# Pupil premium strategy statement –Town End Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school  | 239 |
| Proportion (%) of pupil premium eligible pupils | 37.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | Nov 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Christine Robson |
| Pupil premium lead | Christine Robson |
| Governor / Trustee lead | Christine Collins |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £102,490 |
| Recovery premium funding allocation this academic yearSchool led funding | £11,745£12,150 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £0 |
| **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* | £ 126,385 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Town End Academy’s main objective is to ensure that all disadvantaged children have the same opportunities and experiences which will ensure that they have access to an outstanding education where all barriers are removed. The pupil premium strategy plan works to ensure that there is a level playing field for all disadvantaged children. This plan identifies the barriers that disadvantaged children experience and seeks to overcome them. Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to disadvantaged children therefore allowing them to thrive in school and achieve their full potential. High quality teaching and learning are at the heart of this policy which is underpinned by understanding the areas where disadvantaged children require the most support. This approach has proven to be the most effective in narrowing the outcomes gap of disadvantaged children. It is also the intention that the strategies used by school sustain and improve the outcomes of non-disadvantaged pupils. The approaches we use do not assume the impact of disadvantage but will carefully assess and respond to the individual needs of children at Town End Academy. The key principles of this policy are; • To ensure that all disadvantaged children at Town End should reach their potential • To raise the aspirations of all disadvantaged children • To ensure that all children reach the attainment levels of non-disadvantaged children. • To develop the life chances of all disadvantaged children • To further develop the understanding of vulnerable children of the educational  opportunities available to them • To enrich the lives of disadvantaged children by developing their cultural capital and  wider curriculum experiences |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | The level of attainment of disadvantaged children in core subjects. Assessments have shown that disadvantaged children have been most significantly impacted by partial school closures and this is reinforced by national studies. |
| 2 | Attendance and punctuality of disadvantaged pupils. Attendance data shows that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils. Our assessments and observations have shown that absenteeism is negatively impacting disadvantaged children’s progress. |
| 3 | Early reading and phonics. Through careful assessment and observations, disadvantaged children have greater difficulties with phonics than their peers and this negatively impacts their development as readers. |
| 4 | Send provision: Internal data shows that 33% of school population (2year olds - year 6) have an identified SEND need. Of those children 53% are disadvantaged.  |
| 5 | Parental and community engagement Internal audits indicate that a lack of parental support and engagement among disadvantaged pupils negatively impacts pupils’ progress. |
| 6 | Wider curriculum experiences. School evidence shows that the effects of poverty on the opportunities that pupils are exposed to and the cultural capital opportunities that children are given negatively impacts all children in school. |

## 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.

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| Intended outcome | Success criteria |
| Disadvantaged children will have the same level of attainment as non-PP children in KS2 reading, writing and maths | Overall attainment of disadvantaged children in 2024/25 is in line with national figures and the gap between PP and on PP is closed |
| The attendance of disadvantaged children increases particularly for disadvantaged pupils | Attendance of disadvantaged pupils will be in line with or above national average. The rate of persistent absence (PA) to be in line with or below national average figures for disadvantaged pupils |
| Improved reading attainment among disadvantaged pupils | KS2 reading outcomes in 2024/25 for disadvantaged children are in line or above national average figures. |
| Improve phonics outcomes for disadvantaged children | Disadvantaged children outcomes of phonics screening in 2024/25 is in line with or above national average scores. |
| Improved outcomes among disadvantaged pupils identified with SEND | KS2 outcomes in 2024/25 show a reduction in the number of disadvantaged pupils working significantly below age related expectations. |
| Improved parental support and engagement among the families of disadvantaged pupils | Sustained high levels of parental support and engagement from 2024/25 demonstrated by; Qualitative date from pupil voice, pupil and parent surveys and teacher observations. |
| Eradicate the effect of poverty on education and improve opportunities for pupils to enrich their life experiences and deepen their knowledge and understanding of the curriculum. | Sustained high levels of pupil participation from 2024/25 demonstrated by; A significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

## 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: £ 5,000 - CPD (Sounds Write / Leadership – Quality First Teaching – leading change across the curriculum / NPQH /)

Smaller class sizes in Y 2 and 6 – staffing (/ Deputy head teaching time / coaching – £50,000, head teacher teaching / coaching time £30,000)

Quality TA interventions – all year group 20% of TA timetables = £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Offer an extensive CPD package for staff to help tackle some of the specific learning challenges. | * A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers.
* Upcoming external CPD opportunities shared with staff. • Extensive CPD package offered in school. School Development plan will highlight areas to be focussed upon and matched the identified school needs
* The 2019 EEF report says: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’
 | 1, 3, 6 |
| Reduce class/teaching group sizes to secure rapid progress towards the expected standard. | A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. By developing the classroom structures that support vulnerable pupils in school, class sizes can be reduced to facilitate the rapid progress towards the expected standard. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size | 1 |
| Increase capacity of Deputy Head teacher to provide coaching and mentoring for staff and small group intervention for targeted groups. | Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months.  A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. Through providing extended release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups. |  |
| Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventions | • Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions | 1, 3, 6 |
|  | One TA will be employed to focus and develop reading across KS1 / KS2 to ensure that a range of reading comprehension strategies are utilised. This will also include the targeted intervention in early reading and phonics through the delivery of our Sounds Write phonics approachhttps://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition |  |

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

Budgeted cost: £*23,000 – Dedicated TA*

SENCO – £15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase reading plus on resources to support the increasing number of vulnerable children across school, including those at risk of underachieving | The development of reading comprehension strategies supports disadvantaged children in their attainment in reading and accessing the wider curriculum. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies | 1, 3, 6 |
| Increasing time of a senco to support children and staff in school to increase speech and language services alongside Educational psychology and other agencies. | The June 2019 EEF report identifies the early identification of struggling pupils and their targeted support as a key component of and effective Pupil Premium strategy. • Evidence gathered by the EEF show that early intervention allows children to gain five months. • Evidence gathered by the EEF show that oral language interventions allow children to gain five months. | 1, 3, 6 |
| The use of digital technology to support structured interventions as well as enhanced remote learning offer. | Children across school have 1-1 Chrome Book / iPad use to support with their learning. | 1, 4 |
| Focussed Early years intervention to develop Early phonics and reading with Sounds Write support from a provider | Early reading and phonics are an essential element of the academic attainment of all children including disadvantaged children and EEF research highlights the impact of phonics and early years interventions on the progress of children. • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics | 1.3.6 |
| Maths intervention programme to develop understanding of the key maths information in Y6 | The maths mastery approach to the delivery of the maths curriculum provides significant progress to children and the EEF research highlights that this can add 5 months onto the progress of children’s attainment. • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning | 1, 3, 6 |

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

Budgeted cost: Assistant Head ( 25% of role £ 15,000)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies.  | Evidence gathered by the EEF show that parental engagement allows children to gain three months. https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/parentalengagement | 5 |
| Provide experiences for children that enrich the curriculum. | Evidence gathered by the EEF show that sports participation allows children to gain two months. • Evidence gathered by the EEF show that arts participation allows children to gain two months. • Evidence gathered by the EEF shows that outdoor adventure learning allows children to gain four months • The EEF recognise the impact non-academic strategies have on attainment: including improving attendance and behaviour. • https://educationendowmentfoundation.org.uk/educati on-evidence/teaching | 6 |
| Reward attendance, achievement and behaviour. | In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children. https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/behaviourinterventions | 1,2 |
| Parental engagement enhanced t | The EEF has evidenced the importance of parental engagement in school and this can add up to 4 months attainment for all children including vulnerable children. • https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/parentalengagement | 1,2  |

**Total budgeted cost: £**

*[ Teaching £105,000*

*Targeted Support £38,000*

*wider strategies - £15,000]*

*Total = £158,000 - £126,385 – Pupil Premium Funds*

 *£31,615 – School funds*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Key Stage 2

R/W/M

Reading = 17%

Writing = 0%

Maths = 13%

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| **The impact of that spending on service pupil premium eligible pupils** |
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| **Aims** | **Outcomes** |
| Improve Outcomes for pupils in Reception , especially CLL , speaking, Listening and Understanding | Data for PP children exiting Reception demonstrated an increase in skills in all strands. PP children were working in line for 20 strandsWriting and phoneme identification were highlighted as targets. NO gap was evident for GLD in PP and non. Data for PP children exiting Nursery improved throughout the year in al areas. Children exited Nursery in line in 18 syrands but were significantly behind in 10.Data for PP childen exiting the 2 year old provision showed that they were working below in most areas. Not enough progress was seen from Spring to Summer. |
| Higher rates of in year progress, especially KS2 eligible for PP | Progress was seen through internal data however end of KS2 outcomes showed 17% at expected in reading, no children in writing and 13% of children achieved expected in maths.In Y1, 36% of PP children passed the PSC compared to 87% Non PP. |
| Triangulated monitoring demonstrates that more teaching is judged as consistently good or better and pupils retain information. | Summer term monitoring ( New head took up position in April) has shown that this is an area for development. Focus on effective use of assessment within and across lessons, scaffolded approach for lower ability learners, new reading and writing process. |
| Accelerated progress for low / high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2 | This was not achieved, however, provision map is now in place and monitored through weekly leadership meetings. |
| Number of behaviour incidents reduced – reduction in exclusions. Improve pupil well being and ensure that they have all requirements to access learning at all times. | Behaviour trackers in place from Aut 1 ’22 to monitor all concerns. Previous year – 1 child temporary exclusion – now in behaviour link with named school from Sept ’23.1 child on temporary timetable – Named school North View – moved Sept ‘221 child temporary exclusion – placement at link secured – awaiting place. |
| Attendance for those pupils who need targeted support | Attendance officer now in place across the trust and newly appointed Assistant Head has this as a responsibility.  |
| Improved % of pupils reading at home and in school to improve outcomes. | Currently tracked and home school parents events delivered to all EYFS / KS1 and planned for KS2 Spring 1. |

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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |