfast club to start the day positively. We aim to provide tailored support for families with low attendance, our more vulnerable children and those who we feel would benefit from a welcoming start to the day.</p> <p>Access to this allows improved attendance and punctuality whilst also ensuring children are well fed and ready to learn.</p> <p>In line with providing additional experiences and after school care options we also offer free after school club places for pupil premium and vulnerable children.</p> <p>Implement the Late Tickets and meetings to support families to improve punctuality.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p>	<p>6,7,8</p>
<p>To enhance pupils' cultural capital by providing a breadth of experience (£1,000)</p>	<p>We have a strong understanding of our community and the gaps that develop within our children's learning. For many of our children these link from a lack of opportunity to experience things beyond their locality with many of our disadvantaged children only remaining within the local area. Our curriculum is balanced and carefully sequenced and deliberately includes opportunities for cultural development</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children and know that this level of enrichment has a huge impact on children's knowledge and their ability to build links in their learning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	<p>6,8</p>

<p>Emotional Literacy Support Assistant (ELSA) to provide Nurture support for vulnerable children</p> <p>(£25,000)</p>	<p>EEF evidence demonstrates the value of creating a culture of belonging amongst our children and ensuring that there is a clear diagnosis of the needs of both child and family</p> <p>Knowing and understanding our pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of poor SEMH and wellbeing and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> <p>Learning has the greatest impact when combined with a whole school approach and individualised support. Alongside academic outcomes, strong social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>
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Total budgeted cost: £144,287

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Internal Monitoring of Disadvantaged Pupil Attainment 2021 to 24 **(Using NCER data for national comparison)**

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

Measure	2021-2022		2022-23		2023-24	
	School	National	School	National	School	National
Meeting the expected standard at the end of KS1	Reading - 69.7% Writing -57.6% Maths - 69%	Reading 51.6% Writing -41.2% Maths - 52%	Reading - 86.2% Writing - 65.5% Maths - 69%	Reading - 54% Writing -44.5% Maths - 55.8%	Reading - 77.7% Writing - 70.3% Maths - 77.7%	
Meeting the higher standard at the end of KS1	Reading -12% Writing - 6% Maths - 10%	Reading -8.3% Writing - 3.1% Maths - 6.8%	Reading - 6.9% Writing - 0% Maths - 10.3%	Reading - 9.1% Writing - 4.3% Maths - 7.7%	Reading - 7.41% Writing - 0% Maths - 14.8%	
Achieving the Expected Standard in the Phonic Screen	Y1- 75% Y2 Resit - 43%	Y1- 62.5% Y2 Resit - 39%	Y1- 89% Y2 Resit - 89%	Y1- 67% Y2 Resit - 55%	Y1- 80% Y2 Resit - 75%	Y1 -68%
Achieving a Good Level of Development at the end of FS2	62.5%	49.5%	56.3%	50.2%	70%	52%

Good Level of Development for disadvantaged children at the end of FS2 was significantly higher than the national results for disadvantaged children this year. The intervention and support has definitely supported this. KS1 results in reading, writing and maths at the end of KS1 showed a significant increase on last year's results, which we are very pleased with. The strong Maths results were due to the extra teaching support, particularly within the mixed Y1/2 class. Although none of our Pupil Premium children achieved the higher standard in writing, they did improve in reading to the previous year and there was a significant increase in maths.

Attainment for Y1 children taking the phonics screening check was very strong again and significantly higher than their peers nationally. Although there is no national data for KS1 results to compare to ours this year, outcomes were well above the KS1 national results for disadvantaged children last year.

Limited mixing in the community and socialising due to COVID in their early years, has negatively impacted on children's baseline assessment resulting in lower attainment at the end of FS2. A significant proportion of our support throughout Foundation Stage is used to develop children's Communication and Language skills. It is important to consider the context of our children eligible for Pupil Premium funding. Many of our children eligible for PP funding also have other barriers to learning such as additional needs, receiving social care support or speaking English as an Additional Language. All children made at least good progress, except one child who has very complex additional needs and has an EHCP in place.

Y1 Phonics screen data shows 80% of disadvantaged children (24/30) passed the phonics screen in comparison to the disadvantaged national average of 68%. Out of the seven children that did not pass, 4 children had additional SEN needs, one child has very complex additional needs and an EHCP was in process. Two of the children were very close to achieving the expected score, 30 and 27, one of those children started with us mid-year and had a period of time out of school whilst transitioning. There were 4 disadvantaged children in Y2 that needed to retake the PSC this year and 3 passed. The child who didn't pass also had SEN needs. It is clear that daily interventions are impacting on the bottom 20% of our learners and ensuring that many now either pass the tests or increase their scores exponentially. Whilst quality assuring interventions, it is clear that teachers and support staff work closely to ensure that children have pertinent focuses and the quality of interventions are high.

Over the past year, the Safeguarding and Attendance Lead has actively supported all our families. According to Parental Voice feedback, 97% of families felt well-supported, and 100% would recommend our school to other parents. School continues to work with external agencies and follows the Early Help pathway to support positive attendance outcomes. However; this has been much more difficult to put into action again this year with influxes of many illnesses, which seem to be worse following the COVID pandemic. We must reinforce the use of our attendance PATHWAY, as the increase in holidays taken during the last year is an issue that needs to be addressed in 2024. Attendance at the end of 2024 for both EYFS and KS1 children continues to be below the school 96% benchmark that we set for all children, however it was in line with National. Our non pupil premium children achieved 94% compared to our pupil premium 92.91%, so there isn't a significant gap however, improving attendance for our disadvantaged children will continue to be a focus next year as well as punctuality, in order to reduce lost learning.

Staff have extremely high-expectations of all learners and strive to provide all pupils with the very best education in order to see them thrive in their 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
Speech & Language Therapist	Rotherham NHS

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year:***

N/A

The impact of that spending on service pupil premium eligible pupils:

N/A

Further Information

HAF Programme

We have been fortunate to partner with Live & Learn Sports over the last 3 years to ensure our children access the HAF programme. Over the summer, we had 20 disadvantaged children attend the HAF programme in school on a daily basis to participate in a variety of games and competitive sports. Children had access to a packed lunch every day.