

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	Townlands C of E Primary Academy
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	17.5% (56 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23 and 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anne Hawksley & Louise Martinson
Pupil premium lead	Gayle Brown
Governor / Trustee lead	Dawn Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	68,385
Recovery premium funding allocation this academic year	7,540
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	75,925

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to meet the needs of all pupils to enable them to make good progress and achieve high attainment across the curriculum, thus ensuring no pupil is disadvantaged because of their socioeconomic context.

Key principles of our strategy:

A key principle of our strategy is a whole school approach to identifying pupils' needs through observations, discussion and data analysis. All pupils should receive quality first teaching and appropriate support to meet their needs, and ensure disadvantage is not a barrier to accessing wider experiences and high achievement.

We recognise the negative impact of social, emotional and mental health needs on pupils' wellbeing, personal development and academic progress and attainment. It is our aim to provide a safe, nurturing and supportive learning environment in which all pupils' needs are met in order that they can achieve improved outcomes, in particular our disadvantaged pupils.

Our ultimate objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, against national outcomes and also within internal school data.
- Overcome barriers to learning caused by individual circumstances.
- Develop children's vocabulary and communication skills to be able to express themselves confidently, including a focus on improving oracy.
- Ensure all pupils are able to read fluently and with understanding to be able to access a broad curriculum.
- Develop all pupils' cultural capital through access to a variety of wider experiences.
- Identify pupils who need mental health and wellbeing support.

Achieving these objectives:

- High-quality CPD for all teachers to ensure all pupils are accessing quality first teaching.
- Gaps in learning are identified quickly and interventions implemented to address them.
- Funding is targeted to provide individualised nurture support for pupils with social and emotional needs.
- Provision of additional experiences to ensure equal access to enrichment opportunities.
- Expanded pastoral team to support mental health and wellbeing of all pupils.

This list is not exhaustive and may change in response to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry Due to Covid19 disruption to pre-school learning - low attainment on entry to the Early Years Foundation Stage.
2	Oral language and communication Weak language and communication skills from EYFS through to KS2: assessment, observations, and continuous formative assessment indicate vocabulary gaps and underdeveloped oral language skills to express ideas.
3	Attendance Our attendance data indicates that attendance among disadvantaged pupils has been lower compared to non-disadvantaged pupils. The level of absenteeism is negatively impacting the progress, attainment and wellbeing of disadvantaged pupils.
4	Gaps in reading, writing, maths and phonics Summative and formative assessments indicate that the education and wellbeing of our pupils, in particular disadvantaged pupils, have been negatively affected by the partial school closures due to Covid-19. More pupils have fallen below Age Related Expectation due to gaps in knowledge.
5	Social, emotional, behavioural and mental health Our observations and discussions with pupils and families, and referrals to our Welfare Officer, have identified social and emotional issues for an increasing number of pupils. These challenges have become particularly apparent following the Covid-19 partial closures.
6	Wider enrichment All children engage in meaningful enrichment experiences, to develop an understanding of different cultural contexts, allowing them to access the full range of social and cultural capital on offer at the 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.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils (social, emotional, behavioural and mental health).	Sustained high levels of wellbeing from 2022/23 demonstrated by: - Qualitative data from student voice, student and parent surveys, and teacher observations. - Participation in enrichment activities, particularly among disadvantaged pupils. - Observations of improved learning behaviours in lessons.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increase in attendance rates to be at least in line with national average and at least in line with our school target of 96%.
To achieve improved outcomes in reading.	KS2 reading outcomes in 2023/24 to be at least in line with national pupil premium at 62.1% (2019).
To achieve improved outcomes in maths.	KS2 maths outcomes in 2023/24 to be at least in line with national for pupil premium at 67.4% (2019).
To achieve improved outcomes in writing.	KS2 writing outcomes in 2023/24 to be at least in line with national pupil premium at 67.5% (2019).
To achieve improved outcomes in Phonics Screening Tests PSC by the end of KS1.	Year 2 pupils to achieve higher than national. Currently national for pupil premium is 70.6% (2019).
Improving the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum and demonstrate improved oral language skills.	Writing moderation shows an increase in ambitious vocabulary used in writing. Learning Walks and lesson observations show an increase in children's verbal use of ambitious vocabulary. Subject leaders identify key vocabulary is taught effectively. Assessments, observations and discussions indicate significantly improved oral language among disadvantaged pupils.
Improved outcomes for children at the end of the Early Years Foundation Stage.	End of year GLD for pupil premium nationally 56.5% (2019)
Quality first teaching in every classroom to support progress and attainment of all pupils, particularly our disadvantaged pupils.	All teachers have access to regular CPD, both teaching and learning focused, and subject specific. Learning walks, lesson observations, book trawls and other triangulation of evidence indicates high standards of teaching across all year groups.
To close the gap caused by the disruption of the lockdowns during Covid 19.	National Tutoring Programme targeting children at risk of underachieving.

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.

Quality of Teaching

Budget cost: £22,804.68

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
High quality teaching and resources Establish Sounds Write systematic synthetic phonics programme, and related CPD, to implement the scheme and secure stronger phonics teaching for all pupils through daily, high-quality teaching and interventions. Purchase of decodable reading books to support implementation of Sounds Write Phonics scheme.	Based on extensive evidence, a phonics approach to teaching aspects of literacy has a positive impact on early reading skills (but not necessarily comprehension), particularly for disadvantaged pupils. EEF Phonics Teaching Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Sounds Write is a DfE validated SSP programme, meeting the DfE criteria. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	4 Training costs £1,470 Release time for training £1,232.10 Books £600
Professional development; mentoring and coaching Phase leads and subject leaders attend high quality training courses and then disseminate to ensure all staff receive ongoing CPD. CPD and experienced mentor support for ECT over a 2-year cycle. Fund ongoing teacher training and release time.	New DfE reforms on Early Career teaching and NPQs recognise that promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. https://www.gov.uk/government/publications/early-career-framework There is strong evidence that high quality teaching improves pupil outcomes, particularly the most disadvantaged. EEF School Improvement Planning 2021-22 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1, 2, 4, 6 Release time for mentor & ECT x 1 £1,067.82
High quality teaching; professional development Develop a whole-school oracy culture to improve the teaching and acquisition of oracy skills across all subject areas, so that all children can express their thoughts and communicate effectively.	Improved spoken language as a result of the explicit teaching of oracy skills. Research Review Series: English - framework for spoken language Research review series: English - GOV.UK (www.gov.uk) N Mercer, J Mannion and P Warwick – Oracy Education: The development of Young People's spoken language skills (2020)	2 Monitor impact through observation and pupil voice Release time for subject

		leaders £136.90
High quality teaching; professional development Improve the teaching and acquisition of vocabulary across all subject areas, so that all children can access the ambitious school curriculum, in order to improve outcomes. Staff CPD and monitoring of vocabulary test data from weekly and termly tests, and subject assessments.	Improved reading and writing as a result of children being exposed to a broader range of vocabulary, which they investigate and use in context. ‘Closing the Vocabulary Gap’ – Alex Quigley EEF Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Pupils’ vocabulary can be extended by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. EEF Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2 Monitor the impact on assessment data Teacher/Subject Leader time £136.90
High quality teaching; mentoring and coaching Ensure all teachers are confident in the delivery and planning of their reading and writing curriculum which meets the needs of all pupils, including those that are disadvantaged. Fund teacher release time for CPD and English Subject Leader to share practice and monitor through book trawls, observations and data analysis.	EEF Improving Literacy in KS1 & KS2 (links above) EEF recommendations for improving literacy in both key stages focus on phonics and reading fluency, comprehension, language skills and composition. Assessment and monitoring key to identifying needs and providing high quality, targeted interventions.	4 Release time for subject leaders CPD £136.90
High quality teaching; professional development Enhance our maths teaching and curriculum to ensure all teachers are confident in the delivery and planning of their maths curriculum to meet the needs of all pupils, including those that are disadvantaged, and develop children’s mastery of maths. Fund teacher release time for CPD and Maths Subject Leader to share practice and monitor through book trawls, observations and data analysis. Implementation of daily arithmetic practice across the whole school to close gaps.	EEF Improving Mathematics in the Early Years and Key Stage 1, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Improving Mathematics in Key Stages 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Both documents focus on CPD to improve the quality of teaching of mathematics alongside providing pupils with opportunities to apply their learning, discuss concepts using mathematical vocabulary, and regular assessment to identify prior knowledge and next steps, which is then acted upon.	4 Release time for subject leaders CPD £273.80

High quality teaching and resources; professional development Ensure all teachers are confident in the delivery and planning of their reading, writing and maths curriculum to ensure combined achievement (floor standard) remains at/above the national standard (2023 - 60%).	Improve pupil outcomes to ensure they achieve at least the minimum requirement in all three subjects. Provide all pupils with the knowledge and skills needed to be ready for the next stage in their education journey. There is strong evidence that high quality teaching improves pupil outcomes, particularly the most disadvantaged. EEF School Planning Support 2022-23 School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)	4 Teacher release time £7,474.74
High quality teaching and resources; professional development Embed the EYFS framework. Fund release time for teachers to focus on developing provision, including outdoor learning, and attend network meetings and other CPD. Provide resources, as needed.	Develop a curriculum for communication and language, making progress through knowing and remembering more. Communication and language - Help for early years providers - GOV.UK (education.gov.uk) Improved pupil outcomes in communication and language. Early years curriculum - a focus on communication and language - YouTube	1 EYFS Music Training costs and associated release time £583 + £82.14 Release time £2,135.64
High quality teaching and resources; professional development Create middle planning for curriculum subjects. Fund Subject Leader release time to develop additional layer of subject planning to support teaching and learning of the curriculum.	Develop curriculum leaders' medium-term planning, including the rationale for content choices and curriculum sequencing. Provide a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills. Education inspection framework - GOV.UK (www.gov.uk)	2, 4, 6 Release time £7,474.74

Targeted academic support

Budget cost: £3,709.34

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
Interventions to support language development, literacy, and numeracy; small group tuition Engage with the National Tutoring Programme to improve the outcomes for	Small group, targeted interventions aligned with specific children's needs and led by an experienced Tutor. Regular communication with class teachers to ensure learning is aligned with the learning in the classroom. EEF Teaching and Learning Toolkit Small Group Tuition	2, 4 Cost of the NTP to school £3,709.34

disadvantaged pupils, working at all attainment levels.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Interventions to support language development, literacy, and numeracy; Teaching Assistant deployment Teacher or trained TA interventions delivered to target children at risk of underachieving.	EEF Teaching Assistant Interventions Access to high quality teaching is the most important lever that schools have to improve outcomes for their pupils. Teacher-led interventions will ensure high-quality provision. Where TAs deliver interventions, for high average impact, they will be trained to deliver an intervention to an individual or small group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4 This is listed below in cost of the pastoral team
Supporting pupils' social, emotional and behaviour needs; Teaching Assistant deployment Effective deployment of Teaching Assistants to support key children and year groups, provide pastoral care and positive play at playtimes.	The pastoral team to support pupils who are struggling with their mental health and wellbeing. EEF toolkit suggests SEL support has a significant impact on attitudes to learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5 This is listed below in cost of the pastoral team
Interventions to support literacy Embed Accelerated Reader to promote reading for pleasure and develop assessment of reading. Training of teachers on monitoring pupil data and providing targeted support to address individual pupils' needs -to improve reading comprehension and reading achievement.	AR tests and quizzes provide regular assessment information to inform interventions. Improved attitudes towards reading for pleasure. EEF Accelerated Reader (re-grant) – teaching staff perceive positive impacts on pupil reading ability, reading stamina and attitudes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial National Literacy Trust – Children and young people who use Accelerated Reader tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use Accelerated Reader. https://literacytrust.org.uk/research-services/research-reports/reading-enjoyment-behaviour-and-attitudes-pupils-who-use-accelerated-reader/	2, 4
Interventions to support language development and literacy; Teaching Assistant deployment Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	These are delivered by trained TAs on a daily basis. EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4 This is included in the costs of TAs.

Wider strategies

Budget cost: £84,027.98

Activity	Evidence that supports this approach	Challenge number(s) addressed & costs
Supporting pupils' social, emotional and behavioural needs; communicating with and supporting parents Develop pastoral team: Mental Health Lead (Coordinate the school's provision of mental health needs and oversee the mental health interventions that will take place in school). Pastoral Behaviour Support Worker/Forest School Leader (Targeted support for the emotional development of children and young people in school)	Improves pupils' development of self-esteem, social skills and ability to cope with stress. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF guidance report includes explicit teaching of SEL skills. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5 Cost of the pastoral team £82,399 Train new Mental Health Lead £395 Forest school £85 Autism training £210
Supporting attendance Attendance manager to contact parents on first day of absence. Follow the school procedure and policy covering attendance. Four letters home plus an invitation into school to discuss the importance of attendance and overcoming barriers to attendance, before referring on to the Local Authority Attendance Improvement Service (AIS).	Attendance has an impact on children's learning; children need to be in school to learn. In order to raise the performance of disadvantaged pupils, NFER research suggests that addressing attendance is a basic strategy which underpins other strategies, such as quality first teaching. https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-articulating-success-and-good-practice/	3 This is covered in the cost of the office team.
Extracurricular activities; breakfast club Enrichment opportunities provided, including trips, clubs and visits to school.	During school closures, children missed enrichment opportunities which contribute to their cultural capital. We will rebuild the school's extracurricular offering and ensure all children are able to take part regardless of financial situation. EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6 Leicestershire music service £100 Books £24

Communicating with and supporting parents Pupil Premium children also receive a carton of milk per day.	Support with the purchase of school uniform promotes inclusion for those in need. Pre-loved uniform shop. EEF findings on School Uniform indicate that it can have a successful role in developing the ethos of the school and improving behaviour and discipline, when combined with other school improvement strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6 Cost £240
Supporting pupils' social, emotional and behavioural needs Develop opportunities for child-led worship and spirituality.	Support pupils with their spiritual, moral, social and cultural development. Ensure all pupils demonstrate self-respect, a sense of identity and self-worth, and in turn, value and respect others, and build positive relationships. Improve pupils' individual wellbeing and the wellbeing of the school community. Social and Emotional Learning is shown to support disadvantaged pupils with improving self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5 Release time £574.98

Total budgeted cost: £ 110,542

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.

During the academic year 2022-2023, we achieved an Ofsted grading of Good and a SIAMS inspection Excellent.

The National Tutoring Programme continued throughout the year and was extended to focus on both English (reading fluency, comprehension, phonics and spelling) and maths. The programme evolved in response to teachers' assessments to ensure it targeted where there was greatest need, providing support for children at risk of underachieving. Due to its positive impact, the NTP is to continue in 2023/24.

The EYFS curriculum has been embedded to ensure a positive start to school for our youngest children and additional staff have been trained to deliver Sounds-Write (a structured synthetic phonics programme) through high-quality phonics lessons and interventions to enable all children to 'keep up'.

Our pastoral team, including the Mental Health Lead and Behaviour Support, engaged with both children and parents to provide help and advice. Addressing behavioural, social and emotional needs has been a priority to ensure children are able to settle into the school routine, arrive every day ready to learn and regulate their behaviour in and around the school. Support is provided during the school day and through after-school pastoral clubs, in order to reach all children in need.

Our pre-loved uniform shop opened this year to provide all families with the opportunity to purchase school uniform at greatly reduced prices.

This year, we also built upon our extracurricular offering (post-pandemic) by extending the enrichment opportunities open to our children. For example: charitable fundraising events; Church & Remembrance services; after-school clubs; residential trip; book fair; music ensembles; sporting competitions; and enrichment visits, such as Severn Trent Water and a local beekeeper. Our outdoor wildlife area was rejuvenated to provide a place for outdoor learning and developing spirituality.

Statutory assessment data for 2022/23 for Pupil Premium pupils:

Year 2 – Reading writing and maths			
<i>No. of pupils</i>	<i>% of cohort</i>	<i>TA – ARE %</i>	<i>National ARE %</i>
6	13	16.7%	40.2%
Year 2 – maths			
6	13	50%	55.6%
Year 2 – Reading			
6	13	50%	53.7%
Year 2 – Writing			
6	13	16.7%	44.3%

Year 6 – Reading writing and maths			
<i>No. of pupils</i>	<i>% of cohort</i>	<i>SATs Test</i>	<i>National ARE %</i>
8	14.8%	37.5%	44%
Year 6 – maths			
8	14.8%	50%	58.8%
Year 6 – Reading			
8	14.8%	50%	60%
Year 6 – Writing			
8	14.8%	37.5%	
Year 6 – Grammar, Spelling & Punctuation			
8	14.8%	50%	58.8%