

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	Towcester CE Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trust AIO
Pupil premium lead	Sally Beaton
Trustee lead	Margaret Holman

Funding overview include costings for 2022 -23

Detail	Amount
Pupil premium funding allocation this academic year	£74,945
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 79,875

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement and learning experiences of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support eg. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers. <i>Baseline Y1 Phonics assessment showed 35% of all children to be on track in 2021. Within this, 86% of PP pupils were not on track at baseline.</i>	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 in readiness for secondary school. <i>At the end of KS2 67% PP pupils achieved ARE as a result of considered intervention and targeted support</i>	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained	1, 2

	<p>from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.</p> <p><i>At the end of KS2 55% PP pupils achieved ARE in Writing.</i></p>	
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout the school with PP pupils performing less well than their non-PP peers in all year groups.</p> <p><i>Year 2: -33% PP on track than nonPP</i></p> <p><i>Year 3: -22% PP on track than nonPP</i></p> <p><i>Year 5: -19% PP on track than nonPP</i></p> <p><i>Year 6: -6% PP on track than nonPP (12% PP on track, 18% non PP on track)</i></p>	1, 2
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p><i>Year 2: -22% PP on track than nonPP (PP 57% non PP 79%)</i></p> <p><i>Year 3: -22% PP on track than nonPP (PP 44% non PP 73%)</i></p> <p><i>Year 4 - 3% PP on track than nonPP (PP 60% non PP 63%)</i></p> <p><i>Year 5: -51% PP on track than nonPP (PP 36% non PP 87%)</i></p> <p><i>Year 6: -17% PP on track than nonPP (38% PP on track, 55% non PP on track)</i></p>	1, 2
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind ARE, especially in Writing and Maths (<i>see above data</i>)</p>	1, 2
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and a lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils.</p> <p><i>Teacher referrals for wellbeing support have markedly increased since the pandemic:</i></p> <p><i>18 pupils (14 of whom are disadvantaged 78%) currently require additional support with social and emotional needs with the Learning Mentor 1:1</i></p> <p><i>15 pupils require Lunch Club intervention, 12 of whom are disadvantaged 80%</i></p> <p><i>8 pupils require Breakfast club intervention, 5 of whom are disadvantaged 63%</i></p>	3
8	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3% and 4% lower than for non-disadvantaged pupils. (PP 90.6% non PP 93.8%)</p> <p><i>46% of disadvantaged pupils have been 'persistently absent' compared to 16% of their peers during that period.</i></p> <p><i>8 pupils require Breakfast club intervention, 5 of whom are disadvantaged 63%</i></p> <p><i>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i></p>	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Outcomes in 2024/25 show that more than 90% of disadvantaged pupils completed their phonic programme by December 2022. Disadvantaged pupils develop secure early reading skills including fluency, decoding and sight vocabulary in order to access the full curriculum and met ARE by the end of year 3.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including progress through the Early Years, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. • Provide targeted support for individual teaching staff and TAs to develop and embed their effective use of QFT strategies. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)	1, 2, 3, 4, 5, 6
Resourcing of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We will continue to: <ul style="list-style-type: none"> • access regular training and coaching by RWI (purchase training package) • commission the external teaching and learning consultant to work with staff and throughout the year • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants • Subscribe to Phonics Tracker to ensure diagnostic tracking of pupils at regular intervals. 	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks +5 months Effective tracking of pupil progress and AfL informed intervention ensures precise and targeted provision: (<i>EEF KS1 Reading Toolkit</i>):	1

	<p><i>Focus — a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency</i></p> <p><i>Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary</i></p>	
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Teaching and Learning consultant (English focus). • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. • Subscription to The Literacy Shed providing high quality texts and resources 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Teaching and Learning consultant (Writing focus). • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. • Purchase resources and training in Kinetic Letters 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	3
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	5, 6

<p>teachers, TAs and external consultants.</p> <ul style="list-style-type: none"> • Purchase manipulative resources to support best practice in QFT in Maths for all pupils 		
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Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,029 PP £4,930 RP

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase annual subscriptions for reading and maths interventions</p> <p>Shine Reading</p> <p>Shine Maths</p> <p>Shine GAPS</p>	<p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching & Learning Toolkit: EEF</i>).</p> <p><u>1:1 + 5 months</u></p> <p>And in small groups:</p> <p><u>+6 months</u></p>	2, 5, 6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Early identification and intervention</p> <p>Identified and monitored through Phonics Tracker data analysis</p> <p>Phonics leader time: monitoring and evaluation, training staff, evaluating assessment data</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>+5 months</p>	1
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p> <p>Learning Mentor to target PP pupils making below expected progress for reading sessions, monitoring reading habits, supporting reading wall challenges</p> <p>PM+ Benchmark Intervention targeted to PP pupils making less than expected progress or falling behind</p> <p>Inference Intervention for UKS2</p> <p>Range of KS2 high interest low ability reading materials to support KS2 pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>1:1 + 5 months</u></p> <p>And in small groups:</p> <p><u>+6 months</u></p>	2
<p>Deliver a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI</p> <p>Time to Talk</p>	<p>Oral language interventions can have a positive impact on pupils' language skills by +6 months. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	4

<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p> <p>Numicon Breaking Barriers Intervention Programme (Y2+)</p> <p>Numicon Big Idea Intervention (UKS2)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u>1:1 + 5 months</u></p> <p>And in small groups:</p> <p><u>+6 months</u></p>	<p>5, 6</p>
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Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing) .

Budgeted cost: £22,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils to access school successfully through good attendance, esteem and behaviour. Promoting mental health and wellbeing strategies for all pupils:</p> <p>We will:</p> <ul style="list-style-type: none"> - offer Breakfast Club provision for children with low attendance or barriers to successfully accessing school - Lunchtime Club provision for children who find the playground overwhelming, teaching social skills, emotional literacy and resilience in a safe environment - Learning Mentor providing social, emotional and behavioural needs support and intervention programmes - provide specialist programs to support the improvement of pupil wellbeing - Purchase of subscription to Jigsaw PSHE programme 	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><u>+4 months</u></p> <p><u>Breakfast Club;</u></p> <p><i>EEF: running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1</i></p> <p><u>Learning Mentor Interventions</u></p> <p><i>Both targeted interventions and universal approaches can have positive overall effects:</i></p> <p><u>+4 months</u></p>	<p>7</p>
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>Regular release time to meet with the LA's Attendance Officer, attendance monitoring and reporting</p> <p>An Attendance Officer and Family Support Worker will ensure that all attendance concerns are addressed quickly and systematically</p> <p>Family Support Worker to support families in removing barriers to good attendance (Breakfast Club, meet and greet, sleep support clinics)</p> <p>Specific, well planned training and release time for staff to develop and implement new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><i>Parental Impact: +4 months</i></p>	<p>8</p>

Total budgeted cost: £

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.

Teaching and Learning Consultant coach had medium impact on QFT across the school with the development of a consistent approach to specific LOs and Steps to Success, Modelling and the application of scaffolding to children's learning. This work will continue to be built upon, refined and embedded in the next academic year.

Specific focus on Maths, with training on effective approaches to delivering the school's calculation policy had medium impact on QFT in Maths

The appointment of our Learning Mentor enabled the targeted support of pupils with barriers to learning. SEMH focused interventions in small groups and on a 1:1 basis enabled pupils to overcome these barriers to access learning opportunities. Breakfast Club has supported pupils with anxiety to have a calm start to the school day and for those whose attendance becomes a concern, to have support with getting to school.

Whilst lunchtime club provides a safe environment for those children who are overwhelmed by the main playground. Social skills are modelled by the Learning Mentor and the lunch team to support children in friendships and with esteem.

Learning Mentor support was provided to all disadvantaged pupils through a reading mentor programme where the Learning Mentor supported their access to the school's reading walls and monitored their reading habits, so encouraging a breadth of reading experience for pleasure.

Interventions:

Tutors used the Shine Resources (Maths and Reading) to support targeted disadvantaged pupils through intervention. This had varied success and was impacted directly by the Covid related absence of pupils and staff. This small group targeted support was most effective as diagnostic assessments could be used throughout the program of work.

1-1 and small group Phonics sessions with tutors were effective when delivering Read Write Inc as an intervention for pupils to catch up with their peers. In September 2021, 17% of disadvantaged pupils were on track to pass the screening, increasing to 75% passing in June following intervention.

Wellbeing Support: Learning Mentor undertook ELSA training during the year, qualifying in the Spring Term of 2022. An intervention programme to support pupils' needs

was developed across the summer term. This approach will be continued and wellbeing support sessions will be offered to a broader range of pupils in academic year 2022 - 23.

Impact of Covid 19 was high in our school during the Spring Term of 2022, high rates of staff absence impacted on the consistency of intervention across the 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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.