

Pupil premium strategy statement – The Federation of Trosnant Schools

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-----------------------------------|
| Number of pupils in school | 404 (165 Infants and 239 Juniors) |
| Proportion (%) of pupil premium eligible pupils | 62% (55% Infants and 68% Juniors) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024/5 - 2026/7 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Governing Board |
| Pupil premium lead | Clive Mulligan |
| Governor Lead | Dave Thornbury |

Funding overview

| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | £145,093 (Infants) £228,611 (Juniors) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £373,704 |

Part A: Pupil premium strategy plan

Statement of intent

Trosnant Infant and Junior Schools are thriving and popular schools, providing high quality primary education for **all** children and their families at the heart of the community in the Leigh Park area of Havant. This all begins with excellent early years provision.

At Trosnant, the federation's values are based on a positive 'Growth-Mindset' approach to life and learning. This means that we:

- Encourage children to go for **goals**
- Promote the importance of **resilience**
- Offer wide ranging **opportunities** through our Curriculum
- Develop a strong sense of **working together**

This is all underpinned by a culture of mutual **respect** and is captured by our 'Values Tree'.



As children progress through the schools, we build strong links with local secondary schools, which ensures effective transition when the time comes for children to move on to the next stage of their education.

Families also benefit from having an independent local Nursery on site, working in close partnership with them to ensure a successful and happy transition for those children joining Trosnant Infant School.

The federation has an evolving, exciting and engaging curriculum, effective teaching, a focus on core skills and an offer of a wide range of unique opportunities.

The staff and governors have high expectations for all our children ensuring everyone can achieve their best, within a caring, nurturing and inclusive environment, which recognises the individuality of each child and ensures:



Everyone will achieve their best!

Our ultimate objective in specifically ensuring disadvantaged pupils can achieve their best is to ensure we work towards offsetting any deficit in **social, cultural and financial capital** through effective use of our Pupil Premium funding. This strategy is linked closely to the aims of our Federation Improvement Plan (FIP) and to continuous professional development (CPD) plans in order to achieve this.

This year (2024-25) improvement work, including the activities detailed in this strategy, is focused on **precision** in teaching and learning, providing wider **opportunities** and closing and closing the disadvantage gap for **Pupil Premium** pupils (**POP**).

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 - in all areas of Early Years Foundation Stage Profile (<i>FIP – Goals Target 3</i>) |
| 2 | Mental health and well-being (<i>FIP – Resilience Target 2</i>) |
| 3 | Cultural capital and wider opportunities (<i>FIP – Opportunities Target 2</i>) |
| 4 | Parent / carer engagement and school attendance (<i>FIP – Working together Target 2</i>) |
| 5 | Learning behaviours and attitudes (<i>FIP – Respect Target 1</i>) |

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>To tackle Educational Disadvantage in our school community by maintaining a particular focus on those in receipt of Pupil Premium.</p> <p>This will accelerate progress from low starting points in order to close attainment gaps and raise aspirations. (G3)</p> | <p>2024-25 - ARE at least 58% for PP and all pupils.</p> <p>No PP gap in reading and maths. (72% and 78%)</p> <p>PP gap reduced to no more than 8% in writing.</p> |
| <p>To provide well-targeted support for good mental health and Well-being based on the federation's 'Thrive' approach, tiered interventions and Personal Development Learning (PDL) Curriculum.</p> <p>This will ensure good engagement in learning, through positive emotional and physical literacy. (R2)</p> | <p>Thrive profiles and Emotional Support Plans indicate PP pupils show developmental progress.</p> |
| <p>To broaden children's essential knowledge and experiences by enhancing their cultural capital.</p> <p>This will develop the impact of the 'Uniqueness Curriculum', Forest School and its associated Environmental projects, work towards 'Art Mark', and planned opportunities for HAPS. (O2)</p> | <p>PP children demonstrate knowledge of cultural experiences through discussions and reflection.</p> <p>Participation in Forest School sessions with PP pupils articulating their learning of local ecosystems and conservation.</p> <p>Achievement of specific milestones towards the 'Art Mark' recognition, including PP pupil participation in various art forms and exhibitions.</p> <p>Identification and implementation of tailored learning opportunities that challenge and engage PP HAPS.</p> |

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|--|---|
| | <p>High levels of PP pupil participation in all activities related to the wider curriculum.</p> <p>Observable enthusiasm and curiosity in PP children as they explore new topics and experiences.</p> |
| <p><i>To secure the best possible outcomes for all pupils by continue to implement the Back-to-Basics approach.</i></p> <p>This will ensure good attendance, build a trauma-informed toolkit to support identified PP children and enhance the impact of our Family Support team. (W2)</p> | <p>2024-5 attendance gap for PP pupils to be <1% compared to all pupils.</p> <p>Completed trauma-informed toolkit used effectively by staff.</p> <p>Increased participation and positive feedback from families receiving family support.</p> |
| <p>To enable all pupils to demonstrate positive learning behaviours, and develop confident and appropriate pupil voice.</p> <p>This will ensure engagement in positive social and community activities which promote inclusion, diversity and British Values. (R1)</p> | <p>Evidence of positive learning behaviours in classrooms from PP pupils.</p> <p>PP pupils actively participating in discussions and decision-making.</p> <p>PP pupil engagement in wider community activities reflecting inclusion and diversity.</p> <p>Demonstrated understanding of British Values in PP pupil conferencing</p> |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,470 (infants) & £114,305 (juniors)

| | September 2024-2025 | | | | |
|---|---|---------------------|----------------------|----------------------|-----------------------|
| Activity | Evidence that supports this approach | Challenge addressed | Review December 2025 | Review December 2026 | Review September 2027 |
| <p>INFANTS: HLTA to provide classroom teaching support.</p> <p>LSA to provide additional classroom support.</p> | <p>Research into the deployment and impact of support staff who have achieved HLTA status - Final Report, Wilson et al, 2007 https://www.nfer.ac.uk/media/3abltag3/research_into_the_deployment_and_impact_of_support_staff_who_have_achieved_hlta_status_final_report.pdf</p> <p>Making Best Use of teaching Assistants, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | 1, 3, 5 | | | |
| <p>JUNIORS: HLTA to provide</p> | <p>Deployment of Teaching Assistants in schools Research Report, Skipp and Hopwood, ASK Research, 2019 https://assets.publishing.service.gov.uk/media/5d1397fc40f</p> | | | | |

classroom teaching support.

LSA to provide additional classroom support.

[0b6350e1ab56b/Deployment_of_teaching_assistants_report.pdf](https://www.tandfonline.com/doi/full/10.1080/13603116.2023.2184510)

The relative significance of contextual, process and individual factors in the impact of learning and support assistants on the inclusion of students with SEN, International Journal of Inclusive Education, Gasteiger-Klicpera and Barbara, 2023

<https://www.tandfonline.com/doi/full/10.1080/13603116.2023.2184510>

Use of teaching Assistants in Schools, DFE, 2024

https://assets.publishing.service.gov.uk/media/66e31878718edd81771316c5/Use_of_teaching_assistants_in_schools_research_report.pdf

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

Budgeted cost: £35,150 (infants) & £57,200 (juniors)

| | September 2024-2025 | | | | |
|---|---|---------------------|----------------------|----------------------|-----------------------|
| Activity | Evidence that supports this approach | Challenge addressed | Review December 2025 | Review December 2026 | Review September 2027 |
| <p>INFANTS: Thrive / Nurture / ELSA support</p> <p>Reading support</p> | <p>Impact of Thrive, thriveapproach.com: Impact of Thrive The Thrive Approach</p> <p>Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015) Microsoft Word - ELSA report 09.07.15 .docx</p> | 1, 2, 4, 5 | | | |
| <p>JUNIORS: ELSA support</p> <p>LSA support</p> <p>Reading support</p> <p>MeLSA support</p> | <p>A scoping review of the literature exploring & evaluating the ELSA intervention: Full article: A scoping review of the literature exploring and evaluating the emotional literacy support assistant (ELSA) intervention</p> <p>Can ELSA interventions support positive change in the wider school? Robertson H E 2021.pdf</p> <p>What works for Literacy Difficulties? The effectiveness of intervention schemes, 2020: Brooks's What Works for Literacy Difficulties?</p> | | | | |

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|----------------------|--|--|--|--|--|
| <p>Music Therapy</p> | <p>The Psychological Foundations of the MeLSA training programme, 2022: The Psychological Foundations of The Mediating Learning Support Assistant (MeLSA) Training Programme</p> <p>Evaluation of MeLSA training programme, 2023: "It's Just a New Way of Looking at Learning": Evaluation of the Mediating Learning Support Assistant (MeLSA) Training Programme</p> <p>Music Therapy with Children within mainstream schools, 2008: https://www.musictherapy.org.uk/admin/kcfinder/upload/files/Literature%20Review%202008.pdf</p> <p>The healing powers of music, 2024: The healing powers of music - The Lancet Child & Adolescent Health</p> | | | | |
|----------------------|--|--|--|--|--|

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

Budgeted cost: £40,800 (infants) & £63,608 (juniors)

| | September 2024-2025 | | | | |
|---|---|---------------------|----------------------|----------------------|-----------------------|
| Activity | Evidence that supports this approach | Challenge addressed | Review December 2025 | Review December 2026 | Review September 2027 |
| <p>INFANTS: Enrichment - Trip subsidy & Apple of My Eye food technology and healthy eating</p> <p>Attendance – Breakfast Club subsidy & minibus collections</p> <p>Parent Support: Family</p> | <p>Understanding school food systems to support the development and implementation of food-based policies and interventions. International Journal of Behavioral Nutrition and Physical Activity, Bryant et al, 2023 https://ijbnpa.biomedcentral.com/articles/10.1186/s12966-023-01432-2</p> <p>Thousands more children to benefit from free breakfast clubs, DFE, 2021 https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs</p> <p>Working with Parents to Support Children’s Learning, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> | 2, 3, 4, 5 | | | |

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|--|--|--|--|--|--|
| Support Team | | | | | |
| JUNIORS: Enrichment - Trip subsidy & Apple of My Eye food technology and healthy eating Attendance – Breakfast Club subsidy & minibus collections Parent Support: Family Support Team | | | | | |

Total budgeted cost:

Infant School £151,420

Junior School £235,115

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that the pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|------------------|-----------------|
| Thrive Approach | Thrive |
| Boxall Online | Nurture UK |
| Grammasaurus | Grammarsaurus |
| Kapow | Kapow Primary |
| Nessy: screening | Nessy Learning |