



Townfield Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

Our pupil premium strategy is underpinned by our Vision and Values, to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling all pupils and adults to flourish.

School Overview

Detail	Data
School name	Townfield Primary School
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers 2022-2026	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Local Academy Councillors
Pupil premium lead	Cath Kinnear
Governor / Trustee lead	Lee Stratton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1455 per child	£116,400
Recovery premium funding allocation this academic year £145 per child	£12,832
Pupil premium for children who are looked after £2530 per child	£15,180
Service children funding allocation this academic year £335 per child	£670

Total budget for this academic year	£145,082
--	----------

Part A: Pupil premium strategy plan

Statement of intent

At Townfield, we believe firmly that our vision 'Each and Every Child achieves their full potential' sits at the heart of our Pupil Premium and Recovery Fund spending.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies - The following strategies we use are:

- **Identifying Need** Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to Learning** We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

This table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> Our attendance data over the last year indicates that attendance for disadvantaged pupils was 93.8% compared to national figures 89.6%. During 22/23, 18.7% of disadvantaged pupils have been 'persistently absent' compared to 10.3% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	<ul style="list-style-type: none"> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families, notably due to cost of living, behavioural concerns and social inclusion. These challenges particularly affect disadvantaged pupils, including their attainment. Staff, parent and pupil self referrals for pastoral support remain high. 27 pupils (16 of whom are disadvantaged= 59%) currently require additional support with social and emotional needs.
3	<ul style="list-style-type: none"> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	<ul style="list-style-type: none"> 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.
5	<ul style="list-style-type: none"> Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils at KS2.

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 outcomes in early reading and phonics	% PP children at ARE will be at least 80% or above

Increase in overall attainment in Reading	% PP children at ARE will be at least 70% or above
Increase in overall attainment in Writing	% PP children at ARE will be at least 70% or above
Increase in overall attainment in Maths	% PP children at ARE will be at least 70% or above
Increase in overall attainment of RWM (combined measure)	
Emotional well-being and behaviour support of pupils and families	Children demonstrate increasing resilience Children settle quickly into school / lessons and disruptions are a rarity. Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention
Increased rates of attendance and punctuality	Overall attendance in line with NA (NA currently 96%) Gap between disadvantaged and others does not widen (currently approx. 4%) PA for all pupils remains broadly in line with NA and gap between disadvantaged and others continues to fall - currently .
Increased confidence and opportunity to develop Oracy and Spoken Language skills.	Children will have had more opportunities to develop Oracy and Spoken Language skills through the curriculum and other enrichment opportunities.

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: £ 59,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and coaching is an integral part of professional development. The use of quality feedback will improve pupils' attainment. Teachers will be clear on their own next steps and pupils' progress will be monitored continuously. Teachers will have time to review and monitor their practice, developing quality first teaching for all. Teachers will have adequate release time to provide or be provided with high quality feedback.	The EEF toolkit outlines that feedback adds 6 months progress. Metacognitive strategies 7 months and an increase in attainment.	3,4,5

<p>Develop subject leadership so that the curriculum meets the needs of all learners and subject knowledge develops, meaning that children receive high quality first teaching. We will release subject leaders to support class teachers with subject knowledge and pedagogy.</p> <p>Subject leaders and SENCO will attend planning and development for their subjects.</p> <p>Subject leaders, alongside leaders, will continuously evaluate the impact of their subject on disadvantaged pupils.</p>	<p>Curriculum knowledge will mean teaching is strong.</p> <p>Subject leaders will know about the impact on disadvantaged pupils through clear monitoring.</p>	3,4,5
<p>Through using a DfE approved Phonics Scheme RWI, leaders and teachers will continue to prioritise early reading teaching so that all children leave KS1 as competent readers.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £42,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm - The Wellcomm Intervention is a programme for children in Early Years. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions.</p> <p>NELI - The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years). The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. The intervention will be delivered in Reception</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3

RWI 1:1 (fast-track tutoring) Children who are behind age related expectations will have targeted reading interventions to improve Reading ability. The progress will be monitored during each session.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	3,4
School Led Tuition - disadvantaged children to receive tuition in R/W/M to raise attainment and close missed gaps. delivered by teacher or support staff. Children will have clearly identified targets.	The EEF toolkit states that this can add 5 months progress. That focused feedback will improve attainment.	2,3,4,5,6

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

Budgeted cost: £43,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Attendance Lead and team will be employed to ensure that children are in school and that PAs are supported, through the 'support, support, challenge' model. Attendance is tracked and children are in school everyday. The Attendance Lead will work with the EWO to improve attendance.	Research shows that children need to be in school everyday to achieve, this will also support emotional wellbeing.	1,2
The SENDCo and Pastoral Manager will work with families to improve wellbeing and increase parental engagement. They will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.	The EEF toolkit shows that 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.	1,2,3
The Pastoral Manager will work with children in a targeted way to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,4,5

Total budgeted cost: £ 145,082

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 2022 to 2023 academic year.

Attendance: The percentage of PAs diminished and is above national average.

Attainment: The percentage of disadvantaged children receiving GLD is above national. The percentage of children passing the Phonics Screening Check, KS1 R, W, M and Science and children are all above national. PP children achieving the expected level for R,W, M Combined at KS2 was below national average.

Teaching has improved across school due to rigorous coaching and monitoring. This is evident in pupil voice and books and verified by the Ofsted report (June 23).

The work of the Pastoral Manager is having a positive impact on families and children, targeted interventions have shown impact and parent workshops have been positively received.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Leadership Matters	Leadership Matters
RWI Development Programme	RWInc

Useful links:

[Teaching and Learning Toolkit | EEF](#)

[Home Recovery premium funding](#)

[Using pupil premium: guidance for school leaders](#)

[Home Pupil premium](#)

