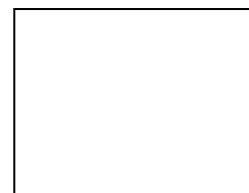


Pupil premium strategy statement 2023-2026



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	460
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was first published	Sept 8 th 2023
Date on which it will be next reviewed	Sept 2025
Statement authorised by	Helena Honeybone
Pupil premium lead	Mat Brandham
Governor / Trustee lead	Sian Derry Benn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,049
Recovery premium funding allocation this academic year	No longer funded
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£201,049

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 23/24 stands at 94.1% which has built on the data from 22/23 which stood at 93.2% This broadly in line with national and we will take steps to help build these figures up over the remainder of this plan.
3	The mechanics of writing and comprehension skills need to be a focus for school. The school has implemented a number of strategies to support writing and these will be developed and new CPD opportunities sought to help improve this.
4	Pupils social, mental and emotional health is key to enjoying school and education and we strive to provide an environment where they can thrive and become confident, happy young people.

5	Parental support and understanding impacts on learners. The recent lockdown has impacted significantly on families in our community in particular our most disadvantaged.
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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 oral skills	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. Targeted approaches work across each Key Stage that are monitored regularly by oracy lead.
Improved attendance for all pupils in particular those that are disadvantaged	A sustained high attendance by our percentage staying in line with national figures. Aiming to reduce the attendance gap between pupil premium children and their peers. To also decrease the percentage of PA children year on year – which has improved over the last three years.
To improve attainment for all pupils in writing	To achieve above national average progress scores in writing
To support the emotional, mental and social health of all pupils including our most vulnerable	To work towards Mental Health, Anti Bullying and Anti-Racism Marks to support our school. To provide a solid pastoral programme that supports all children when required. A positive extra-curricular programme which supports all pupils.
To support and sustain positive levels of parental engagement in particular with our most disadvantaged families	Evidence of families being supported by school PSA and support with other agencies Pupil voice demonstrates improving well being

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teacher to pupil ratio increased in key areas to enable quality researched interventions and accelerate pupil progress</p>	<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>	<p>1,3</p>
<p>New writing programme purchased and implemented across school – Pathways to Write – this will be supplemented by the very latest CPD to support our staff and ultimately our pupils succeed.</p>	<p>2020 winner of The education resource awards.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>-High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium) -Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage</p>	<p>1,3</p>
<p>Programmes to be launch across school with a particular focus on enhancing oracy in school. These will include: The Tuneful Chatter development project, Let’s Think in English, Neli, Launchpad for Literacy and Voice 21. These will involve ongoing CPD for staff.</p>	<p>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.</p> <p>https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/</p> <p>https://wearedarts.org.uk/finding-enjoyment-gaining-achievement/</p>	<p>1,3</p>
<p>Great Teacher Tool Kit To support quality first teaching in the classroom</p>	<p>Evidence based education, is a teacher development, school improvement and research organisation, and the home of The Great Teacher Tool Kit, a personalised professional development platform.</p> <p>https://toolkit.greatteaching.com/</p>	<p>1,3</p>

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI 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 programme as native English speakers.	1,3
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

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

Budgeted cost: £40,049

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	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

<p>within it. This to include supporting mental health.</p>		
<p><i>Parental Support Worker – employed to support families and individuals</i></p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,5</p>
<p>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.</p>	<p>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)</p>	<p>2, 5</p>
<p>To engage in artsmark, anti bullying, mental health and anti racism charter marks. Which will provide valuable CPD for staff and opportunities for our pupils to develop their social, emotional and mental health</p>	<p>EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils -EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the Thrive action plans for each year group. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school EEF – Impact Of Covid. Ofsted – Research Findings 2022</p>	<p>2</p>

<p>SEMH support for all pupils, RSE and PSHE Quality First Teaching.</p> <p>-Work alongside CAHMS and other external agencies – such as Chimp management to support</p>	<p>EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p> <p>-EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the Thrive action plans for each year group. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. This links to the Thrive approach throughout school EEF – Impact Of Covid. Ofsted – Research Findings 2022</p>	<p>2</p>
<p>Staff have been tasked with helping develop our extra-curricular offer providing opportunities to engage and support children through, sport, music and the arts.</p>	<p>EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils</p> <p>The Education Endowment Foundation produced a rapid evidence assessment on attendance and looked into the evidence linking extra-curricular participation to increased attendance. They reported limited evidence that extracurricular activities increase pupil attendance. Of the seven studies identified, while five studies reported that extracurricular interventions had a small positive impact on pupil attendance, effect sizes varied. However, in their Teacher Toolkit, the EEF also cite good evidence to support the benefits of Arts Participation (+3 months progress) and Physical Activity (+1 month progress)</p>	<p>2</p>
<p>A new behaviour and expectations document – which has input from pupils – through support of the RLT behaviour network – which is linked to a new school “Houses” system will be in operation in 24-25.</p>	<p>Behaviour in schools advice for Headteachers and school staff</p> <p>Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff should be trained to make sure that they collectively embody this school culture, upholding the schools’ behaviour policy at all times and responding to misbehaviour consistently and fairly. Schools can create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.</p>	<p>2,3,4</p>

Total budgeted cost: £ 201,049

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 2026 academic year. This is for academic year 23/24.

Improved language and oral skills

Staff in EYFS have worked particularly hard to develop opportunities for developing language in the setting, providing enrichment and challenge throughout the year.

This has supported a GLD level – equal to the previous academic year and broadly in line with national figures.

Pupil Premium children accounted for 20% of the cohort in 23/24 and the number attaining GLD 58% was slightly above national and local figures.

Further evidence in terms of specific areas of learning – highlight that the Listening, Attention and Understanding – Speaking strand was in line with national and local figures. There was a significant increase in boys speaking skills which was above both national and local figures.

Early Years – Headlines

Town Field

	School				Doncaster				National			
	% of cohort	GLD	All ELGs	Av Exp	% of cohort	GLD	All ELGs	Av Exp	% of cohort	GLD	All ELGs	Av Exp
All pupils (60)	100%	65%	65%	14.2	100%	69%	67%	14.0	100%	68%	66%	14.1
Female (33)	55%	61%	61%	13.5	49%	76%	74%	14.7	49%	75%	74%	14.9
Male (27)	45%	70%	70%	14.9	52%	62%	59%	13.1	51%	61%	59%	13.3
PP (12)	20%	58%	58%	12.8	21%	55%	53%	12.3	14%	52%	50%	12.4
Not PP (48)	80%	67%	67%	14.5	80%	72%	70%	14.3	86%	70%	69%	14.4
EHCP (1)	2%	0%	0%	3.0	2%	2%	2%	1.2	3%	4%	4%	2.3
SEN support (4)	7%	25%	25%	7.8	10%	18%	17%	6.1	10%	25%	24%	8.5
No SEN (53)	88%	72%	72%	15.2	86%	76%	74%	15.1	87%	76%	74%	15.3
Autumn (18)	30%	83%	83%	15.8	34%	80%	78%	14.9	35%	76%	74%	14.8
Spring (22)	37%	68%	68%	13.4	33%	67%	65%	13.9	32%	69%	67%	14.2
Summer (20)	33%	45%	45%	13.5	34%	59%	57%	12.8	34%	59%	57%	13.3
English (23)	38%	65%	65%	14.7	82%	69%	67%	14.0	79%	70%	69%	14.4
EAL (35)	58%	69%	69%	14.3	16%	70%	66%	13.8	21%	64%	62%	13.3

Early Years – Areas of Learning

Town Field

	School			LA			National		
	All	Female	Male	All	Female	Male	All	Female	Male
Listening, attention & understanding	83%	79%	89%	82%	87%	78%	82%	87%	76%
Speaking	82%	76%	89%	83%	87%	79%	82%	87%	78%

The school has also had a major focus in it's CPD sessions. Appointing an oracy lead. This has resulted in a school wide targeted approach – whereby each class has an age appropriate targets which are set termly.

This has led to improved outcomes for children and articulation of answers and in class discussion has been commented on positively in lesson observations and drop ins.

Improved attendance for all pupils in particular those that are disadvantaged

School used a number of strategies to support attendance in the academic year 23/24. The attendance manager attended RLT attendance networks sharing ideas and positives about our approach this year – as well as using ideas to challenge our own systems.

Our attendance was broadly in line with national at 94.1% v 94.3%

All Pupils	Pupils		All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Pupils	414	School	94.1%	92.1%	94.3%	94.9%	93.8%	95.0%	95.0%	93.6%
		FFT National	94.3%	93.3%	94.1%	94.5%	94.7%	94.6%	94.4%	94.3%
		Difference	-0.2%	-1.2%	+0.2%	+0.3%	-0.8%	+0.4%	+0.5%	-0.6%

Pupil premium attendance was marginally above that of national – with many year groups in particular KS1 and LKS2 being above national.

FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	135	School	92.4%	85.8%	94.3%	93.4%	93.8%	92.1%	92.9%	91.8%
		FFT National	91.8%	90.2%	91.4%	92.0%	92.2%	92.3%	92.0%	91.9%
		Difference	+0.6%	-4.4%	+2.9%	+1.4%	+1.6%	-0.2%	+0.9%	-0.1%

A school competition based on attendance impacted on whole school attendance by over 1% in the 12 weeks it was run – this will continue to be done termly in 24/25. PP funding has also been used to target a small number of families providing them with a breakfast club place – which has significantly benefitted their attendance.

Persistent absence of compulsory school aged pupils has continued to decline.

21/22	22/23	23/24
27.2%	21.5%	13.9%

To improve attainment for all pupils in writing

Phonics which positively supports the writing process has again been positive in Y1. With results in line with local and national. Pupil Premium children have data is significantly higher than national and local data with 82% of pupils making the grade.

Year 1

	% of cohort	Wa	Mark	LA	England	Wa 2023	Wa 2022	GLD 2023
All pupils (59)	100%	80%	31.6	81%	80%	88%	76%	65%
Female (22)	37%	82%	31.4	85%	84%	87%	65%	74%
Male (37)	63%	78%	31.7	78%	77%	90%	85%	61%
PP (17)	29%	82%	31.6	70%	69%	89%	71%	64%
Not PP (42)	71%	79%	31.6	85%	84%	88%	79%	65%

School has bought into the pathways scheme and this has positively impacted on writing across school. KS2 results were positive and slightly above both local and national – 73%

Pupil Premium writing was significantly above both national and local figures.

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (59)	100%	73%	5%	68%	22%	5%	0%	70%	72%
Female (25)	42%	88%	8%	80%	8%	4%	0%	75%	78%
Male (34)	58%	62%	3%	59%	32%	6%	0%	65%	65%
PP (17)	29%	71%	6%	65%	18%	12%	0%	58%	59%
Not PP (42)	71%	74%	5%	69%	24%	2%	0%	76%	77%

To support the emotional, mental and social health of all pupils including our most vulnerable

As a school we use Roots of Empathy to support pupils in school.

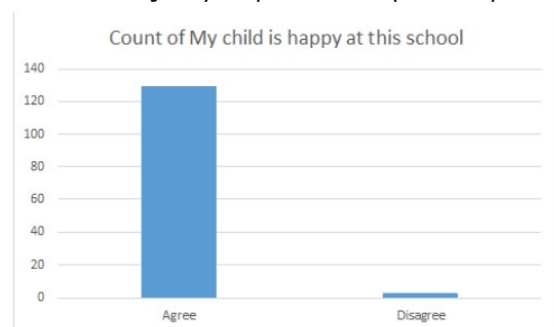
The school is currently working towards Mental Health and Anti Racism awards – with a plan to work towards an anti bullying mark in 24/25.

Our family support worker supports children on an individual basis providing quality pastoral support ensuring children feel safe and have someone to discuss issues with should they arise.

All adults in school have attended BOSS training to enable them to best support pupils who have suffered significant trauma.

LAC children are supported through pastoral and academic means and the school has been commended on it's work with the virtual school providing quality support for these children.

The vast majority of parents responded positively to the question – is my child happy at this school.



My child is happy at this school	Count of My child is happy at this school
Agree	130
Disagree	3

To support and sustain positive levels of parental engagement in particular with our most disadvantaged families

Our family support worker – works tirelessly to support many families and pupils at Town Field. This includes home visits, supporting families during the holidays and providing valuable support for many families throughout the school day. Our family support worker attends SALT appointments, supports with housing and attends hospital appointments with our most vulnerable families. There is a high level of need around mental health and many families are supported through Early Help.

July 2024	
Number of families	Level of need
1 (3 children in total)	LAC
5 (7 children in total)	C and F assessment – Social Care
1	MASH referrals
1	CP
1(1 child in total)	CIN
10 (14 children in total)	Early help TAC
7	Universal

Roots of Empathy is also used to support children through school and a small pastoral team are on hand for small group work and 1:1 support. This is reflected positively through pupil voice. Children value this time and without doubt it supports children during their time in school.

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
Let's think in English	King's College London
Power of PE	Power of PE
Maths Mastery	Maths Mastery
The Music Service	Doncaster LA
B squared	B Squared
Times Tables Rock Stars	TTRS
Royal Opera House	Royal Opera House

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	
N/A	
The impact of that spending on service pupil premium eligible pupils	
N/A	

Further information (optional)