



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | Townend Junior School |
| Number of pupils in school | 173 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | |
| Pupil premium lead | Tom Worrall/Rachel Boswell |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £72,856 |
| Recovery premium funding allocation this academic year | £5,632 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £7,625 |
| 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 | N/A |

Part A: Pupil premium strategy plan

Statement of intent

At Townend Junior School we want:

- All groups of learners will have every opportunity to "catch up", and make good progress in knowledge/skills across all subjects but particularly in core subjects.
- Pupils achieving expected combined in reading, writing and maths to increase
- Pupils progress scores and % achieving expected standard in reading to match or exceed National
- To improve attendance
- To ensure learning behaviours are consistently good from all groups of children

We aim to do this through -

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved by providing high quality CPD.
- To allocate 'Catch Up' through an experienced teacher - providing small group work focussed on overcoming gaps in learning
- Through an experience pastoral support staff member, provide a robust attendance monitoring process that supports children and families to remove any barriers when accessing school and learning
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition,
- Additional teaching and learning opportunities provided through external agencies including Educational Psychologist and Behaviour support.
- Support payment for activities, uniform, educational visits and residentials. Ensuring children have first-hand experiences to enhance their learning in the classroom.
- Provide appropriate nurture support to support pupils in their emotional and social development through our Pastoral Support member of staff and external P4YP (Positive for Young People)
- Provide opportunities for all pupils to participate in enrichment activities such as sports clubs

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Internal and external assessments indicate that disadvantaged pupils achievements are lower than that of non-disadvantaged pupils, particularly after the Covid - 19 pandemic. This is supported by the EEF- Impact of Covid learning document. Impact of Covid on Learning.pdf (d2tic4wvo1iusb.cloudfront.net) (page 8) |
| 2 | Our assessments, observations and discussions with parents and pupils indicate that social and emotional needs of pupils, since COVID-19, hinder their attainment and independent learning skills; friendship, behaviour and academic progress. For some pupils this has resulted in knowledge gaps, leading to pupils falling behind age related expectations and that the pandemic has had a negative effect on pupils wellbeing. This is supported by the EEF- Impact of Covid learning document. Impact of Covid on Learning.pdf (d2tic4wvo1iusb.cloudfront.net) |
| 3 | Our attendance data shows that disadvantaged pupil's attendance is at a lower rate compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils progress. Impact of Covid on Learning.pdf (d2tic4wvo1iusb.cloudfront.net) (page 15 / 16) |

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 |
|---|--|
| <p>All groups of learners will have every opportunity to "catch up" and make good progress in knowledge/skills across all subjects</p> <p>Pupils achieving expected combined in reading, writing and maths to increase</p> <p>Pupils progress scores and % achieving expected standard in reading to match or exceed National</p> | <p>Clear evidence that end of year outcomes are improved and in line with national expectations, verified through monitoring and swift interventions.</p> <p>End of Key stage data shows that disadvantaged pupils attainment is in line with national statistics.</p> |

| | |
|---|--|
| <p>To ensure learning behaviours are consistently good from all groups of children Evidence impact summary from the EEF 'Metacognition and Self-regulation' supports this.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | <p>All pupils use characteristics of learning skills and Tibshelf federation values as part of their everyday approach to learning. Opportunities for well-being (physical and mental) are embedded through all subjects and is evident through monitoring/cohort profiling.</p> |
| <p>To increase the attendance of all pupils especially disadvantaged pupils.</p> | <p>Reduction in absenteeism for disadvantaged children so they are in line with national statistics. Absences are short and pupils return to school quickly.</p> |

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: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To deliver a robust curriculum ensuring that all groups of learners have every opportunity to 'catch up' and make good progress in knowledge /skills across subjects. This will be done through learning walks Cohort profiling | Evidence from EEF of the impact of small group tuition raising attainment by 5+ months- the evidence suggests that small groups can be better than 1:1 in some cases. Small group tuition EEF (educationendowmentfoundation.org.uk) Evidence from EEF suggests that 1:1 tuition can have an impact of 5+ months, providing intensive academic support One to one tuition EEF (educationendowmentfoundation.org.uk) | 1 |
| To fund teacher release time to embed key elements of guidance in school and CPD. | Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) EEF guidance 'it is crucial, then, that we start early and make sure that all young people—regardless of background—have access to great mathematics teaching in the early years and at primary school.' EEF guidance is based on the best available evidence Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) | 1 |
| Pupils assessment tasks to clearly demonstrate progress across units of work and how children have built on previous learning. Staff CPD to focus on skills being taught across school to ensure coverage of all eight reading strands | End of year attainment in English (particularly reading) at the end of KS2 is low. Progress from KS1 to KS2 is low. Building on previous learning / developing the long term memory, See research carried out by 'Focus education'(Clive Davies) Sticky Knowledge in the Primary School Curriculum Focus Education : Focus Education (focus-education.co.uk) EEF evidences this approach EEF Blog: ECF– Exploring the Evidence: Prior knowledge and... EEF (educationendowmentfoundation.org.uk) | 1 & 2 |
| To ensure learning behaviours are consistently good from all groups of children | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an | 1,2,3 |

| | | |
|---|---|---|
| <p>Tibshelf federation values weekly through assembly and rewards</p> <p>Teaching of metacognition and how this can be applied to learning</p> <p>Use of external professionals expertise to ensure all groups of children make the best progress possible</p> | <p>average of seven months' additional progress. (EEF) This strategy is effective when taught collaboratively so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Strong evidence detailing how these approaches ensure high expectations for all are maintained and next steps are well informed, so pupils thrive.</p> <p>EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Teachers plan wider opportunities, learning and "wow" experiences which are shared in advance with the children so that they want to attend school.</p> <p>Dedicated Pastoral Lead to support pupils and families to increase self-esteem, motivation and attendance and children get the right support at the right time.</p> | <p>Promoting the next lessons increases attendance, see Improving school attendance (DFE). Improving attendance: good practice for schools and multi-academy trusts - Case study - GOV.UK (www.gov.uk)</p> | 3 |

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

Budgeted cost: £35,257

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Targeted support for pupils through intervention, which are robustly monitored by the leadership team.</p> | <p>Evidence from EEF of the impact of small group tuition raising attainment by at least 4+ months</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| <p>Precision teaching</p> | <p>1:1 support can make a difference of 5+ months based on EEF research</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 |
| <p>Training for staff to ensure pupils receive feedback and have opportunities for overlearning.</p> | <p>Importance of effective CDP- EEF research</p> | 1 |

| | | |
|---|--|-------|
| | <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) Effective practice by all staff members essential, EEF research</p> <p>New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF research suggest feedback from learning has a very high impact at a vey low cost.</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p> | |
| Embedding diagnostic activities through school and across the curriculum. These can support pupils key ideas, understanding and vocabulary. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: This has very high impact for a low cost EEF</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| Support Pupils self-esteem and attitudes towards learning are improved through highlighting and addressing their social and emotional needs. | <p>The research suggest that this can benefit disadvantaged pupils. EEF</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> | 2 |
| Enhanced opportunities to speak and perform publicly/ share experiences/work within / links with the local community for example; the parish council. | <p>The potential benefits for children include positive changes in perceptions and attitudes about older people, increased self-confidence, and better behaviour in school, increased self-management skills and higher standardised reading test scores. (Dr D Hinchcliff 2018)</p> <p>metacognition and self regulation has strong evidence that it is highly effective with very little cost with 7+months of additional progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | 1 & 2 |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embed principles of good practice set out in the DFE's working together to improve school attendance advice</p> <p>Dedicated member of staff to work alongside families</p> | <p>This document states why and how building strong and trusting relationships can help build barriers and increase attendance</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> | 3 |
| <p>Subsidise trips and events/ free uniform/FareShare school hampers/funding for acute issues</p> | <p>The impact of breakfast on learning in children - Family Action (family-action.org.uk)</p> <p>Based upon our experiences we have identified a need to set aside a small amount of funding to respond quickly to the needs which may not have yet been identified e.g.- food parcels</p> | 1,2 & 3 |
| <p>All PP children receive interventions e.g. - well-being such as Positive Play, Anger Gremlins, Anxiety Gremlins</p> | <p>metacognition and self-regulation has strong evidence that it is highly effective with very little cost with 7+months of additional progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Limited Evidence but links to metacognition research.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> | 1,2, & 3 |

Total budgeted cost: £25,599

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using 2 performance data and our own internal assessments.

To help us gauge the performance of the disadvantaged pupils we compare their performance to the non-disadvantaged pupils alongside national statistics.

Data from test and assessments suggest that despite some stronger individual performances the performance of the disadvantaged pupils is still below our expectations. Our analysis suggests that Covid 19 is still having an ongoing impact despite some of the chosen approaches showing impact.

The attainment gap between the disadvantaged and non-disadvantaged has grown since the previous year however this is reflective of national figures. Our assessments and observations have shown that challenges in wellbeing, mental health and absences have significantly impacted disadvantaged pupils. These results mean that we are not on course to meet the targets set. We have reviewed our strategy statement and made changes to how we intend to use some of our budget as set out in the Activity in This academic year section above.

| KS2 | | | | | | |
|------------------|------|----|------|------|----|------|
| No. Pupils | 43 | | | 34 | | |
| %EXS+ RWM | 67.4 | 49 | 64.9 | 55.9 | 58 | 58.7 |
| %EXS+ Reading | 72.1 | 62 | 73.2 | 67.6 | 76 | 74.5 |
| %EXS+ Writing | 83.7 | 38 | 78.3 | 82.4 | 18 | 69.4 |
| %EXS+ Maths | 76.7 | 65 | 78.7 | 76.5 | 43 | 71.4 |
| Reading Progress | -1.7 | 78 | 0.0 | -1.5 | 77 | 0 |
| Writing Progress | 0.3 | 47 | 0.0 | 1.6 | 27 | 0 |
| Maths Progress | -2.6 | 86 | 0.0 | 0.0 | 51 | 0 |

| KS2 Disadvantaged | | | | | | |
|-------------------|------|----|------|------|----|------|
| No. Pupils | 14 | | | 10 | | |
| %EXS RWM | 57.1 | 40 | 51.3 | 30.0 | 70 | 42.6 |
| %EXS Reading | 57.1 | 64 | 62.1 | 40.0 | 87 | 62.2 |
| %EXS Writing | 71.4 | 47 | 67.7 | 50.0 | 57 | 55.3 |
| %EXS Maths | 71.4 | 47 | 67.4 | 50.0 | 59 | 56.3 |

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 |
|------------------|-----------------|
| Little Wandle | RWInc. |
| TT Rockstars | Maths Circle |
| GL assessment | GL assessment |
| White Rose | White Rose |

Further information

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.