

# Thorpe Acre 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 pupil premium had within our school.

### School overview

Detail	Data
School name	Thorpe Acre Infant School
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	26.57
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Beaumont Executive Headteacher
Pupil premium lead	Jo Beaumont Executive Headteacher
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,720

# Part A: Pupil premium strategy plan

## Statement of intent

At Thorpe Acre Infant School, we put the child at the centre of our caring school and have high expectations of all our learners including those who are disadvantaged; looked after or vulnerable, such as those who have, or have had, a social worker or are a young carer. Our intention is that all pupils, irrespective of their background or the challenges they face, make expected or better progress and achieve high attainment across all subject areas, including those pupils who are more able. We have considered our school context and this statement is intended to support all our pupils' needs. Our approach will be responsive to common challenges and individual needs and is based on research (EEF Pupil Premium Guide) and assessment, not on assumptions about the impact of disadvantage.

Our curriculum is ambitious, designed to meet pupils' needs and aims to prepare pupils for the next stage of their education. Quality first teaching 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. We have an absolute focus on the quality of teaching and learning opportunities to meet the needs of all our pupils, and especially those who are disadvantaged and/or vulnerable. Lessons are carefully planned and sequenced to enable pupils to gather the necessary knowledge and skills for future learning, to assist them to be 'next year' ready and to enable them to make successful, positive contributions to the world. Above all, we aim for our curriculum to give all learners, especially those who are disadvantaged or vulnerable, the best possible education and allow every pupil to aspire to reach their next, and future, goals.

We recognise the limited life experiences of some our disadvantaged and vulnerable pupils and we consider the extent to which we provide **all** learners, particularly our most disadvantaged and vulnerable, with enriching experiences that equip them with the essential knowledge they need to succeed in life. We recognise the importance of investing in their cultural capital, our core values and the vital information they need to be educated citizens, introducing them to the best that has been thought and said and helping to generate an appreciation of human creativity and achievement.

Our strategy is also to provide targeted support through intervention for those pupils, including non-disadvantaged pupils, whose education has been worst affected by the school's forced partial closures during the Coronavirus pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with staff and parents indicate that, despite the school's best efforts, some pupils did not engage in home learning during the school's forced partial closures owing to the Coronavirus pandemic. The education and wellbeing of many of our disadvantaged and vulnerable pupils have been impacted. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in English and Maths.

2	Observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils, which increased during the school's forced partial closures. Families often request support from school for SEMH issues and welfare support. These challenges particularly affect our disadvantaged and vulnerable pupils and their attainment.
3	Observations and discussions with pupils and families have identified a lack of enrichment opportunities, beyond the locality resulting in limited life experiences for some of our disadvantaged and vulnerable pupils to draw on.
4	Assessments, observations and discussions with staff, pupils and families have identified some pupils have under developed speech and language skills and a limited vocabulary, making it challenging for them to access the curriculum. This is evident from EYFS through to Y2 and is especially prevalent among our disadvantaged and vulnerable pupils.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Our assessments and observations indicate that absenteeism is negatively impacting on the progress of some of our disadvantaged and vulnerable pupils.
7	Admissions data indicates high mobility, with the number of mid-year transfers increasing. Although the school has systems in place to manage this, it can impact on pupil attainment.

## 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>1. Quality first teaching is consistently delivered across all year groups and all subjects. This will:</p> <p>Reduce, and close, the attainment gap between the school's disadvantaged pupils and others nationally</p> <p>Raise the in-school attainment of both disadvantaged pupils and their peers</p> <p>Narrow and close the gap between the achievement of disadvantaged pupils and their peers.</p> <p>Improved maths and reading attainment among our disadvantaged and vulnerable pupils.</p>	<p>Additional educational support to improve progress and raise attainment for targeted pupils, including our disadvantaged and vulnerable pupils, is based on up-to-date research evidence on the most effective teaching and learning strategies and interventions</p> <p>Timely, appropriate provision is in place</p> <p>Targeted intervention addresses and closes gaps in learning</p> <p>Pupils make rapid progress in phonics as a result of targeted, small group, daily phonics teaching</p> <p>Movement between teaching groups is fluid and in response to pupils' needs</p> <p>Pre-teaching provides pupils, including our disadvantaged and vulnerable pupils, with the confidence to actively engage in learning</p> <p>High expectations of pupils, especially in reading, encourages them to read widely and often for pleasure</p>

	Progress is expected or better in all subjects.
2. Achieve, and sustain, improved wellbeing for all pupils in our school, particularly our disadvantaged and vulnerable pupils. Pupils' social, emotional and mental health needs are met.	<p>Pupils, including our disadvantaged and vulnerable pupils, feel well supported and experience positive mental health and well-being resulting in raised attainment and accelerated progress</p> <p>Drawing and Talking therapy and play therapy for identified pupils supports their well-being so as pupils are emotionally ready for learning.</p>
3. As far as powers allow, any underlying inequalities between disadvantaged, vulnerable pupils and others will be addressed Our curriculum will provide pupils with a wide range of cultural experiences and enrichment opportunities that widen their general knowledge and life experiences.	<p>Additional funding reaches the pupils who need it most and it makes a significant impact on their education and lives</p> <p>Barriers to learning which negatively impact on progress are removed</p> <p>Pupils, including our disadvantaged and vulnerable pupils, participate fully in school life</p> <p>Staff and pupils, including our disadvantaged and vulnerable pupils, have high expectations and raised aspirations.</p>
4. Improved oral language skills and increased vocabulary among our disadvantaged and vulnerable pupils.	<p>Pupils, including our disadvantaged and vulnerable pupils, will have the necessary vocabulary to access learning and express their emotions and wishes</p> <p>Observations and assessments indicate improved oral language skills.</p>
5. Quality first phonics teaching is consistently delivered across all year groups This will: Reduce, and close, the attainment gap between the school's disadvantaged pupils and others nationally in reading Raise the in-school reading attainment of both disadvantaged pupils and their peers Narrow and close the reading gap between the achievement of disadvantaged pupils and their peers Improved reading attainment among our disadvantaged and vulnerable pupils.	<p>Additional educational support to improve progress and raise attainment for targeted pupils, including our disadvantaged and vulnerable pupils, is based on up-to-date research evidence on the most effective teaching and learning strategies and interventions</p> <p>Timely, appropriate provision is in place</p> <p>Targeted intervention addresses and closes gaps in learning</p> <p>Pupils make rapid progress in phonics as a result of targeted, small group, daily phonics teaching</p> <p>Movement between teaching groups is fluid and in response to pupils' needs</p> <p>High expectations of pupils, especially in reading, encourages them to read widely and often for pleasure.</p>
6. Pupils, including our disadvantaged and vulnerable pupils, are excited about learning and want to attend school  Parents value education and recognise the impact of poor attendance on outcomes and life chances for children.	<p>Monitoring of attendance data indicates improved levels of attendance</p> <p>Decrease in the number of referrals made to the EWO</p>

<p>7. New intakes at times other than the usual start times, will feel well supported and ready for learning.</p>	<p>Data shows expected or better progress from on entry data Pupils and their families have the necessary information prior to starting school.</p>
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## 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: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and LSAs to complete Read, Write, Inc phonics training Staff meetings to disseminate practice CPD for teachers and LSAs to complete Maths mastery	Reading framework  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611117/Maths_guidance_KS1_and_2.pdf">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a>	1
Increase library books – fiction and non-fiction Library service subscription CPD for teachers and TAs on creating a reading culture Introduce Bed Time story sacks Provide laptops to support home learning Provide parents with tips on how to help their child with reading	Reading framework	5

## Targeted academic support

Budgeted cost: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ 2 x PT PP teachers and LSAs to support identified pupils	EEF pupil premium guide	1
NELI (Nuffield Early Language Intervention) Talk Boost		4

## Wider strategies

Budgeted cost: £12,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking therapy Play therapy		2
Support pupils in attending school Hold attendance surgeries Refer cases to EWO when pupil attendance falls below an acceptable level		5
Visits, visitors to school Enrichment activities Breakfast club After school clubs Uniform support	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
New admissions packs		7

Peer buddy Assessment on entry		
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**Total budgeted cost: £41,800**



## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

### 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