Pupil premium strategy statement School overview

Detail	Data
School name	Toftwood Infant School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 2023/2024 2025/2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Pedlow Headteacher
Pupil premium lead	Kirsty Morgans (Inclusion Lead)
Governor / Trustee lead	Hannah Rudling Kendra Cogman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,225
Recovery premium funding allocation this academic year	£0
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	£39,225

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Toftwood Infant School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Pupil premium children often need nurturing to develop curiosity and the appropriate skills for the next stage in their learning. We aim to provide experiences, support and resources to ensure these children achieve at least equal progress to other children with similar starting points.
We recognise that with our children we need to; invest in building on and extending currently identified skills, to identify gaps in and barriers to learning through assessment, to further develop children's independence in learning, to deepen their self-esteem, their motivation for learning and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

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 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*

Challenges

Challenge number	Detail of challenge
1	*Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, these are more prevalent among our disadvantaged pupils than their peers.* *Many of our disadvantaged children have difficulties with their speech and language and with their understanding and ability to understand more complex instructions or questioning.*
2	*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.*
3	*Gaps in reading and maths. Some pupils who qualify for Pupil Premium funding have specific SEND needs.*
4	*Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.* *As a result of some difficult home circumstances, additional support is required for some of our disadvantaged children to develop confidence and self-worth.* *Some of our disadvantaged children have a level of safeguarding concern related to their family situations. This can cause anxiety, worry and emotional difficulties as the children cannot engage in their learning when their emotional well-being is affected.* *Some parents of disadvantaged children may feel isolated, or may benefit from support in order to support their child/children with their learning at home. Some parents may have experienced eviction which can impact on the ability for families to support children with learning at home and focus on school learning during challenging times.*
5	*Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.*
6	*A small proportion of our disadvantaged children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning.*

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
Improved oral language skills, understanding and vocabulary among disadvantaged pupils.	*Assessments and observations indicate significantly improved oral language, understanding and ability to understand more complex instructions and questioning among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.*
Improved reading attainment among disadvantaged pupils.	*KS1 reading outcomes in 2025/26 for disadvantaged children are in line with their peers.*
Improved maths attainment for disadvantaged pupils.	*KS1 maths outcomes in 2025/26 for disadvantaged children are in line with their peers.*
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	*Sustained high levels of wellbeing from 2025/26 demonstrated by:* • *qualitative data from student voice, student and parent surveys and teacher observations* • *increased confidence and self-worth* • *a significant increase in participation in enrichment activities, particularly among disadvantaged pupils*
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	*Sustained high attendance from 2025/26 demonstrated by:* • *The overall absence rate for all pupils being no more than 95%, and the attendance percentage of our disadvantaged to increase.*

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: Approximate cost: £26,130.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. *Training for staff to ensure assessments are interpreted and administered correctly.* *Speech and Language Therapy (SALT) – ongoing training.* *Talk Boost – training for staff as required.* *Wellcom Assessment tool for EYFS – training for staff as required.* *ELCLAN training for staff where required.*	*Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:* *Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF*	1
Embedding SALT and Talk Boost activities. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. *We will purchase resources and fund ongoing teacher training and release time.*	*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:* *Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF*	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. *We will fund teacher release time to embed key elements of guidance in school and to access*	*The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:* *Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)*	3

Maths Consortium meetings and CPD.		
Improve the quality of social and emotional (SEL) learning. *SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.* *YMCA – play therapy and family support purchased.* *Family Support Advisor (FSA) employed to support the needs of families.*	*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):* *EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)*	4,5

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

Budgeted cost: Approximate cost: £24,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. *Talk Boost – training for staff as required.* *Wellcom Assessment training for staff as required.*	*Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:* *Oral language interventions | EEF (educationendowmentfoundation.org.uk)*	*1*
Purchase of YMCA therapeutic support tailored to meet the specific needs of the children and their families, to ensure they are able to understand their feelings and emotions, have	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk)	*4, 5*

strategies to deal with them and be successful in school and home life.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis *Parental Engagement / EEF (educationalendowmentfoundation.org.uk)*	
TTRockstars purchased to support children's learning in school and at home.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: *One to one tuition | EEF (educationendowmentfoundation.org.uk)* On average, individualised instruction approaches have an impact of 4 months' additional progress. *Individualised Approaches / EEF (educationendowementfoundation.org.uk)*	*3*
Staff trained to deliver Reading Gladiators to develop the reading abilities of greater depth children. *New phonetically decodable books have been purchased to support phonics and reading.* *All new staff are trained in synthetic phonics approach.*	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small Groups EEF Targeted tuition to extend greater depth children. Mastery learning / EEF (educationalendowmentfoundation.org.uk) The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. *Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:* *Phonics | Toolkit Strand | Education Endowment Foundation | EEF*	3, 2

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

Budgeted cost: Approximate cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the management of wellbeing approaches with the aim of developing a sustained wellbeing ethos across our school for our children.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. *This will involve training and release time for staff to develop and implement new procedures.*	*The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.*	6
All year groups are allocated a budget to enable access to visitor experiences to enhance the curriculum. *These give children the opportunity to access experiences that they may not get outside of school.* *After school clubs are provided to enable children to attend extra-curricular activities.*	*EEF evidence:* *By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills.' They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.* EEF - Life Skills and Enrichment	5
Contingency fund for acute issues.	*Based on our experience, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.*	All

	Currently this amount is £2583.5	

Total budgeted cost: £55,111.66

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.

Intended Outcome: Improved oral language skills, understanding and vocabulary among disadvantaged pupils.

The table below shows the KS1 phonics outcomes for the academic year 2024-25.

	School/Pupil Premium	All Pupils	National Average
Percentage achieving above 32	70%	84%	79.5% (2024)

Early identification and intervention for Speech and Language is a priority. Children are screened using the Wellcomm assessment in EYFS and children who require additional support are supported. Our speech and language specialist TA has undergone recent training in Talk Boost and is also due to complete ELKLAN.

Intended Outcome: Improved reading attainment among disadvantaged pupils.

The table below shows the KS1 reading outcomes for the academic year 2024-25.

	School/Pupil Premium	All Pupils
Percentage achieving EXP+	%	80%

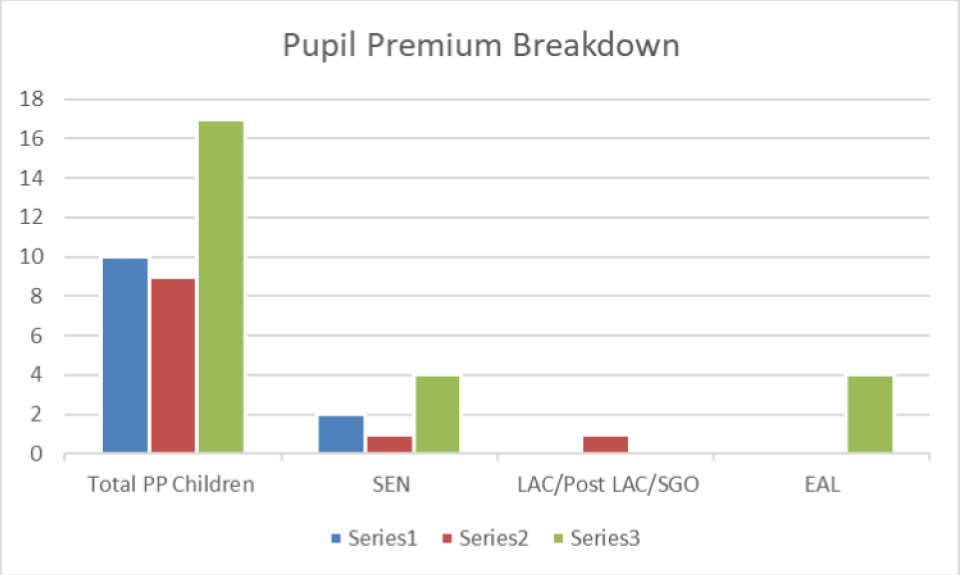
Intended Outcome: Improved maths attainment for disadvantaged pupils.

The table below shows the KS1 maths outcomes for the academic year 2024-25.

	School/Pupil Premium	All Pupils
Percentage achieving EXP+	%	79%

Please note, for the above two intended outcomes, a high proportion of disadvantaged children are also SEND and have specific support and needs/an EHCP.

Senior Leaders and the Governing Body review this information alongside the Inclusion Nutshell document to ensure full oversight.



Intended Outcome: To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Through the monitoring of interventions provided to sustain improved wellbeing, assessments and data shows that children have made progress and have been well supported.

The Family Support Worker has worked with 36 families across the Infant School setting. Work has taken place in supporting families to access financial support, clothing banks, access to wellbeing services such as Just One Norfolk and also run EHAP meetings to support families. The FSW has worked closely with outside agencies to ensure school had the most up to date information and was able to signpost families to the most appropriate support.

The YMCA therapy has worked with 3 children. The 12-week set of weekly sessions has given the children the opportunity to develop their emotional regulation and increase their confidence and resilience. The children have had the opportunity to express any worries and celebrate successes.

Intended Outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

As a school we aim to keep attendance at 92% or above. The attendance for disadvantaged children during 2024-25 on average was 94.57% of which 3 children (8.3%) have been monitored and support is provided by the school's and County attendance team.

Externally provided programmes

Programme	Provider
TTRockstars	Maths Circle Ltd