



Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding (and recovery premium) 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	Town Field Primary School
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Helena Honeybone
Pupil premium lead	Mat Brandham
Governor / Trustee lead	Jeremy Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	193,515
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	193,515

Part A: Pupil premium strategy plan

Statement of intent

We aim for our curriculum provision to support all children, irrespective of their background, to be successful at Town Field. We need to have a clear understanding of challenges that individual children face and our strategy is to support the needs of children at Town Field.

Beginning with quality first teaching, pupil premium funding enables us to be at the forefront of pedagogical approaches, ensuring teachers support all pupils to achieve their potential. A range of research based interventions are delivered and measured by trained staff.

We aim to equip every child with the vocabulary and skills to be fluent readers; our intervention programme supports this goal.

Our inclusive, caring ethos at Town Field means that every child is supported pastorally. Pupil premium funding allows us to put in additional support for a child's mental health and well-being where a need has been identified.

A focus on character education for all is an important aspect of our intent at Town Field. Pupil premium funding supports the development of cultural capital for many of our children who face challenges to learning through socio-economic disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of pupils start school without the necessary skills in language and communication. This impacts significantly on reading and writing and children's ability to access the curriculum.
2	Attendance – current school attendance for the academic year 22/23 stands at 93.2%
3	Writing composition and transcription skills
4	Pupils social, emotional and mental health
5	Parental partnerships across 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
Improved language and oracy skills including understanding and use of vocabulary, impacting on progress in reading	<ul style="list-style-type: none"> Assessments and observations indicate significant improvements in oral language amongst pupils. This is evident when triangulated with other sources of evidence including , engagement in lessons, formative assessment and book scrutiny. Attainment in phonics shows further increases in %, above national Attainment in reading ELG shows increases in % above national Attainment in reading indicates increase in % across all year groups with Y6 above national SSP bespoke SEND programme shows good progress for all individuals from starting points
Improved attendance for all pupils in particular those that are disadvantaged	<ul style="list-style-type: none"> Decrease % of PA over time and year on year Increase % of children at 96%+ year on year Attendance % gap between pupil premium children and their peers to decrease year on year Families understand importance of attendance and feel supported by school
To improve attainment for all pupils in writing	<ul style="list-style-type: none"> Attainment in writing ELG shows increases in % year on year and is not a limiting factor in GLD Attainment in writing indicates increase in % across all year groups with Y6 above national Attainment in EGPS indicates increase in % across all year groups with Y6 above national
To support the emotional, mental and social health of all pupils including our most vulnerable	<ul style="list-style-type: none"> Children are self-regulated learners, aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning (evidenced through lesson observations) School is awarded Mental Health School's award Children have access to a wide, rich range of experiences and disadvantaged children (including those with SEND) consistently benefit from this work.

	<ul style="list-style-type: none"> Children feel that they have a strong voice and are valued members of the school community. School is awarded anti-bullying charter mark through the LA.
To support and sustain positive levels of parental engagement in particular with our most disadvantaged families	<ul style="list-style-type: none"> Pupil voice demonstrates improving well being Parents report improved knowledge and understanding about how and what their children learn. Parents report that school is the 'hub' of the community and a place to seek support and guidance.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to pupil ratio increased in key areas to enable quality researched interventions and accelerate pupil progress	<p>Sutton Trust found that “ The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. 1.5+ years’ progress as a result of highly effective teaching</p> <p>https://www.suttontrust.com/our-research/?_sf_s=teaching</p>	1,3
<p>Daily timetabled phonics and catch up / keep up intervention groups</p> <p>3 x weekly reading groups prioritised whereby TAs are timetabled to move through F2, Y1, Y2</p> <p>Programme of CPD for teaching and support staff (Little Wandle)</p> <p>LTIE core training</p> <p>Reading support for fluency across KS2 for all identified children (BC)</p>	<p>The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The EEF guidance report Improving Literacy in KS2 states: Fluent reading style can support comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Teaching of writing will use Pathways to Write across school (Y1-6) with ongoing CPD to ensure this is tailored most effectively to the needs of the children at Town Field.	https://www.theliteracycompany.co.uk/pathways-literacy/pathways-to-write/ Pathways is based on a proven methodology akin to the recommendations within the EEF guidance report for improving literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,3
Programmes to be embedded across school with a particular focus on oracy. These will include: The Tuneful Chatter development project, Let's Think in English, Neli, Launchpad for Literacy, Inspiring leaders, creative learners and Voice 21. These will involve ongoing CPD for staff.	Let's Think in English is designed on exactly the same principles as Cognitive Acceleration in Science Education (CASE) which was developed and repeatedly trialled over 30 years at King's College London. https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/ https://wearedarts.org.uk/finding-enjoyment-gaining-achievement/	1,3

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

Budgeted cost: £ 67,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI / Launchpad for literacy intervention within EYFS for identified pupils	The trial found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI. It received 5 out of 5 on the EEF padlock scale which means we can be very confident in the results of the evaluation. Children receiving the NELI programme also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the	1,3

	programme as native English speakers. https://www.teachneli.org/	
Individual and/or group tutor sessions which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially. Small group and/or one to one tuition with particular focus on (dependent on year group) phonics, reading, writing arithmetic/basic maths skills. These will be taught by experienced qualified teachers and an experienced TA	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these- Small group tuition having an impact of +4 months (EEF) Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	1,3
Additional capacity within the Thrive / pastoral team to provide intervention and support for identified individuals and groups of children	The EEF toolkit states: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

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

Budgeted cost: £ 51,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the promotion of parental engagement at Town Field so that the community works together to ensure social and academic progress for all within it. This to include supporting mental health.	According to recent surveys of schools in England, the majority (80%) of school leaders believe that engaging parents is the responsibility of all staff, and almost all teachers believe that parental engagement has a positive impact on their school	2,5
Parental Support Worker – employed to support families and individuals	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.	2,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
To work closely with EWO and develop strategies aligned to the new attendance directives to support this area. Regular meetings, letters and rewards for good attendance. To access RLT networks to keep up to date with the latest information and directives.	Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Both targeted interventions and universal approaches have positive overall effects (+ 4 months)	2, 5
To engage in artsmark, anti bullying, mental health and anti racism charter marks. These will provide valuable CPD for staff and opportunities for our pupils to develop their social, emotional and mental health	The EEF toolkit states: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

Total budgeted cost: £ 193,515

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 2020 to 2023 academic year.

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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

Service pupil premium funding (optional)

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

Measure	Details
How our service pupil premium allocation was spent last academic year	
The impact of that spending on service pupil premium eligible pupils	

Further information (optional)