

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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	Towngate Primary Academy
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	41 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	01 September 2021
Date on which it will be reviewed	01 September 2022, 01 September 2023 annual review
Statement authorised by	Headteacher: Mrs Annabel Berry
Pupil premium lead	Mrs Laura Poole
Governor / Trustee lead	Mrs P Taylor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£64,846
Recovery premium funding allocation this academic year	£0
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	£64, 846

# Part A: Pupil premium strategy plan

## Statement of intent

At Towngate Primary Academy, it is our ultimate aim that disadvantage does not become a barrier to pupils achieving their full potential.

- ✓ We aim that disadvantaged pupils achieve in line with their non-disadvantaged peers.
- ✓ That disadvantaged pupils make expected or greater progress, exceeding National expected progress rates.
- ✓ To support the wellbeing and health of our children to ensure they are equipped to become successful individuals, ready for the wider world.

The key principles that underpin our pupil premium strategy plan at Towngate Primary Academy relate to every pupil being an individual. We understand that a 'one size fits all' approach is not appropriate for our children and ensure that we adapt and show flexibility in our approaches to best meet the needs of our children as individuals. We work on the research from the EEF and John Dunford to identify key barriers for our pupils.

In order to achieve these objectives, our pupil premium strategy plan takes each pupil as an individual and unpicks the barrier to learning faced / or likely to be faced by these children. Funding is then allocated to work towards diminishing and removing these barriers in the best interests of all pupils at Towngate Primary Academy. In addition to the bespoke approaches taken to reduce the impact of disadvantage for our pupils, we achieve our objectives through:

- Fostering a relentless approach to ensure that teaching in all classes is strong: ensuring that all pupils receive high quality teaching and learning opportunities across every class.
- Provision maps in place and reviewed as part of pupil progress meetings.
- To deploy teaching support staff as allocated workers for pupils in receipt of pupil premium within every class: this allows for pastoral work and strong relationships being built to encourage attendance, high levels of resilience and commitment to learning and ensure that pupils' wellbeing needs are met.
- Focused pupil progress meetings where disadvantaged pupils are tracked and swiftly identified for small group tuition with qualified teachers and highly skilled learning support staff.
- A committed pastoral team who work with parents and carers to raise the importance of academic achievement, improve parental engagement and support with pupil behaviour, wellbeing and mental health.
- Free school meals targeted support

- Support with Year 6 Residential payment to ensure that finances do not become a barrier to pupils' opportunities to develop perception of risk, adventure and opportunities for cultural capital development. This ensures pupils have first-hand experiences to enrich their in-class experiences.
- A commitment to ensure disadvantaged pupils have equal opportunities to participate in extra-curricular clubs in order to develop their talents and interests.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and mathematics between pp pupils and their non-pp peers
2	A high proportion on pupil premium pupils being on the SEN register, lower levels of attainment in comparison to non-pp peers
3	SEMH support required for pupils in receipt of pupil premium
4	Safeguarding concerns relating to the family / pupil
5	Attendance and punctuality issues

## 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
Increased attainment and progress in reading, writing and mathematics for pupils in receipt of pupil premium, in line with non pupil premium peers.	Achieve or exceed national attainment and progress measures in reading, writing and mathematics.
For all children in receipt of pupil premium to be equipped with the right tools to read with fluency and accuracy	Children achieve well in reading, enabling them to read to learn in order to access the full primary curriculum.
A comprehensive pastoral offer to support the holistic child and remove barriers to learning.	Robust provision is in place to support pupils' mental health and wellbeing, ensuring pupils are equipped to learn and supported in managing and understanding their feelings and behaviour.
Improved attitude to learning	Reduction of time out / reflection / report card incidents of pupils in receipt of pupil premium.

Other	Ensure that attendance of disadvantage pupils is in line with whole school attendance, target of 97%.
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## 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: £ 16,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All teachers and teaching assistants to have access to coaching to support the development of a consistent teaching model (CPD) to improve QFWT for all.</i></p> <p>Cost of CPD sessions Cost of release for Coaching member of staff.</p>	<p><b>EEF</b></p> <p>Collaborative learning approaches + 5 Feedback +6 Mastery learning +5</p> <p>Coaching for all classroom-based staff in school which allows for pupils to be taught in small steps reduces the cognitive load on the brain (cognitive load theory, Sweller, J. 1988). Coaching allows for staff to focus on knowledge delivery with a focus on depth of learning in small steps, feedback and questioning to work towards 100% participation. We have considered the needs of our cohorts and 24% of pupil premium pupils have no other perceived barrier to learning which indicates that with QFWT in place, pupil progress should be in line with non-pp peers.</p>	1,2
<p><i>CPD for all staff on positive behaviour management and developing self-regulation within the classroom and wider school.</i></p>	<p><b>EEF</b></p> <p>Metacognition and self-regulation +7</p> <p>Metacognition and the ability to self-regulate allows pupils to focus on their learning and the motivation they have to engage in the process of understanding and learning. 38% of disadvantaged pupils require support for managing their behaviour and/or for pastoral support as a result of a specific vulnerability. With all staff trained to support these approaches, all pupils are more likely to stay within the classroom during learning times to learn with their peers and achieve.</p>	3, 4

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

Budgeted cost: £ 34,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional 1:1 / 1:2 tutoring for mathematics for pupils in Year 6</i></p> <p><i>Recovery funding to be used for high quality support materials for pupils in Y5 and Y6 in mathematics</i></p>	<p><b>EEF</b></p> <p>One to one tuition +5 Small group tuition +4</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. 27% of disadvantaged pupils are currently in Y6: they require additional support through one to one tuition to narrow the attainment gap ready for a successful transition to high school.</p>	1,2
<p><i>Additional small group tuition in reading from Year 3, with a focus on developing fluency and accuracy for reading.</i></p> <p><i>Recovery funding to be used for high quality support materials for pupils in Y5 and Y6 in mathematics</i></p>	<p><b>EEF</b></p> <p>Reading comprehension strategies +6 Small group tuition +4</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. In order to access the full primary curriculum at Towngate Primary, pupils are required to be fluent and accurate readers who can apply a range of strategies to understand a wide range of texts, contexts and subjects.</p>	1,2
<p><i>Homework club provision ran by A&amp;BO / Learning Mentor to</i></p>	<p><b>EEF</b></p> <p>Parental engagement +4</p>	1,2,3,4

<p><i>ensure lack of homework / parental engagement in homework does not become a barrier to academic success</i></p>	<p>Homework +5</p> <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Homework expectations within our academy are daily reading, spelling practice and mathematics (times tables / number focus / Key Instant Recall Facts).</p> <p>Homework clubs are run where pupils have the opportunity to complete homework in school but outside normal school hours – this takes away the distraction from learning at home / lack of devices and therefore incomplete homework being submitted. This in turn allows for personalised feedback and support to be given.</p>	
<p><i>Focus Teaching Assistant Pupils for wellbeing check in and monitoring (2/3 allocation per TA)</i></p>	<p><b>EEF</b></p> <p>Mentoring +2</p> <p>Mentoring in education involves pairing young people with an adult who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Teaching Assistants are allocated to disadvantaged pupils to build high quality relationships, become a 'key worker' where children work in small groups to read / practice key skills and complete welfare check-ins. The Teaching Assistant bridges the gap between the class teacher and pastoral support to ensure pupils holistic needs are met in order to achieve.</p>	<p>3,4,5</p>

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

**Budgeted cost: £20,374**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing</i>	<p><b>PHE (2014)</b></p> <p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and physical activity levels of pupils.</p>	3,4
<i>Attendance and Behaviour Officer – attendance tracking and monitoring</i>	<p><b>DFE (2016)</b></p> <p>The higher the overall absence rate across Key Stage (KS)2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Tracking allows parents and carers to see the importance of high attendance across school and the direct correlation between attendance and achievement.</p>	4,5

**Total budgeted cost: £ 71,525**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 22/23

Early Years				
	Reading	Writing	Maths	GLD
Cohort	37/42 88%	35/42 83%	36/42 86%	34/42 81%
PP	-	-	-	-
Non PP	37/42 88%	35/42 83%	36/42 86%	34/42 81%

Year 1 Phonics	
	EXS
Cohort	30/34 88%
PP	4/4 100%
Non PP	26/30 87%

Year 2						
	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
Cohort	21/29 72%	8/29 28%	21/29 72%	4/29 14%	21/29 72%	5/29 17%
PP	3/4 75%	0/4 0%	3/4 75%	0/4 0%	3/4 75%	0/4 0%
Non PP	18/25 72%	8/25 32%	18/25 72%	4/25 16%	18/25 72%	5/25 20%

Year 6						
	Reading		Writing		Maths	
	EXS	GDS	EXS	GDS	EXS	GDS
Cohort (46)	87% (40)	37% (17)	75% (35)	9% (4)	87% (49)	20% (9)
PP (13)	73%	27%	53%	7%	67%	7%
Non PP (28)	88%	41%	84%	9%	91%	25%



## Aims and outcomes of the pupil premium strategy plan: progress made

2021 / 2022

2022 / 2023

Intended outcome	Progress made
<p>Increased attainment and progress in reading, writing and mathematics for pupils in receipt of pupil premium, in line with non pupil premium peers.</p>	<p>National Headlines for KS2 2022:                      R – 75%                      W – 69%                      M – 71%                      GPS – 72%</p> <p>Data overview above shows that National figures for '22 dropped in all subjects but reading due to implications of school closures and missed learning. Number of children in receipt of PP in EY and KS1 is low – meaning that the data is insignificant (1 child EYFS, 4 chn KS1). In KS2, of the 9 chn in receipt of pp, 8 took the assessments. In writing and GPS, 5/8 passed the assessment; 4/8 passed maths assessment. This continues to be a focus for teaching staff 22/23.</p> <p>National headlines for KS2 2023:                      R – 73%                      W – 71%                      M – 73%                      GPS – 72%</p> <p>Attainment for disadvantaged pupils in KS2 was an improvement on the previous year. Reading attainment for our disadvantaged pupils is in line with National for all: this is largely due to the rigor in approach for home/school reading expectations, priority reading and developing a reading culture across the school. Attainment in Y2 for pupil premium is in line or better than all pupils; children will continue to be tracked throughout the year.</p>
<p>For all children in receipt of pupil premium to be equipped with the right tools to read with fluency and accuracy</p>	<p>Children achieve well in reading, enabling them to read to learn in order to access the full primary curriculum.</p> <p>Attainment is good in reading: one child in KS1 in receipt of pp did not take the test, therefore 100% of remaining pp children passed KS2 SATs reading paper.</p> <p>Y1 phonics 21/23 was 67% with 2/3 children passing – the child will be tracked and retested in Y2.</p> <p>New fluency assessments in place for 22/23 Dibels assessments in place of Salford Reading Tests to swiftly identify and monitor developments in reading fluency.</p> <p>Focus of developing assessment for fluency and accuracy has been successful – RWI is embedded across school and pupils have been targeted for tuition where necessary. Whole class reading model implemented focused on developing fluency and accuracy for reading has proven</p>

	<p>successful. Reading spines have been adapted and reviewed based on changing cohorts.</p>
<p>A comprehensive pastoral offer to support the holistic child and remove barriers to learning.</p>	<p>Robust provision is in place to support pupils' mental health and wellbeing, ensuring pupils are equipped to learn and supported in managing and understanding their feelings and behaviour. Wellbeing has been prioritised and children have spoken highly of this – now to develop toolkits to encourage pupils' independent choices in ways to self regulate.</p> <p>22/23 new Learning Mentor is in post to provide additional capacity 5 days per week within the academy.</p> <p>New attendance officer started in summer 2023 – will be a focus for 23/24. Interventions on offer this year have been varied and we have collaborated well with local agencies to ensure the best support is in place for our children.</p>
<p>Improved attitude to learning</p>	<p>New behaviour policy launched 21/22 has allowed rapid intervention to be in place for children struggling to meet academy's expectations. Time out was used more over the course of the year, however reflection and report card use declined – this indicates that class teachers are managing behaviour in the classroom. Lost time due to poor attitudes is given back to teachers to ensure learning does not become affected. Now policy is embedded, next year analysis to unpick successes and allow bespoke class / pupil targeting by pastoral team. 2 exclusions took place this year, this is a reduction from 20/21.</p> <p>2 pupils were suspended from school during 22/23: these pupils did not repeat the behaviour due to the high expectations and reintegration processes in place. Core four are embedded across school.</p>
<p>Other</p>	<p>Ensure that attendance of disadvantage pupils is in line with whole school attendance, target of 97%.</p> <p>Continued whole school and pp target for 22/23.</p>

## 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*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield Early Language
RWI	Ruth Miskin (Read, Write, Inc).
Kinetic Letters	Kinetic Letters