

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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	Towcester C of E Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	64 pupils 19.1%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Sally Beaton
Trustee lead	Margaret Holman

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,250.10
Recovery premium funding allocation this academic year	£7,685
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£ 96,935.10</b>

## 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 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 e.g. 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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>Baseline Phonics Screening for Foundation Stage pupils showed that 25% of all children are on track with expected Phonics milestones at the end of Term 1, 2023. 66% of (6) PP are not on track at this stage.</i></p> <p><i>Baseline Y1 Phonics assessment Term 1 2023 showed 33 % of all children to be on track in 2023. Within this, 60% of PP pupils were not on track at baseline.</i></p>	1, 2

2	<p>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 than their peers in readiness for secondary school.</p> <p><i>Baseline Year 6 assessment, T1 2023 indicates that 75% of all pupils are on track to meet the expected standard at the end of KS2. Of these, 46% of disadvantaged pupils are on track.</i></p>	1, 2
3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.</p> <p><i>Baseline Year 6 assessment, T1 2023 indicates that 57% of all pupils are on track to meet the expected standard at the end of KS2. Of these, 18% of disadvantaged pupils are on track.</i></p>	1, 2
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><i>Baseline EYFS assessment, T1 2023 indicates that 44% of all pupils are meeting the developmental milestone. Of these, 83% of PP pupils (6) did not meet the developmental milestone.</i></p> <p><i>Gap analysis of PIRA reading assessments indicates that Vocabulary is a barrier to achieving the expected standard for Year 5 Pupil Premium children whose average score for the Vocabulary domain was 4 of a possible 8</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>On entry to Reception class in 2023 60% of our disadvantaged pupils arrived below age-related expectations compared to 44% of other pupils. This gap remains steady to the end of KS2 (Year 5 baseline PP 55% on track/all pupils 76% on track)</i></p>	1, 2
6	<p>Our assessments and observations indicate that the education and well-being 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 age-related expectations, especially in maths.</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 closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>	3

	<p>Teacher referrals for support have markedly increased during the pandemic. 27% of all pupils (58% of whom are disadvantaged) currently require additional support with social and emotional needs, all of whom receive small group interventions.</p> <p><i>Teacher referrals for wellbeing support have markedly increased since the pandemic:</i></p> <p><i>30 pupils (of whom 40% are disadvantaged ) currently require additional support with social and emotional needs with the Learning Mentor 1:1</i></p> <p><i>12 pupils require Lunch Club intervention, 58% of whom are disadvantaged</i></p> <p><i>10 pupils require Breakfast club intervention, 90% of whom are disadvantaged</i></p>	
8	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils (93.27%) has been between 1 and 2% lower than for non-disadvantaged pupils. (95.25%)</p> <p><i>11.3% of disadvantaged pupils have been 'persistently absent' during the academic year 2022- 23 compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</i></p>	3

## Intended

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you 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 June 2025. 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 improved vocabulary outcomes for PP pupils in PIRA scores, 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"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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"> <li>• The overall absence rate for all pupils being no more than 4%, and</li> </ul>

		<p>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
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## Activity in this Academic Year

This details how you intend to spend your school's 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: £ 46,364

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: <a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	2,5,6
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD</li> <li>• Commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• Maintain a strong focus on QFT in our internal CPD programme.</li> <li>• Provide targeted support for individual teaching staff and TAs to develop and embed their effective use of QFT strategies.</li> <li>• Implement a coaching model using the 'WalkThru's' approach focussing on whole school and individual focus areas of QFT and Behaviour Management</li> <li>• Purchase AV materials to support with teacher modelling in QFT (Smartboards £1800 and visualisers £393, table top whiteboards for TA modelling <a href="#">Landscape Wedge Magnetic Whiteboard</a> £96.20)</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching.</p> <p>The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (<i>EEF</i>)</p>	1, 2, 3, 4, 5, 6

<p>Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> <li>• access regular training and coaching by RWI (purchase training package)</li> <li>• commission the external teaching and learning consultant to work with staff and throughout the year</li> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants</li> </ul> <p>Training for 5 adults: £1300          Online subscription &amp; consultant charges: £2187</p>	<p>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:  <u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks          +5 months</p> <p>Effective tracking of pupil progress and AfL informed intervention ensures precise and targeted provision:  <i>(EEF KS1 Reading Toolkit):</i></p> <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>1</p>
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.          We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD on reading and the teaching sequence</li> <li>• Maximise support from the Trusts' Literacy consultant</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> <li>• Enhance our reading materials for KS2 children not reading at ARE, to include a range of high interest, low reading age materials; group texts for 4/week shared reading groups;</li> <li>• Providing breadth of choice of texts at Dark Blue and Dark Red reading scheme levels</li> <li>• Enhancement of Library, Reading Walls and Class libraries with new high quality texts</li> <li>• Promote a love of reading by rewarding children for reading (intervals) of books from our Class Reading Walls</li> </ul>	<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 (<i>EEF</i>)</p> <p><u>1:1 + 5 months</u>          And in small groups:  <u>+6 months</u></p>	<p>2</p>
<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"> <li>• Access Trust CPD on writing and the teaching sequence</li> </ul>	<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 (<i>EEF</i>)</p>	<p>3</p>

<ul style="list-style-type: none"> <li>• Maximise support from the Trusts' Literacy consultant</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> <li>• Purchase resources and training in Kinetic Letters (KL leader training, whiteboards, subscription )</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> <li>• Promote KIRFS and MTC knowledge through rewards for 144 club</li> <li>• Enhance Early Years Maths provision resources</li> </ul>	<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 (<i>EEF</i>)</p>	<p>5, 6</p>

## Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 32,063

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Purchase annual subscriptions and resource packs for reading and maths interventions.</p> <p>Reading: PM Benchmark (TA 30 hours/week @£13/hour) Inference Intervention: (TA 5 hours/week @£13/hour)</p> <p>Maths: Numicon, Breaking Barriers &amp; Numicon, Big Ideas (TA 25 hours/week @£13/hour)</p>	<p>Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. (<i>Teaching &amp; Learning Toolkit: EEF</i>).</p> <p><u>1:1 + 5 months</u> And in small groups: <u>+6 months</u></p>	<p>2, 5, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. RWInc Phonics Fast Track Tutoring (TA 6 hours/week @£13/hour)</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>1</p>



<p>Pupils requiring intervention identified and monitored through regular Phonics data analysis</p> <p>Phonics leader time: monitoring and evaluation, training staff, evaluating assessment data and identifying target children</p> <p>(2.5 hours/week @£13/hour)</p> <p>RWI Training for Y3 TA to lead Phonics interventions for pupils who did not pass the Y2 Phonics screening check</p>	<p><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p><u>+5 months</u></p>	
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support.</p> <p>Learning Mentor providing small group and 1:1 reading sessions for target pupils (reviewed termly)</p> <p>Packs of shared reading books to enable group reading 4/week in KS2</p> <p>Learning Mentor to target PP pupils making below expected progress for reading sessions, monitoring reading habits, supporting reading wall challenges</p> <p>High interest, low reading age texts and Dyslexia friendly texts</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>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>1:1 + 5 months</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p><u>+6 months</u></p>	2
<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p> <p>Small group sentence construction writing intervention with learning mentor. 5hours/week@ £13/hour</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>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	3
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Intervention Programmes, Resources and training for:</p> <p>NELI training and intervention provision (Subscription &amp; Training: £400)</p> <p>Intervention 7.5 hours/week for 20 week programme @£13/hour)</p> <p>Time to Talk ( 2 hours/week @£13/hour)</p> <p>Socially Speaking ( 2 hours/week @£13/hour)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><u>Oral language interventions   EEF (educationendowmentfoundation.org.uk)</u></p>	4

<p>Talking Success Training : £225 Intervention provision: 6 hours/week @£13/hour</p>		
<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support. Numicon Breaking Barriers Intervention Programme (Y2+)  Numicon Big Idea Intervention (UKS2)  Learning Mentor timetabled support and checks with checking PP are learning Times Tables and KIRFS (5 hours/week @£13/hour)</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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>5, 6</p>

### Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,508.10

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <ul style="list-style-type: none"> <li>• Mental Health Champions programme (£1254)</li> <li>• Behaviour certificates and awards badges and prizes (£500)</li> <li>• Playground buddies scheme (Buddy stop sign £87, vests £60 and badges £30)</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.  <a href="#">Attendance Support</a> Regular release time to meet with the LA's Attendance Officer, attendance monitoring and reporting, strategies to support/challenge</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">Breakfast Club</a>; <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>  <a href="#">Learning Mentor Interventions</a> <i>Both targeted interventions and universal approaches can have positive overall effects: +4 months</i></p>	<p>6</p>

<p>Attendance Officer and Family Support Worker will ensure that all attendance concerns are addressed quickly and systematically (6/hours /week @£13/hour)</p> <p>Family Support Worker to support families in removing barriers to good attendance (Breakfast Club, meet and greet, sleep support clinics) (6/hours /week @£13/hour)</p> <p>Specific, well planned training and release time for staff to develop and implement new procedures (FSW Solihull Programme Training £200)</p> <p>We will:</p> <ul style="list-style-type: none"> <li>- offer Breakfast Club provision for children with low attendance or barriers to successfully accessing school (10 hours /week @£13/hour)</li> <li>- Lunchtime Club provision for children who find the playground overwhelming, teaching social skills, emotional literacy and resilience in a safe environment (15 hours /week @£13/hour)</li> <li>- Learning Mentor providing social, emotional and behavioural needs support and intervention programmes (7.5 hours /week @£13/hour)</li> </ul> <p>ELSA training and Subscription (£990/year)</p> <p>-provide specialist programs to support the improvement of pupil wellbeing</p>		
<p>Enable disadvantaged pupils to be included in all aspects of school life.</p> <ul style="list-style-type: none"> <li>-Provide financial support through PP vouchers for trips, clubs, sports and music activities</li> <li>-Raise aspirations for disadvantage pupils through recognition and celebration of achievements</li> <li>-Ensure disadvantaged pupils are represented through pupil leadership teams</li> </ul>	<p>EEF Arts Participation +3 months</p>	<p>7,8</p>

**Total budgeted cost: £ 96,935.10**

## 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 **2022 to 2023** academic year.

*The impact of our Teaching and Learning Consultant on raising standards in QFT in all areas of the school has had a medium – high impact through focus on adaptive teaching, assessment for learning and modelling. This work will continue to be built upon in 2023-24 and enhanced through the introduction of the ‘Walk-Thrus’ coaching model.*

*Outcomes at the end of 2022/23 indicate that high quality teaching of phonics, including targeted interventions has positively impacted on disadvantaged pupils with 81% of pupils passing the Phonics Screening check in 2023.*

*Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was broadly in line with or above our non-disadvantaged pupils at the end of KS2 in both Maths (All pupils: 58%/PP pupils 60%) and Reading (All pupils: 63%/PP pupils 71%) whilst in Writing, disadvantaged pupils performed less well than their peers (All: 69%, PP 50%). Communication and Language and Oracy are identified as significant contributing factors to these outcomes throughout the school. Through greater focus on Oracy and Vocabulary acquisition in our 2023 – 24 strategy, we aim to improve Writing outcomes particularly for our Disadvantaged pupils.*

*Overall attendance in 2022/23 was higher than in the preceding years at 95.2% (93.8% in 2021/22) and higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. 11.3% of disadvantaged pupils have been ‘persistently absent’ during the academic year 2022- 23 compared to 8% of their peers during that period These gaps are lower than in previous years through the impact of the support and intervention provided. Attendance remains a focus of our current plan.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, many children present with anxiety and SEMH needs primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Breakfast and Lunch Clubs have proved successful interventions in supporting many pupils across the school, providing a calm and safe space where social skills can be practised.*

*Targeted interventions are now focused on specific areas of need, staff training in a range of Maths and English interventions has supported our learners whilst training in Wellbeing interventions helps to remove the barriers to learning faced by many of our pupils.*

## 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?	Support to access cultural capital activities (Y6 activity week) Learning Mentor ELSA time
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence and resilience in learning