



# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2024 to 2025 academic year) 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	503
Proportion (%) of pupil premium eligible pupils	64 (12.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governors
Pupil premium lead	S Maskell
Governor	F Knight

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,250
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£104,250
<b>Funding Proposal</b> Proposal to cover 13% of class TA salary costs c.£47,129k + FSM co-ordinator salary £34.9k + Learning Mentor salary costs £21.3k. If any residual balance (£921) can be used for school uniform vouchers plus support for school trips and after school clubs & bespoke 1:1 and group interventions and teaching materials as required.	



# 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.
- To provide a curriculum rich in learning experiences and vocabulary development. This includes our school trips and visitors to school to support the cultural capital of all our learners

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all 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 effectively 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 mean 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, as identified through assessment.
- 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, language and communication
3	Poor attendance and punctuality
4	A higher percentage of children with SEMH needs
5	Lower reading, writing and maths levels



## 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
Increase parent engagement and understanding of the curriculum in YR	Improved school attendance and increased involvement of parents in parents' evenings, school meetings and events.
Improved speech, language, and vocabulary skills.	Positive impact on outcomes at all levels compared to starting points.
Improve attendance and punctuality	Attendance of 96% or above (This is good attendance, expected for all) A reduction in the gap between the attendance of disadvantaged and non-disadvantaged children.
Improve SEMH outcomes for children in YR	We are starting as a Thought-full school this year and want to build enhanced parent support using the service.
Improved progress in reading and maths in KS 1	Accelerated progress from individual starting points during KS1, closing the gap between those in receipt of pupil premium and their peers.
Improved progress in writing in KS1	Accelerated progress from individual starting points during KS1, closing the gap between those in receipt of pupil premium and their peers.



## 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)

Budget costs: Proposal to cover 13% of class TA salary costs c.£47,129k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support provided by experienced and qualified Teaching Assistants to provide targeted interventions, including a specialist speech and language trained teaching assistant.	<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>	1,2,4
Professional development (CPD) for teachers including training and coaching, to improve QFT	<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>	1,2,4



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

Budgeted cost: + FSM co-ordinator salary £34.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified Teacher 0.6 appointed to work with targeted groups and individual children.</p> <p>Use of Phonics Tracker to highlight gaps</p>	<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.’</p> <p>EEF</p>	<p>2,4</p>
<p>After school activity sessions available, for selected children, to enhance and enrich the learning they are doing in school. These activities support curriculum areas including art, music, drama, sports, and maths.</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>‘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.’</p> <p>EEF</p>	<p>4</p>



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

Budgeted cost: + Learning Mentor salary costs £21.3k.

Any residual balance (£921) can be used for school uniform vouchers plus support for school trips and after school clubs & bespoke 1:1 and group interventions and teaching materials as required.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social skills interventions, our Nurture Team and learning mentor help to address the social and emotional needs of individual and groups of children and provide support and advice to parents.</p> <p>SEL Interventions include: Marvelous Me, Nurture / Social Groups, Lego Therapy and Big Deal / Little Deal in Reception, Year 1 and Year 2</p>	<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.’</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 relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</p> <p>EEF</p>	<p>1,2,3,4</p>
<p>Access to educational trips and visitors to school to support learning and to develop cultural capital.</p> <p>Support with the supply of uniform and equipment.</p> <p>Our emphasis on outdoor learning and our ‘TAB Explorers’ group.</p>	<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>2,3</p>



	EEF	
Parent engagement opportunities in the form of additional play sessions prior to starting school. Additional support for identified parents and carers.	'Parental engagement in early years education is consistently associated with children's subsequent academic success.' '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.' EEF	1,3,4

### **Total budgeted cost: £104,250.00**

Funding is allocated to cover 13% of class TA salary costs c.£47,129k

+ FSM co-ordinator salary £34.9k

+ Learning Mentor salary costs £21.3k.

If any residual balance (£921) can be used for school uniform vouchers plus support for school trips and after school clubs & bespoke 1:1 and group interventions and teaching materials as required.





## 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 2023-2024 academic year.

#### **Targeted interventions for Pupil Premium children alongside the work of class teachers**

Additional interventions for children in receipt of Pupil Premium in Year One and Year Two were delivered by a qualified teacher working 1 to 1 or in small groups. Children were also supported through in-class interventions delivered by TAs and teachers.

#### **Summary of attainment of our PP cohort by end of Key stage 1 in 2024**

Reading: 89% PP on track or above

This is higher than last year (81%) and equal to the non-PP children in our school.

This easily exceeds the previous year's national PP result of 54%.

Phonic Screener: 100% PP passed the phonic screener by the end of KS 1.

Writing: 48% PP on track

This exceeds the previous year's national PP result of 44%.

Maths: 72% PP on track or above

This is similar to last year (74%) although this year no PP child is below (last year 11% of PP were below)

This comfortably exceed the previous year's national PP result of 56%.

#### **Progress of our Y2 cohort during KS1 (22-24)**

##### Reading and writing

In reading 93% (13) of those PP children who were not 'on track' at the beginning of the KS have made accelerated progress moving either from 'below' to 'just below' or from 'below/ just below' to 'on track'.

At the beginning of KS1 48% (14) of our PP children were not 'on track for reading. By the end of KS1 only 10% (3) of our PP children were not on track.



Additional support also enabled a number of children who were 'on track' at the beginning of KS1 to maintain the progress needed to achieve 'on track' at the end.

10% of PP children (3) who were 'on track' at the beginning of KS1 moved to 'above' by the end of the key stage.

In writing 38% (6) of those PP children who were not 'on track' at the beginning of the KS have made accelerated progress moving either from 'below' to 'just below' or from 'just below' to 'on track'.

### Maths

In maths 63% (5) of those PP children who were not 'on track' at the beginning of the KS have made accelerated progress moving either from 'below' to 'just below' or from 'just below' to 'on track', with 1 additional child moving from 'on track' to 'above'.

### **Progress of our Y1 cohort since the start of KS1 (23-24)**

In reading 29% (4) of those PP children who were not 'on track' on entry to Year One have made accelerated progress moving from 'below' to 'just below'. All the children have progressed with their phonic knowledge, and most have made progress through the reading bands. One additional child who was 'on track' has moved to 'greater depth'.

In writing 50% (7) of those PP children who were not 'on track' on entry to Year One have made accelerated progress moving either from 'below' to 'just below' or from 'just below' to 'on track'. One additional child who was 'on track' has moved to 'greater depth'.

In maths 8% (1) of those PP children who was not 'on track' at the beginning of the KS has made accelerated progress moving from 'just below' to 'on track', with 1 additional child moving from 'on track' to 'greater depth'.

### **Progress of our YR cohort since they joined us in September 23**

Our school baseline assessment, made on entry to Reception in September 2023, showed that 9% of our pupil premium children were 'on track' to meet GLD.

At the end of Foundation stage, in July 2024, 52% of our PP children in YR achieved GLD.



### **Nurture and learning mentor support**

Our nurture staff and a learning mentor have provided support for vulnerable and disadvantaged children. Nurture groups, social skills and Lego therapy provided support for well-being and mental health. We assess pupils using the Boxall Profile, observation, Pupil Voice and parent feedback, outcomes showed an increase in self-esteem, confidence, and behaviour.

### **Speech and Language support**

A focus on speech and language development has contributed to improved outcomes for pupil premium children.

- On entry to Reception all children had a vocabulary assessment, and many were involved in social and play skills groups.
- Pre- teaching was provided for all pupil premium children during the first term in Year One, developing confidence and providing opportunities to explore the vocabulary and ideas that would help them to get the most out of their learning in class.

### **Additional Support for children in receipt of Pupil premium**

- Clothes, food, books, and toys given to families in need.
- Access to after school clubs and enrichment activities including school trips.

### **Parental engagement with those in receipt of Pupil Premium in Reception**

Additional play sessions for pupil premium children before they began school, and a focus on positive engagement with families, has helped us to develop strong relationships. This has helped them to understand how to support their children at home and to ensure a positive start to school life. There have been lots of opportunities throughout the year for parents to visit school and to meet with school staff, with staff reaching out to those families who do not engage easily.

### **Attendance**

The attendance of pupil premium children is monitored closely as part of the school attendance process. Any concerns are raised with parents and support and advice is offered to help them to improve their child's attendance.



Overall attendance for Pupil Premium children in 2023-2024 in our school was 93%. For non-pupil premium children, it was 95%.

We have been encouraged to see that our focus on PP attendance is having an impact when we look at persistent absence (where attendance is below 90%) and that the gap is closing between PP and non-PP children. This is something we continue to work on.

	<u>2022-23</u>	<u>2023-24</u>
<u>PP children below 90% attendance</u>	<u>27%</u>	<u>16%</u>
<u>Non-PP children below 90% attendance</u>	<u>7%</u>	<u>8%</u>

## Externally provided programmes

Programme	Provider
Thought-full	West Sussex County Council
EMTAS – support for our learners with EAL	West Sussex County Council
Inclusion Support Team involvement in all year groups: Eys Team, ASCT and LBAT	West Sussex County Council
SGO funded Play Therapy	Private

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have no service children
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)