# Pupil premium strategy statement –Town End Academy (2024/2025 – 2027/2028)

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

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| Detail | Data |
| Number of pupils in school  | 227 (sept 24) |
| Proportion (%) of pupil premium eligible pupils | 42% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | Sept 2024 |
| Date on which it will be reviewed | July 2025 |
| 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 | £ £94,720.00 |
| Recovery premium funding allocation this academic yearSchool led funding | £0£0 |
| 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* | £ 94720.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| As part of the ‘We Inspire Success and Excellence’ (WISE) Trust, Town End Academy's aim is to also further inspire ‘Positive Attitudes and Values'. We do this for all children, giving them the best possible foundations for leaving primary school to begin the next stage in their personal and academic journeys. Our prime areas for nurturing well-rounded individuals are: ➢ empathetic and professional staff supporting pastoral care of all of our children; ➢ Effective Quality First Teaching➢ A broad, ambitious and enriched curriculum; ➢ Focussed support and intervention where needed➢ Wider opportunities organised to develop positive experiences, attitudes and values; ➢ Fulfilling academic potential in line with age- appropriate expectations.It is in the best interests of all Town End Academy pupils that the funding is available to all who are recognised for being at a disadvantage and/or vulnerable - not only those who are eligible for funding. Frequent evaluation of the school; its curriculum and delivery; barriers faced by the school and its pupils; and internal data, are the driving factors to ensure the funding has maximum impact for all pupils. It is through deep knowledge of all of our children, that the school decides the best ways in which to allocate Pupil Premium to benefit the needs of all pupils.**Intent** ● Nurture the whole child to aspire to achieve their full potential in all aspects of their life. ● Strive to support pupils to achieve at least as well as their peers nationally throughout school. ● Deliver a robust and engaging curriculum that provides all children with opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life. ● Continue to close gaps in learning created during the Covid-19 school closures; the subsequent disruptions and other barriers we identify for our pupils.**Implementation** ● Continue to put every child’s pastoral care at the forefront of the education provided at Town End Academy. ● Deliver quality first teaching that engages all learners and identifies gaps in learning which are closed. ● Through a well sequenced curriculum, support pupils to be better learners with secure understanding of what is expected of them at each stage of school life and develop their metacognition skills. ● Provide early and effective interventions to target individual needs for the children who have the most significant gaps and/or who are not making expected progress. ● Enrich the wider curriculum to give all children opportunities and experiences to gain the knowledge and cultural capital to succeed at Town End Academy and beyond. **Impact** ● Pupils and families well-being, engagement with school and emotional health are improved. ● Gaps in children’s learning are closed, as seen in formative and summative assessments. ● Children’s attainment is in line with peers locally and nationally |

## 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 | A trend over the last 3 years of decreasing starting points linked to language acquisition.  |
| 2 | Reading across the school. The quantity of text in tests has proven texts to be very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge. |
| 3 | Limited understanding and mathematical fluency to apply mathematical skills to solve a range of reasoning problems across maths w |
| 4 | Home / school support with reading is lower in pupil premium children across school |
| 5 | 100% of social care referrals (CP, CIN and Early Help) are from pupil premium families ( as of Sept ‘24) |
| 6 | Parental and community engagement internal audits indicate that a lack of parental support and engagement among disadvantaged pupils negatively impacts pupils’ progress. (Parent evenings, information events eg Phonics and reading and celebration events) |
| 7 | 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. |
| 8 | Higher percentage of pupils eligible for pupil premium than both local and national figures. This is compounded by higher numbers of disadvantaged children belonging to more than one group e.g. with SEMH needs, SEND and/or EAL |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (2027/2028) 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 is in line with national figures and the gap between PP and on PP is closed |
| Improve phonics outcomes for disadvantaged children | Disadvantaged children outcomes of phonics screening is in line with or above national average scores. |
| Improved outcomes among disadvantaged pupils identified with SEND | KS2 outcomes show PP children with SEND achieve same outcomes as non PP send children |
| Improved parental support and engagement among the families of disadvantaged pupils | Sustained high levels of parental support and engagement comparative to non PP demonstrated by; reading record data, and attendance at parent sharing evenings. |
| 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 showing- A significant increase in pupil premium participation in enrichment activities (after school clubs, competitions, sporting events, music tuition) |

## 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: £ 15,000 - CPD (Sounds Write refreshers/ early years maths project/ launch pad /teaching and learning advocates project/ NPQEYL and NPQLT / mental health training)

Additional training in universal help strategies to support pupil premium families (Domestic abuse support, mental health support ) £1000

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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, 2,3 |
| 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 | 1,2,3 |
| Increase capacity of Deputy Head teacher and headteacher 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. | 1,2,3 |
| 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, 2,3 |
| Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventions | 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 | 1, 2,3 |

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

Budgeted cost: £ *10,000 Ta – addressing all behind ARE expectations in phonics x 4 afternoons, £10,000Y6 TA dedicated to facilitating interventions / AFL/ Ta supporting small group work across KS2 – £20,000, headteacher leading interventions and booster classes for Y6 PP and Y1 PP pupils £15,000 , deputy head leading booster classes £10,000*

SENCO supporting pupil premium fluency group and targeting Pupil premium send children for interventions– £8,000

Higher adult ratios – staffing in Year1 and 6 ( Deputy head teaching time / coaching – £40,000, head teacher teaching / coaching time £40,000)

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop fluency teaching with quality texts | 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 | 2,4 |
| 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 |
| 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 | 2 |
| 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 | 3 |

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

Organising and delivering parent / carer support events for pupil premium children x 3 times per year - £1000

Free after school club provision for pupil premium children - £6000

Forest school provision for Pupil premium children – x2 mornings per week - £8000

WISE pledge initiative to provide free cultural capital experiences for pupil premium children - £5000

Attendance based initiatives to support attendance of pupil premium children - £5000

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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 | 5,6,8 |
| 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 | 7 |
| 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 | 1,2,3 |
| Parental engagement enhanced  | 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 | 6 |

**Total budgeted cost: £**

*[ Teaching £16,000*

*Targeted Support £133,000*

*wider strategies – £25,000*

*Total = £174,000- £94,720– Pupil Premium Funds*

 *£79,280 – School funds*

# Part B: Review of the previous academic year (See 23/24 pupil premium statement)

## Outcomes for disadvantaged pupils

Key Stage 2

R/W/M

Reading =

Writing =

Maths =