

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	401 (163 Infants and 238 Juniors)
Proportion (%) of pupil premium eligible pupils	56.4% Infants, 69.3% 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 2025
Date on which it will be reviewed	December 2026
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	£139,380 (Infants), £249,975 (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>	£389,355

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:



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
Accelerate progress for PP pupils and close attainment gaps	ARE at least 58% for PP and all pupils; close the PP gap in RWM to <2%
Improve mental health and well-being	Thrive Profiles and Emotional Support Plans show progress
Enhance cultural capital	PP pupils participate in Forest School, Art Mark projects, and enrichment activities
Improve attendance and engagement	Reduce PP attendance gap to less than 1%; positive family engagement
Promote positive learning behaviours and pupil voice	PP pupils demonstrate inclusion, diversity, and British Values

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 2025-26				
Activity	Evidence that supports this approach	Challenge addressed	Review December 2025	Review December 2026	Review September 2027
INFANTS: HLTA to provide classroom teaching support. LSA to provide additional classroom support.	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 Making Best Use of teaching Assistants, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Deployment of Teaching Assistants in schools Research Report, Skipp and Hopwood, ASK Research, 2019 https://assets.publishing.service.gov.uk/media/5d1397fc40f	1, 3, 5	• Greater access to high-quality first teaching for pupils requiring additional support. • Improved participation, confidence and independence for pupils with SEND. • Increased engagement in		

JUNIORS: HLTA to provide classroom teaching support. LSA to provide additional classroom support.	0b6350e1ab56b/Deployment of teaching assistants report.pdf 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		learning and readiness to learn. - Reduced gaps between disadvantaged pupils and their peers Next Steps: - Improved attainment and progress in reading, writing and mathematics for disadvantaged pupils through greater access to high-quality teaching, targeted support and timely intervention.		
---	---	--	---	--	--

			• Increased engagement, confidence and independence for pupils with SEND and other vulnerable learners, enabling them to participate successfully in classroom learning and make sustained progress from their individual starting points. • Reduced attainment gaps between disadvantaged pupils and their peers through effective deployment of HLTAs and LSAs that		
--	--	--	--	--	--

			complements teacher-led instruction and strength- ens inclusive classroom practice.		
--	--	--	---	--	--

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

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

	September 2025-26				
Activity	Evidence that supports this approach	Challenge addressed	Review December 2025	Review December 2026	
INFANTS: Thrive / Nurture / ELSA support Reading support	Impact of Thrive, thriveapproach.com: Impact of Thrive The Thrive Approach Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015) Microsoft Word - ELSA report 09.07.15 .docx 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 Can ELSA interventions support positive change in the wider school? Robertson H E 2021.pdf What works for Literacy Difficulties? The effectiveness of intervention schemes, 2020:	1, 2, 4, 5	Three-year attainment data shows: • Pupil Premium Eligible: Reading 33.3%, Writing 26.2%, Maths 37.2% (▲11.0%) • Not Pupil Premium Eligible: Reading 45.8%, Writing 35.3%, Maths 66.7% (▲31.4%)		

JUNIORS: ELSA support LSA support Reading support MeLSA support Music Therapy	Brooks's What Works for Literacy Difficulties? The Psychological Foundations of the MeLSA training programme, 2022: The Psychological Foundations of The Mediating Learning Support Assistant (MeLSA) Training Programme 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 Music Therapy with Children within mainstream schools, 2008: https://www.musictherapy.org.uk/admin/kcfinder/upload/files/Literature%20Review%202008.pdf The healing powers of music, 2024: The healing powers of music - The Lancet Child & Adolescent Health		Analysis: • PP pupils improved by 11%, but gaps remain significant, especially in Writing and Maths. • Non-PP pupils improved by 31.4%, widening the gap in core subjects. Next steps: • Intensify targeted interventions in Writing and Maths. • Strengthen parental engagement and attendance strategies.		
---	--	--	---	--	--

			Continue mental health and cultural capital initiatives.		
--	--	--	--	--	--

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

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

	September 2025-26			
Activity	Evidence that supports this approach	Challenge addressed	Review December 2025	Review December 2026
INFANTS: Enrichment - Trip subsidy & Apple of My Eye food tech and	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	2, 3, 4, 5	Analysis: Increased participation of disadvantaged pupils in educational visits,	

healthy eating Attendance – Breakfast Club subsidy Parent Support: Family Support Team	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 Working with Parents to Support Children's Learning, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents		enrichment activities and the <i>Apple of My Eye</i> food technology programme, broadening cultural capital and promoting healthy lifestyle choices. • Improved attendance, punctuality and readiness to learn for targeted pupils accessing Breakfast Club, supporting engagement and reducing barriers to learning. • Enhanced parental engagement through Family Support Team interventions, resulting in stronger home-school relationships and increased parental	
JUNIORS: Enrichment - Trip subsidy & Apple of My Eye food technology and healthy eating Attendance – Breakfast Club subsidy Parent Support:				

Family Support Team			confidence in supporting children's learning. Next Steps • Increase targeted access to trips, enrichment opportunities and healthy eating experiences for disadvantaged pupils to ensure equitable participation across all year groups. • Continue to monitor attendance data closely and prioritise Breakfast Club places for pupils with persistent absence or punctuality concerns. • Strengthen Family Support Team outreach by increasing parental workshops, early	
----------------------------	--	--	--	--

		intervention support and signposting to external agencies where appropriate.	
--	--	--	--

Total budgeted cost:

- Infant School: £139,380
- Junior School: £249,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of Outcomes (2024–25)

Outcomes for Disadvantaged Pupils

Three-year attainment data shows:

- **Pupil Premium Eligible:** Reading 33.3%, Writing 26.2%, Maths 37.2% (▲11.0%)
- **Not Pupil Premium Eligible:** Reading 45.8%, Writing 35.3%, Maths 66.7% (▲31.4%)

Analysis:

- PP pupils improved by 11%, but gaps remain significant, especially in Writing and Maths.
- Non-PP pupils improved by 31.4%, widening the gap in core subjects.

Next steps:

- Intensify targeted interventions in Writing and Maths.
- Strengthen parental engagement and attendance strategies.
- Continue mental health and cultural capital initiatives.

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