

# Thorpe Acre Infant School

## 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
School name	Thorpe Acre Infant School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers	<b>2024/2025</b> 2023-2024 2022-2023
Date this statement was published	May 2025 (updated with spring data)
Date on which it will be reviewed	May 2026
Statement authorised by	Governing Body
Pupil premium lead	Jo Beaumont Executive Headteacher
Governor / Trustee lead	Sue Hunt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,400
Recovery premium funding allocation this academic year	£0
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	£75,400

# 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 Early Help. 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.

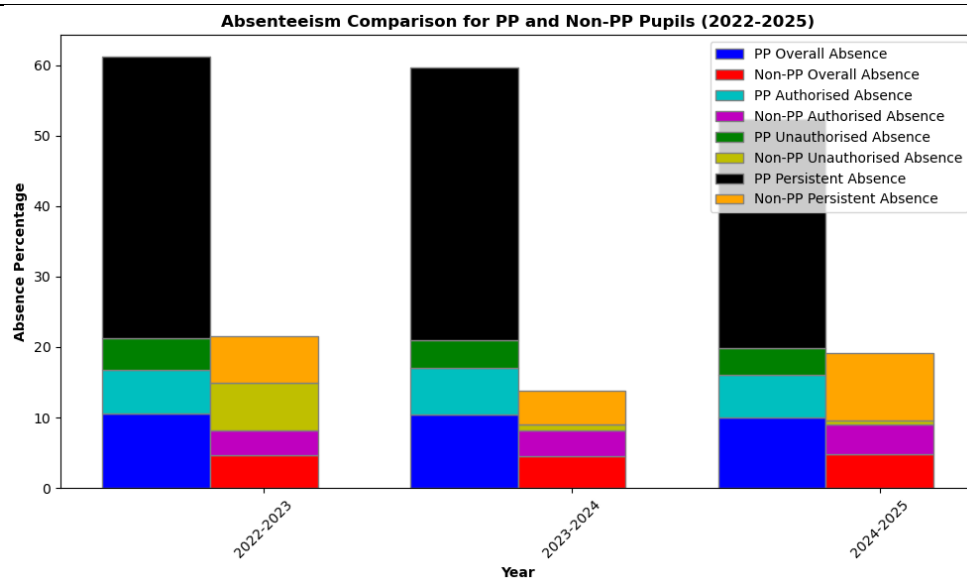
We recognise the limited life experiences of some our disadvantaged and vulnerable pupils and we consider the extent to which we provide **all** learners, particularly our most disadvantaged and vulnerable, with enriching experiences that equip them with the essential knowledge they need to succeed in 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.

## 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 have identified that more than 10% of pupils enter school with significant speech and language challenges. Despite the school's dedicated efforts to address these gaps, we continue to observe the adverse effects this has on the education and wellbeing of many disadvantaged and vulnerable pupils. We acknowledge that poor speech and language skills in EYFS and KS1 can profoundly impact a child's academic, social, and emotional development and these challenges may lead to long-term difficulties in reading, writing, and social interaction.

	<p>Through assessments, observations, and ongoing dialogue with staff and parents, we have identified a significant concern regarding early speech and language development. Data indicates that over 10% of pupils are entering school with substantial speech and language difficulties.</p> <p>Despite the school's efforts to address these developmental gaps, the challenges persist—particularly among disadvantaged and vulnerable pupils. These difficulties are not only affecting academic progress but are also having an impact on pupils' overall wellbeing.</p> <p>We recognise that underdeveloped speech and language skills in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) can have far-reaching consequences including delays in reading and writing proficiency; barriers to effective social interaction; increased risk of emotional and behavioural difficulties and long-term academic underachievement.</p> <p>Addressing speech and language needs at the earliest stage is critical. Continued investment in targeted interventions, staff training, and collaborative work with families and specialists will be essential to mitigate these challenges and support every child's right to thrive.</p>
2	<p>Through observations and engagement with staff, pupils, and families, we have identified that several children within our school community have been exposed to multiple Adverse Childhood Experiences (ACEs) and the school is frequently approached by families seeking support for concerns, as well as broader welfare needs. The presence of ACEs and associated Social, Emotional, and Mental Health (SEMH) needs can have a profound impact on a child's ability to engage with learning and thrive in a school environment.</p> <p>We prioritise emotional wellbeing, trauma-informed practice, and working with families and external agencies. We aim to support these pupils to regulate their emotions and behaviour; increase engagement and participation in learning and raise academic attainment. Continued investment in staff training, early intervention strategies and targeted support services is essential to ensure all pupils have the opportunity to succeed.</p>
3	<p>Observations and discussions with pupils and families have revealed a lack of enrichment opportunities beyond the local area. This deficiency has led to limited life experiences, general knowledge, and vocabulary, which are essential for accessing the curriculum. These limitations are particularly pronounced among our disadvantaged and vulnerable pupils.</p>
4	<p>Through ongoing conversations with pupils and families, we have identified a lack of enrichment opportunities beyond the immediate local area. This limitation has resulted in reduced exposure to diverse experiences. The absence of broader life experiences has contributed to gaps in general knowledge and vocabulary acquisition. These challenges are especially evident among our disadvantaged and vulnerable pupils.</p> <p>To bridge this gap, we aim to provide pupils with a wide range of enrichment experiences that extend beyond the classroom and local community. This includes educational visits, cultural exposure and extracurricular activities that broaden horizons and support academic and personal growth.</p>
5	<p>Our assessments and observations indicate that absenteeism is negatively impacting on the progress of some of our disadvantaged pupils.</p>



<b>2024-2025</b>				
	<b>Absence overall</b>	<b>Authorised absence</b>	<b>Unauthorised absence</b>	<b>10% persistent absence</b>
<b>PP</b>	10.0%	6.1%	3.8%	32.5%
<b>Non-PP</b>	4.8%	4.2%	0.6%	9.5%
<b>2023-2024</b>				
<b>PP</b>	10.5%	6.6%	3.9%	38.7%
<b>Non-PP</b>	4.5%	3.7%	0.8%	4.8%
<b>2022-2023</b>				
<b>PP</b>	10.6%	6.1%	4.5%	40.0%
<b>Non-PP</b>	4.7%	3.5%	6.7%	6.7%

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Admissions data indicates a consistent number of mid-year transfers into the school. While the school has established systems and procedures to support the integration of new pupils, these transitions can present challenges. Mid-year admissions often involve pupils joining the school with varying educational backgrounds, curriculum coverage, and levels of attainment. This can lead to disruption in learning, gaps in knowledge and skills and social and emotional adjustments for children. We recognise that these challenges can be particularly pronounced for vulnerable pupils, potentially compounding existing barriers to learning and affect overall attainment.

To mitigate the impact of mid-year admissions, the school continues to refine its induction processes, provide targeted academic and pastoral support and monitor progress closely to ensure all pupils are given the opportunity to succeed.

## 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><b>1. Quality first teaching (QFT)</b>            Quality First Teaching (QFT) is consistently embedded across all year groups and subjects. A key feature of our approach will be the integration of speaking and listening into all areas of the curriculum, wider learning experiences, and daily school life.            We foster a culture where pupils are encouraged to “have a go” and feel safe to express themselves. Staff model high-quality vocabulary and language use and provide effective verbal feedback that redirects or refocuses pupils’ actions to support learning goals.            Through this approach, children are supported to:</p> <ul style="list-style-type: none"> <li>• Articulate their ideas clearly and confidently</li> <li>• Develop deeper understanding through dialogue</li> <li>• Engage meaningfully with others through spoken language and active listening</li> </ul> <p>Strong oracy skills are foundational for academic success and lifelong learning. By prioritising these skills, we aim to reduce the attainment gap between our disadvantaged pupils and their peers nationally, equipping all children with the tools they need to succeed.            The attainment gap between the school’s disadvantaged pupils and others nationally will be reduced.</p>	<p>The school’s engagement in the Voice 21 project is equipping staff with the skills and confidence to embed oracy across the curriculum, teaching, and wider school life. Speaking and listening are intentionally built into all curriculum areas, with a strong emphasis on vocabulary development and structured verbal expression.            The curriculum is well-sequenced, and knowledge is delivered in manageable, bite-sized chunks that are revisited regularly to reinforce learning. Teachers model vocabulary and sentence structures, enabling pupils to develop their own ideas and articulate them clearly. This approach reduces cognitive load and supports all learners, particularly those who are disadvantaged or vulnerable.            Pupils are encouraged to:</p> <ul style="list-style-type: none"> <li>• Ask and answer questions confidently</li> <li>• Explain their thinking and ideas</li> <li>• Engage in structured debate and discussion</li> <li>• Take risks in a safe and supportive environment.</li> </ul> <p>Additional educational support is informed by the latest research on effective teaching and learning strategies. Provision is timely, appropriate, and tailored to meet individual needs.            Key features include:</p> <ul style="list-style-type: none"> <li>• Targeted interventions that address and close gaps in learning</li> <li>• Pre-teaching to build confidence and readiness for new content</li> <li>• Fluid movement between phonics groups based on ongoing assessment</li> <li>• Speech and language programmes delivered in collaboration with the Speech and Language Therapy Service.</li> </ul> <p>These strategies are designed to ensure that all pupils, including those who are disadvantaged or vulnerable, make expected or better progress across all subjects.</p>

	<p>The development of strong oracy skills is central to this vision, laying the foundation for academic success and lifelong learning.</p>
<p><b>2. Mental Health and Well-Being</b></p> <p>The school is committed to achieving and sustaining improved wellbeing for all pupils, with a particular focus on those who are disadvantaged or vulnerable. We recognise that positive mental health and emotional resilience are essential foundations for learning, personal development, and long-term success.</p> <p>We ensure that pupils' SEMH needs are identified early and met through a combination of universal, targeted, and specialist support. Our approach includes:</p> <ul style="list-style-type: none"> <li>• A nurturing and inclusive school environment</li> <li>• Strong relationships between staff and pupils</li> <li>• Access to pastoral care and wellbeing interventions</li> <li>• Collaboration with external agencies and mental health professionals</li> </ul> <p>By prioritising wellbeing, we aim to:</p> <ul style="list-style-type: none"> <li>• Enhance pupils' ability to engage with learning</li> <li>• Reduce barriers to achievement</li> <li>• Promote emotional literacy and resilience</li> <li>• Foster a sense of belonging and safety within the school community.</li> </ul>	<p>Pupils, including those who are disadvantaged or vulnerable, feel well supported and experience positive mental health and wellbeing. This strong foundation enables them to engage more fully in learning, resulting in raised attainment and accelerated progress.</p> <p>The school provides a range of evidence-based interventions to support pupils' emotional readiness for learning. These include:</p> <ul style="list-style-type: none"> <li>• Play Therapy to support emotional expression and resilience through structured play</li> <li>• Speech and Language Support to enhance communication skills and confidence</li> <li>• ELSA Intervention to help pupils understand and manage their emotions.</li> </ul> <p>These targeted approaches ensure that vulnerable pupils are well supported, both emotionally and academically. By addressing barriers to learning and promoting emotional wellbeing, the school creates the conditions necessary for all pupils to thrive.</p>
<p><b>3. Bridging the Cultural Capital and Vocabulary Gap</b></p> <p>Our curriculum is designed to provide all pupils with a broad range of cultural experiences and enrichment opportunities. These experiences are carefully planned to extend pupils' general knowledge, deepen their understanding of the world, and enhance their life experiences beyond the classroom.</p> <p>Discussions, structured conversations, and exposure to new vocabulary are embedded throughout the curriculum. Pupils are encouraged to explore language in context, engage in meaningful dialogue and apply new vocabulary across subjects and settings.</p> <p>This approach supports:</p> <ul style="list-style-type: none"> <li>• The development of confident, articulate communicators</li> <li>• A richer vocabulary that enhances reading, writing, and comprehension</li> </ul>	<p>All pupils, including those who are disadvantaged or vulnerable, are supported to participate fully in school life. A key priority is ensuring that every child has the vocabulary and communication skills necessary to access learning and express themselves confidently.</p> <p>Engagement in the Voice 21 project has equipped staff with effective oracy strategies, including the use of stem sentences, to support structured talk and clear expression. These approaches empower pupils to make themselves understood and to engage meaningfully in classroom dialogue.</p> <p>High expectations in reading encourage pupils to read widely and frequently for pleasure. The inclusion of culturally significant texts not only enriches vocabulary but also contributes to pupils'</p>

<ul style="list-style-type: none"> <li>• Greater engagement with curriculum content</li> <li>• Improved academic outcomes, particularly for vulnerable pupils.</li> </ul>	<p>cultural capital and understanding of the wider world.</p> <p>A wide range of enrichment opportunities further enhances pupils' experiences and learning. These include:</p> <ul style="list-style-type: none"> <li>• Local area visits</li> <li>• Farm visits</li> <li>• Participation in the Food for Life programme</li> <li>• Use of CLS (Curriculum Linked Support) resources</li> <li>• Engagements with the Fire Service</li> <li>• Creative "hooks" to inspire lessons.</li> </ul> <p>These experiences broaden pupils' horizons, deepen their understanding, and provide meaningful contexts for language development.</p>
<p><b>4. Reducing inequalities</b> As far as powers allow, any underlying inequalities between disadvantaged, vulnerable pupils and others will be addressed.</p>	<p>Additional funding is strategically allocated to ensure it reaches the pupils who need it most. This funding makes a significant and measurable impact on their education and overall wellbeing. By addressing and removing barriers to learning, we enable all pupils, particularly those who are disadvantaged or vulnerable, to make sustained progress.</p> <p>We support parents to engage with their child's learning. This partnership between home and school strengthens pupil outcomes and reinforces a shared commitment to success.</p> <p>Staff and pupils alike maintain high expectations and a strong belief in every child's potential. This culture of ambition is especially important for our disadvantaged and vulnerable pupils, helping to raise aspirations and broaden future opportunities.</p> <p>To ensure equity and inclusion, Pupil Premium (PP) pupils are supported with:</p> <ul style="list-style-type: none"> <li>• School uniform provision</li> <li>• Subsidised or fully funded educational visits</li> <li>• Access to breakfast club and after-school clubs.</li> </ul> <p>These measures help to remove financial and social barriers, ensuring all pupils can fully participate in school life and benefit from the full range of educational opportunities.</p>

<p><b>5. Attendance</b></p> <p>Pupils, including those who are disadvantaged or vulnerable, enjoy learning and are motivated to attend school regularly. A positive school culture, engaging curriculum, and supportive relationships contribute to high levels of pupil enthusiasm and participation.</p> <p>Parents value education and increasingly recognise the long-term impact of poor attendance on their child’s academic outcomes and life chances. The school works closely with families to reinforce the importance of regular attendance and to build strong home-school partnerships.</p> <p>Robust systems and procedures are in place to monitor attendance, identify patterns of concern, and intervene early. These include:</p> <ul style="list-style-type: none"> <li>• Regular attendance tracking and analysis</li> <li>• Clear communication with families about expectations and responsibilities</li> <li>• Identification of barriers to attendance</li> <li>• Tailored support and intervention to address individual needs.</li> </ul> <p>These measures ensure that attendance is prioritised and that all pupils are supported to attend school consistently and thrive in their learning.</p>	<p>The school provides a safe, secure, and nurturing environment where all pupils can flourish. Safeguarding is a core priority, and pupils feel valued, respected, and supported in their learning and personal development. The school uses data effectively to track attendance patterns and identify pupils at risk of becoming persistently absent (PA). This proactive approach enables timely intervention and support for both pupils and their families.</p> <p>Parents are well-informed about the school’s expectations regarding attendance. Clear communication and consistent messaging help reinforce the importance of regular school attendance and its impact on pupil outcomes.</p> <p>We are committed to understanding the underlying causes of absence. The school works collaboratively with a range of external agencies to provide tailored support for families, addressing challenges and removing barriers to attendance wherever possible.</p>
<p><b>6. Mobility</b></p> <p>The school welcomes a number of pupils at times other than the usual entry points. We recognise that joining a new school mid-year can be a significant transition, and we are committed to ensuring that all new intakes feel well supported and ready to learn from the outset.</p> <p>Our induction procedures are designed to help new pupils settle quickly and confidently. These include:</p> <ul style="list-style-type: none"> <li>• A warm and inclusive welcome</li> <li>• Tailored support to meet individual academic and emotional needs</li> <li>• Peer buddy systems to foster friendships and belonging</li> <li>• Early assessments to identify learning needs and inform planning.</li> </ul> <p>By prioritising a smooth transition, we ensure that all pupils, regardless of when they join, are able to access the curriculum, build</p>	<p>There is strong communication with pupils’ previous schools, ensuring that relevant academic and pastoral information is shared in a timely manner. Families receive clear and comprehensive information prior to their child starting, helping to ease the transition and set expectations.</p> <p>New pupils are supported through a structured induction process, including the assignment of a peer buddy to help them settle in, build friendships, and navigate school life with confidence.</p> <p>Entry data is used to establish clear baselines, and progress is closely monitored. Current data shows that pupils who join mid-year typically make expected or better progress from their starting points, demonstrating the effectiveness of the school’s transition and support strategies.</p>

relationships, and make strong progress from their starting points.

## 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 £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in second year of Voice 21 project Disseminate good practice -staff meetings; coaching and mentoring Teachers to embed strategies	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Visits, visitors to school Enrichment activities Support with cost of school uniform, trips, purchase of key resources, milk and breakfast club Offer lunchtime and after school clubs	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Purchase NFER reading tests Leics Library Lending Service subscription Increase library books –fiction and non-fiction with an EDI focus	Reading framework	4
New admissions packs Peer buddy Assessment on entry		6

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	EEF Pupil Premium guide	1, 2 and 6
Employ LSAs to support identified pupils		

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

Budgeted cost: £7,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO/LA referrals where/when appropriate	DfE “Working Together To Improve Attendance”	5
ELSA to complete supervisory sessions and support identified pupils	<a href="https://www.elsanetwork.org/about/">https://www.elsanetwork.org/about/</a> EEF Social and Emotional Learning.pdf <a href="https://mentallyhealthyschools.org.uk/resources">https://mentallyhealthyschools.org.uk/resources</a>	2
Referrals to play therapist	EEF Social and Emotional Learning.pdf <a href="https://mentallyhealthyschools.org.uk/resources">https://mentallyhealthyschools.org.uk/resources</a>	2

**Total budgeted cost: £75,400**