# Pupil premium strategy statement (2023/2024)

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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.

## School overview

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| Detail | Data |
| School name | Town End Academy |
| Number of pupils in school  | 214227 (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)** | 2022 - 2025 |
| Date this statement was published | **September 2024** |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | C Robson |
| Pupil premium lead | C Robson |
| Governor / Trustee lead | C Collins |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (23/24) | £126,900 |
| Recovery premium funding allocation this academic year(23/24) | £10,766  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £137666  |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *We aim for all disadvantaged pupils to achieve age- related expectations or above. Our children will experience a broad, balanced and mapped curriculum that embeds cultural experiences and ensures that our curriculum offer includes a wide range of experiential learning opportunities.**Our strategy is to ensure that any barriers to learning are accurately and quickly diagnosed to ensure that both quality first teaching and targeted intervention have an effective impact in closing any attainment gaps.* |

## Challenges

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

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| Challenge number | Detail of challenge  |
| From low starting points (baseline) achieve upward trend on exiting EYFS and results moving closer / exceeding National averages across school | Achieve end of year targets as outlined Quality of teaching and interventions are judged to be consistently good and better across the school.Results to be in line with National Average |
| Achieve upward trend Y1/Y2 Phonics results moving closer to and achieving / exceeding national averages. | 100% of pupils to pass their PSC in Y2Children in Year 1 to meet or exceed national average for PSCEnsure all children in Key stage 2 (4 in Y3, 3 in Y4, 1 in Y5)receive Phonics until secure and have passed PSC |
| Achieve national average exit KS1 results. | Results to be in line or above with National AverageTermly progress for all groups |
| Achieve upward trend exit KS2 results moving closer to and achieving / exceeding national averages. | Results to be in line / above National AverageTermly progress for all groups |
| Achieve closer to national attendance and PA  figures | Attendance to be higher than National on a weekly basis and PA to be lower (following trend from 22/23 and 23/24) |

## 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 |
| Accelerated progress from base line assessments | GLD of 65% |
| Year 1 children accelerating progress to achieve PSC | PSC 85% |
| Year 2 children to achieve at least ARE in KS1 assessments | 75% combined Reading Writing and Maths |
| In year progress levels to be above expected  | +1.0 progress scores across Years 1-5 |
| Year 6 children to achieve at least ARE in KS2 standard assessments  | 70% combined R, W, M |

## 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: £ *[50,000]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Enhanced CPD offer for EYFS staff – focusing on* *-improved staff / child interactions to develop vocabulary*- *progression in expectations across 2 year olds – Reception in all classroom / curriculum areas* | It is a truth universally acknowledged, that vocabulary knowledge is crucial for pupils’ school successAlex Quiggley | 72 |
| *Diagnostic assessments to identify barriers to learning from 2’s – Y6* | “The diagnosis/​prognosis paradigm sits at the heart of great teaching and underpins what most would recognise as formative assessment. Ultimately, to know how best to teach pupils we need some understanding of what they are bringing to the classroom: of how their prior knowledge might lead to pre- and misconceptions”EEF | 60 |
| *Provision map of intervention across school* | “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,”EEF | 60 |

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

Budgeted cost: £ *[50,000]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Delivery of targeted intervention from intervention team – auditory and visual EYFS*Additional phonics Rec – Y6Fluency interventionsY3 – Y6Additional arithmetic Y6*Employ .5 teacher to supplement intervention team* | “The Education Endowment Foundation (EEF) says that phonics can help children make five months more progress in reading over the course of a year, and that it's more effective than other approaches like whole language or alphabetic methods. The UK Parliament says that research shows phonics is the most effective way to teach reading to children of all abilities and backgrounds”“Fluent readers can more easily understand complex topics and struggle less with difficult words. Fluency acts as a bridge between decoding and comprehension, which are the abilities to translate written words into sounds and understand the meaning of the language” | 10303020 |

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

Budgeted cost: £ *[37,666]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance team focus – first day response (home visits) |  | 15 |
| *Targeted SEMH support - Nurture* |  | 30 |
| *Additional capacity for child and family support / mental health .5* *L. Ritchie* |  | 35 |
| *School council targeting well being* |  | 12 councillors – Y1 - 6 |
| *Trips/ experiences linked to cultural capital provision ( Wise children’s pledge) are subsidised* |  | Whole school |

**Total budgeted cost: £** *[137,666]*

# 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 **2023 to 2024** academic year.

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|  **National figures for Pupil Premium children achieving combined reading, writing and maths was 45%. Town End academy pupil premium children achieved 55% combined.** |

## 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 |
| Sounds write (second year) | Sounds write |
| fluency | wise |

## Service pupil premium

##  funding (optional) N/A

*For schools that receive this funding, you may wish to provide the following information:*

|  |  |
| --- | --- |
| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# 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.** ***The Wise Pledge was introduced to ensure that all children have equality of access to enrichment opportunities. These are planned across every year group and grouped under personal development, leadership skills, citizenship and cultural education. This is presented to children as an individualised passport which is stamped after the completion of each experience.***
* ***Pupil Premium children are prioritised for after school clubs – provision is free and children are targeted to attend.***
* ***Pupil progress meetings are rigorously held across the year and pupil premium children’s achievement and attainment is closely monitored and adaptations to provision provided where achievement / attainment needs to improve.***
* ***Forest School has been implemented to ensure that our disadvantaged children have regular, planned access to outdoor learning***
* ***A mental health first aider addresses the needs of our disadvantaged children using both proactive and reactive programmes.***
* ***Our rigorous attendance strategies target our disadvantaged families through a range of supportive measures including parenting workshops, home / school initiatives and prioritised home visits.***
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