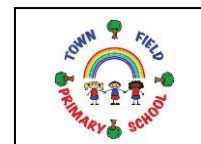


# Pupil premium strategy statement 2020-2023



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Town Field Primary School
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	23.81%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	November 2021 (previously on old format Sept 21)
Date on which it will be reviewed	September 2022 ( Interim review April 2022)
Statement authorised by	Helena Honeybone
Pupil premium lead	Matthew Brandham
Governor / Trustee lead	Sian Derry

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,085
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,570

## 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. Where gaps exist due to Covid the pupil premium funding supports a range of high quality diagnostic assessments. A range of research based interventions are then 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 has also been impacted significantly by Covid where opportunities to socialise and build cultural capital have been minimised.

2	Assessments, observations and pupil feedback have identified gaps in phonic knowledge which impacts significantly on children's ability to develop into fluent readers. This is further inhibited by lockdown for some pupils.
3	In some cases, pupil attendance at school has been impacted particularly over recent lockdowns. Attendance figures 20/21 stand at whole school 96.4% v PP attendance of 94.07%.
4	Enrichment activities have been limited due to Covid – this has impacted on pupil's character education and cultural capital.
5	Assessments and observations indicate that children's attainment in writing has been impacted on significantly from school closures. This includes the mechanics of writing and comprehension skills.
6	Assessments and observations indicate that children's attainment in reading has been impacted on significantly from school closures. Vocabulary acquisition is a barrier to many pupils across school.
7	Parental support and understanding impacts on learners. The recent lockdown has impacted significantly on families in our community in particular our most disadvantaged.

## 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
Improved outcomes in phonics	To achieve above national average in phonics (aiming for 95+%). Staff CPD ensures consistent and quality delivery across phonics classes
Improved attendance for all pupils in particular those that are disadvantaged	A sustained high attendance by our percentage staying in line with national figures. At or above 96% The attendance gap between pupil premium children and their peers being reduced
To improve the cultural capital and curriculum enrichment opportunities for our children	Pupil voice speaks highly of opportunities they receive An increase in participation in enrichment activities in school particularly by those who are disadvantaged

	A promotion of opportunities outside of school increases pupil well being
To improve attainment for all pupils in writing	To achieve above national average progress scores in writing
To improve attainment for all pupils in reading	To achieve above national average progress scores in reading
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

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: £ 51,000

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	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 <a href="https://www.suttontrust.com/our-research/?_sf_s=teaching">https://www.suttontrust.com/our-research/?_sf_s=teaching</a>	1,2,5,6
Purchase of standardised diagnostic assessments. Training of staff to ensure assessments are interpreted and administered correctly as well as allowing us to compare with similar schools in the trust	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2,5,6
Walkthru Resources linked to Rosenshine Principles of Instruction as a basis for staff CPD to ensure quality first teaching and teaching methods aligned with how children learn.	Walkthru resources are research evidence based fifty strategies to instructional coaching led by Tom Sherrington, Oliver Caviglioli, Dylan Williams, Mary Myatt amongst others. <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	1,2,5,6
Little Wandle Revised Letters and Sounds programme – Staff trained and scheme integrated and taught effectively across EYFS and KS1	DFE Approved SSP programme to ensure continuity, clarity and progression through phonics teaching DFE - By ensuring high-quality phonics teaching the government wants to improve literacy levels to: <ul style="list-style-type: none"> <li>• give all children a solid base upon which to build as they progress through school</li> <li>• help children to develop the habit of reading widely and often, for both pleasure and information particularly for disadvantaged pupils</li> </ul> <a href="https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/">https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/</a>	1,2

Lets think in English – staff trained and programme developed effectively across school	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. <a href="https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/">https://www.letsthinkinenglish.org/lets-think-in-english-for-primary-schools/</a>	1,2,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TELL interventions to support pupils in LKS2 (where necessary to recover from lost learning during pandemic)	EEF: 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.	6
Additional phonics interventions to support those pupils included those that are disadvantaged (KS1)	Phonics approaches have strong evidence base indicating a positive impact on pupils, particularly those that are disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. Phonics   Toolkit Strand   education Endowment Foundation   EEF	2
Fluency intervention for identified pupils	Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	2,6
Inference intervention for identified pupils	It is important for reading comprehension strategy interventions to focus on enabling pupils to use the strategies independently and habitually, with less and less prompting from the teacher.	2,6

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
NELI intervention within EYFS for identified pupils	<p>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.</p> <p><a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a></p>	1
EAL Hub	High quality strategies to support those pupils new to English and those building their proficiency to enable full access to the curriculum	1
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	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these-</p> <p>Small group tuition having an impact of +4 months (EEF)</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <p>Pupils having clear goals/objectives.</p> <p>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p>	1,2,5,6

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

Budgeted cost: £33,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work closely with EWO. Regular meetings, letters and rewards for good attendance. As well as providing enriched curriculum opportunities for those with improved attendance.	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)	1,3,7
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.	A low percentage of pupils start school with the necessary skills in language and communication. Also Covid has had a huge impact on families and pupils in our community. Limiting the chance to have experiences and enjoy the normalities of life and increasing anxieties and low self confidence. EEF evidence shows building up relationships between families and school can impact positively on outcomes by children learning and sharing experiences away from school.	1,3,7
Parent support officer employed to support families	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,3,7
Enriched curriculum opportunities including	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils	4



sports, art and culture as well as before and after school activities to help develop an inspiration social emotional skills and cultural understanding.	<p>access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.+ 3 months</p>	
Engaging with Doncaster Chamber to enhance our curriculum offer, focussing on future careers and aspirations	Building cultural capital to support those most disadvantaged. Children and young people have missed over six months of in-person education during the pandemic – almost 5% of their entire educational career. Disadvantaged students have been the most affected and will require significant and targeted support.	4

**Total budgeted cost: £138,570**

## 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 2021 academic year.

A.	<p>To improve teaching and learning of phonics in EYFS and KS1 and to continue to develop reading strategies into KS2.</p> <p>Tel and fluency interventions were conducted to support most vulnerable during lockdown.</p> <p>All teachers assessed children on the return to school – readjusted book bands and collected data to support interventions.</p> <p>Positive data from researched interventions that we use in KS1 – TEL – Run by a member of staff who has been trained to deliver it. This has then been modelled across school to other teaching assistants</p> <p>16/19 children who were identified for needing TEL support in Year 1 passed their phonic screening</p>																																				
	<div> <div> <p>Fluency interventions in Y3 and 5</p> <p>Positive progress measures 100% improvements from baseline at start of interventions across years 3 and 5</p> </div> <div> <p>The bar chart shows scores for Years 3, 4, and 5. Year 3: A=7.05, B=8.07, Age at A=7.02, Age at B=8.04. Year 4: A=7.02, B=9.07, Age at A=7.02, Age at B=9.04. Year 5: A=6.04, B=10.10, Age at A=6.04, Age at B=10.10.</p> <p>The horizontal bar chart shows percentage improvement from Test A to Test B for Comprehension, Rate, and Accuracy. Comprehension: A=100%, B=100%, Age at A=100%, Age at B=100%. Rate: A=100%, B=100%, Age at A=100%, Age at B=100%. Accuracy: A=100%, B=100%, Age at A=100%, Age at B=100%.</p> <table border="1"> <thead> <tr> <th>Text</th> <th>Accuracy</th> <th>Rate</th> <th>Age Equivalent</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>8.07</td> <td>8.09</td> <td>5.06</td> </tr> <tr> <td>B</td> <td>9.07</td> <td>9.03</td> <td>9.07</td> </tr> <tr> <td>A</td> <td>8.09</td> <td>9.03</td> <td>7.1</td> </tr> <tr> <td>B</td> <td>10.08</td> <td>9.11</td> <td>12.05</td> </tr> <tr> <td>A</td> <td>6.09</td> <td>7.11</td> <td>6.05</td> </tr> <tr> <td>B</td> <td>9.05</td> <td>8.02</td> <td>9.07</td> </tr> <tr> <td>A</td> <td>8.03</td> <td>9.01</td> <td>6.05</td> </tr> <tr> <td>B</td> <td>10.04</td> <td>9.11</td> <td>12.05</td> </tr> </tbody> </table> </div> </div> <p>KS2 80% PP for reading V 80% <u>Non PP</u> GD PP 30%</p>	Text	Accuracy	Rate	Age Equivalent	A	8.07	8.09	5.06	B	9.07	9.03	9.07	A	8.09	9.03	7.1	B	10.08	9.11	12.05	A	6.09	7.11	6.05	B	9.05	8.02	9.07	A	8.03	9.01	6.05	B	10.04	9.11	12.05
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B	<p>The development of boys <u>gracy</u> and attainment in communication and language within EYFS</p> <ul style="list-style-type: none"><li>Additional fine motor sessions- delivered in class and live zoom through dough disco sessions.</li><li>New equipment- <u>to</u> develop gross motor skills- balls/balancing, scooters- outdoor areas</li><li>Use of a range of sensory experiences for boys in particular to develop interest and practise skills</li><li>Use of adults to run interventions FS2</li><li>BCA support in F2 supporting language acquisition. Continue as a priority</li></ul>																																																												
C.	<p>To successfully target pupils and families for extra support to encourage school engagement, improve emotional <u>well being</u> and build cultural capital as well as achieving academic progress. Through 1:1 <u>interventions</u>, small group work and the development of quality first teaching.</p> <table><tr><td></td><td>Whole school</td><td>PP</td></tr><tr><td>2018/19</td><td>29 incidents</td><td>10 (35%)</td></tr><tr><td>2019/20</td><td>No Data</td><td></td></tr><tr><td>2020/21</td><td>18 incidents</td><td>7 (14%)</td></tr></table> <table><tr><td>2017-18</td><td>2018-19 <u>July</u></td><td>2019-20 (Spring) Nov</td><td>2020-21 (spring)</td></tr><tr><td>57% Developing P&amp;I</td><td>51% Developing P&amp;I</td><td>55% Developing P&amp;I</td><td>67% Developing S&amp;S</td></tr><tr><td>20% Rarely P &amp; I</td><td>29% Emerging P&amp;I</td><td>75% Developing S&amp;S</td><td>76% Secure S&amp;S</td></tr><tr><td>73% Developing P&amp;I</td><td>84% Developing S&amp;S</td><td>76% Secure S&amp;S</td><td>75% Developing S&amp;S</td></tr><tr><td>58% Developing P&amp;I</td><td>78% Developing P&amp;I</td><td>75% Developing S&amp;S</td><td>73% Developing S&amp;S</td></tr><tr><td>75% Developing P&amp;I</td><td>80% Secure P&amp;I</td><td>86% Secure P&amp;I</td><td>91% Secure P &amp; I</td></tr><tr><td>86% Secure P&amp;I</td><td>82% Secure P&amp;I</td><td>82% Secure P &amp; I</td><td>15% Rarely P&amp;I</td></tr><tr><td>60% Developing P&amp;I</td><td>51% Developing P&amp;I</td><td>58% Developing P&amp;I</td><td>69% Developing P&amp;I</td></tr><tr><td>42%</td><td>71%</td><td>49 %</td><td>64%</td></tr></table> <table><tr><td>Need Type</td><td>Total</td></tr><tr><td>CP</td><td>6</td></tr><tr><td>CIN</td><td>4</td></tr><tr><td>TAC</td><td>9</td></tr><tr><td>SINGLE AGENCY INVOLVEMENT</td><td>6</td></tr><tr><td>VULNERABLE</td><td>57</td></tr></table> <p>This is an area due to the pandemic which has grown significantly – we have discussed as a need to increase VF support next year using PP funding.</p>		Whole school	PP	2018/19	29 incidents	10 (35%)	2019/20	No Data		2020/21	18 incidents	7 (14%)	2017-18	2018-19 <u>July</u>	2019-20 (Spring) Nov	2020-21 (spring)	57% Developing P&I	51% Developing P&I	55% Developing P&I	67% Developing S&S	20% Rarely P & I	29% Emerging P&I	75% Developing S&S	76% Secure S&S	73% Developing P&I	84% Developing S&S	76% Secure S&S	75% Developing S&S	58% Developing P&I	78% Developing P&I	75% Developing S&S	73% Developing S&S	75% Developing P&I	80% Secure P&I	86% Secure P&I	91% Secure P & I	86% Secure P&I	82% Secure P&I	82% Secure P & I	15% Rarely P&I	60% Developing P&I	51% Developing P&I	58% Developing P&I	69% Developing P&I	42%	71%	49 %	64%	Need Type	Total	CP	6	CIN	4	TAC	9	SINGLE AGENCY INVOLVEMENT	6	VULNERABLE	57
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D.	<p>To improve the quality of teaching in writing across all key stages including the most able.</p> <p>CPD – the writing process. Whole school moderation – improving subject knowledge and assessment throughout year groups that don't have that statutory assessment. Consistency as delivered by FJ and KW. Data to be collected and analysed in <u>non stat</u> year groups next week. NMM – data – impressive for 5 and 3 very comparable with like for like schools and also nationally in these Year groups.</p> <p>Year 3 – 70% compared to 76% nationally – <u>16%</u> GD</p> <p>Year 4 60% compared to 78% nationally – 3% GD * This was done on the return after Lockdown]</p> <p>Year 5 - <u>72% compared</u> to 79% nationally - 19%GD CPD around classroom pedagogy next year part of school development - CONTINUE</p>																																																												
E	<p>To develop middle leaders throughout school, ensuring that an impactful curriculum challenges, engages and equips our children for the next stage of their education.</p> <p>Significant achievements: PQSM, <u>Artsmark</u> Gold, Schools' silver mental health award</p> <p>Programme to support <u>well being</u> of middle leaders</p> <p>Deep dive preparation</p> <p>CPD to ensure consistency in: Intent for subject areas, Membership of professional associations for all subject leaders, Network opportunities through RLT</p>																																																												
F	<p>To increased % of attendance for pupil premium children – in line or above national</p>																																																												

Individual attendance success stories for pupil premium children – three year trends

Name	2018/19	2019/20	2020/21
A	87.9%	90.3%	97.6%
B	91.3%	86.4%	92.5%
C	93.7%	92.4%	97.4%
D	96.6%	95.5%	99.7%
E	89.7%	92.4%	97.5%
F	87.6%	80.5%	93.1%
G	93.1%	91.5%	96.5%

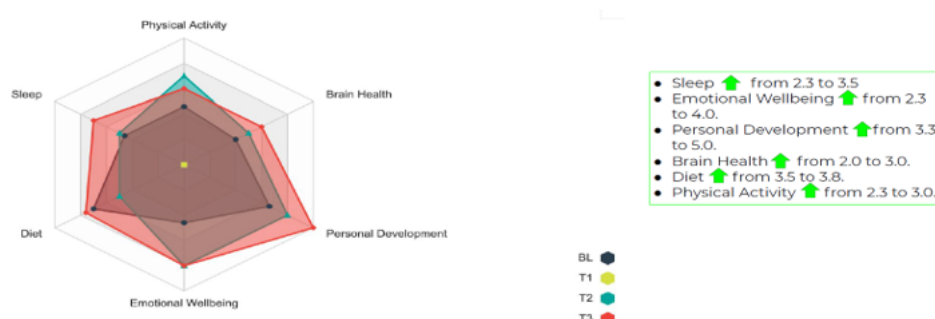
Attendance to date 2021	2018	2019	2020
Attendance whole school	96.06%	94.9%	95.1%
EAL attendance	96.23%	94.9%	95.1%
FSM attendance	93.79%	94.3%	94.9%
SEN attendance	88.73%	94.2%	91.6%
PP attendance	93.94%	94.7%	93.9%

Town Field PA 11.4% May 2021 down to 10.21% June 2021

Other schools 14.63% and 16.42%

EWO is a visible presence in school and works tirelessly with families to improve attendances as the data shows.

G To ensure the impact of Covid 19 is minimised and children's mental health and well-being is developed through a purposeful and targeted curriculum.



Wellbeing Compass results improved from baseline to term 3 in every metric. His personal development (confidence and self esteem) scores improved considerably, as well as his emotional wellbeing scores. His physical activity scores also increased, some of this could be explained by the weekly Wake and Shake sessions that he engaged with.

Wellbeing Compass results improved greatly from baseline to term 3. Her personal development increased by 233%, her emotional wellbeing scores by 88% and her brain health scores by 75%.

Mental health parent workshops Feelings thermometer and consistent language used across school and teachers.

Sarah Wray supporting middle leaders CPD delivered to MDSA's to support in the return to school

SLT – training – Middle leader involved in research school from next year

THRIVE Changing context of school has moved practitioners into the classroom. Evolve to also be discussed due to the finances involved.

## 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 did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Positive relationships with range of professional partners including Partners in Learning and The Doncaster Research School, Learners First and Rotherham Literacy hub to continue to study the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage to assess how effectively we use our pupil premium and recovery funding.