



Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 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	473
Proportion (%) of pupil premium eligible pupils	8.87%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governors
Pupil premium lead	S Maskell
Governor	Sarah McCormack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£88,850
Funding Proposal Proposal to cover 13% of class TA salary costs + FSM co-ordinator salary If any residual balance 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 – These 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)

Budgeted cost: £46.5k

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.	'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. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes.' EEF	1,2,4
Professional development (CPD) for teachers including training and coaching, to improve QFT	'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.' 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' 'Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.' EEF	1,2,4

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

Budgeted cost: £37.7k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified Teacher 0.6 appointed to work with	'On average, one to one tuition is very effective at improving pupil outcomes. One	2,4



targeted groups and individual children. Use of Phonics Tracker to highlight gaps	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.' '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	
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, and sport.	'When implementing aspiration interventions, schools might consider including: Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. '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	4

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

Budgeted cost: £4.6k

Any residual balance (£650) 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
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.	'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.' '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.'	1,2,3,4



SEL Interventions include: Marvelous Me, Nurture Team Check-ins, Social Groups, Lego Therapy and Big Deal / Little Deal, Drawing and Talking	‘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.’ EEF	
Access to educational trips and visitors to school to support learning and to develop cultural capital. Opportunities for our PP children to participate in inter-school sports events. Support with the supply of uniform and equipment. Our emphasis on outdoor learning and our additional Forest School clubs	‘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.’ ‘When implementing aspiration interventions, schools might consider including: Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy. Opportunities for pupils to encounter new experiences and settings.’ EEF	2,3
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: £88,850



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 2024-2025 academic year.

Targeted interventions for Pupil Premium children alongside the work of class teachers and support staff.

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 2025

Reading: 73% PP on track or above, with only one child (3%) pre key stage.
(from 44% at end of Y1 to 73% at end of Y2)
This comfortably exceeds previous national PP results of 54%
28% PP children are working above age related expectations in reading.

Phonic Screener: 97% PP passed the phonic screener by the end of KS 1.

Writing: 62% PP on track (with only 2 children pre key stage), which is higher than last year at 48%
This comfortably exceeds previous national PP results of 44%
(From 52% at the end of Y1 to 62% at end of Y2)
7% of PP children are working above age related expectations.

Maths: 65% PP on track or above, with no children pre key stage for the second year running.
This exceeds previous national PP result of 56%.
(From 48% at end of Y1 to 65% at end of Y2)
17% of PP children are working above age related expectations.

Progress of our Y2 cohort during KS1 (23-25)

Reading and writing

In **reading** 75% (9 out of 12) 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, achieving age-related expectations. The 2 children who needed support to remain 'On Track' achieved age related expectations at the end of the key stage.

38% of PP children (5 out of 13) who were 'on track' at the beginning of KS1 were working above age-related expectations by the end of the key stage.

In **writing** 71% (10 out of 14) 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'/greater depth.

One child moved from 'On track' to greater depth, working above age-related expectations.



Maths

In **maths** 55% (6 out of 11) 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', meeting age related expectations.

27% of PP children (4 out of 15) who were 'on track' at the beginning of KS1 were working above age-related expectations by the end of the key stage.

Progress of our Y1 cohort since the start of KS1 (24-25)

In **reading** 38% (5) of those PP children who were not 'on track' on entry to Year One have made accelerated progress moving from 'below' to 'just below' or from just below to on track. Two children at risk of dropping to 'Just below' have remained 'On track'. In addition, one child moved from 'On Track' to greater depth. All the children have progressed with their phonic knowledge, and most have made progress through the reading bands.

In **writing** 40% (6) 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'.

In **maths** 40% (6) of those PP children who were not 'on track' at the beginning of the KS has made accelerated progress moving from 'below' to 'just below' or from 'just below' to 'on track'

Progress of our YR cohort since they joined us in September 24

Our school baseline assessment, made on entry to Reception in September 2024, showed that 17% of our pupil premium children were 'on track' to meet GLD.

At the end of Foundation stage, in July 2025, 54% of our PP children in YR achieved GLD.

Social, Emotional and Mental Health Support

Our nurture staff have provided support for vulnerable and disadvantaged children. This has included emotional check-ins, 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.

As we move into the Spring Term 2025 we want to introduce the intervention Drawing and Talking to give a wider scope to our SEMH support.

Speech and Language support

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

SALT assessments in Reception have started and our SALT TA monitors our children through observation, assessment and liaison with teaching teams.



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 and enrichment opportunities for children in receipt of Pupil premium

Clothes, food, books, and toys were provided for families in need.

Our PP children were also supported to enable them to access after school clubs and enrichment activities, including school trips.

Many of our PP children attend our after-school clubs, with 59% of children in Y1 attending a club, rising to 74% in Y2.

We have also provided numerous opportunities for our PP children to participate in inter-school sports events.

Parental engagement with those in receipt of Pupil Premium

Additional play sessions for pupil premium children were offered before they started school, and a focus on positive engagement with families has helped us to develop strong relationships. This has helped families 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.

All PP families have attended consultations with their child's class teacher, and many have also taken the opportunity to meet with our PP coordinator to discuss their child's progress and to discuss how we can work together to support their child with their learning.

Attendance

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

Attendance of PP children continues to improve in our school.

	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
<u>PP children below 90% attendance</u>	<u>27%</u>	<u>17%</u>	<u>12.5%</u>
<u>Non-PP children below 90% attendance</u>	<u>7%</u>	<u>8%</u>	<u>6.4%</u>

The overall attendance percentage for Pupil Premium children in 2024-2025 in our school was 95%, for non-PP children it was 96%.



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

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have one service child
What was the impact of that spending on service pupil premium eligible pupils?	N/A