

Evaluation Townley School Pupil Premium Strategy Statement 2023 - 24

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	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers	2020 - 2024
Date this statement was published	2023
Date on which it will be reviewed	June 2024
Statement authorised by	
Pupil premium lead	Maria Higgins
Pupil premium Champion	Maria Higgins
Governor / Trustee lead	Sarah Bayliss

Funding overview	Amount
Pupil premium funding allocation this academic year	£ 33,465
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 33,465

Part A: Pupil premium strategy plan

Statement of intent

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. We want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Townley we are determined to ensure that our children are given every chance to realise their full potential and who make the most of opportunities that come their way. Children will be challenged and supported to achieve their potential, including progress for those who are already high attainers.

To ensure our approaches are effective we will, adopt a whole school approach in where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, act early to intervene at the point needs are identified and

In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and national data. The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent. Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are reviewed and next steps identified in parent, teacher and support staff meetings which are included on each child's individual learning plan and based on children's needs so that we can narrow the children's attainment gaps and prepare our children for the future.

Challenges

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

Challenge number	Detail of challenge
1.	Attendance for some children in receipt of PP (or children in receipt of free school meals) showed that some PP had attendance below 96% and were persistent absentees.
2.	Lockdowns of 2020 and 2021 meant that some children were unable to access some aspects of the curriculum, even when supported by the school, this has created some gaps in learning
3.	Around half of the children in receipt of the PPG PP have additional needs, either educational, medical needs or wellbeing issues.
4.	Children in receipt of PPG in Key Stage 2 have historically not made expected progress in maths.
5.	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. Parental support can be a barrier to collaborative working, a number of our children in receipt of the PPG also have barriers at home, such as language issues, issues with SEND or bereavement.
6.	Our children face difficulties with vocabulary, as they do not always read widely, or have vocabulary supported outside of school. Children eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.
7.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendship issues and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher request for support have markedly increased during the pandemic.
8.	Our children are faced with limited access to basic living essentials such as, food, heating, fuel and other energy sources. This is due to the current cost of living crisis. Things like basic hygiene could be affected by this due to the increase cost of energy bills making it difficult to afford to run hot water, essential living electrical items, such as lights, washing machines, showers, heating, and ovens. Some families may be forced to choose between heating and eating.

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
All children make expected progress in maths.	All children make progress in maths in line with FFT 50 predictions.
Accelerate progress of PP children	Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve in line with other pupils.
For all children to approach and overcome challenges in a positive way.	Fewer PP children will have difficulty in social situations; This will be monitored through behaviour records. Children eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barrier increase the proportion of PP children achieving ARE in Reading, Writing and Maths.
Increase parental engagement.	Each PP family attends at least one school-based engagement event to support their child in their learning. High attendance at parent workshops, class story café, art projects, Friends of Townley School events and parents evening. Increase in the number of parents attending; monitor numbers over the year. Positive feedback /comments on parental questionnaires.
Reduce the gap in attainment created by the national lockdown and limited exposure to the curriculum in the lockdowns and when self-isolating.	Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/2023 demonstrated by:

	<ul style="list-style-type: none"> • Qualitative data from students' voice, student and parent surveys • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
All families have access to sufficient basic living essentials	<p>PP families obtain the support and financial advice they need to maintain a safe, healthy, stable home.</p> <p>PP families are given the opportunity to discuss cost of living crisis, support offered where possible, and signpost point of contact where necessary. Support and advice added to the weekly newsletter, i.e. local food banks, government schemes etc. to encourage families to reach out for support and advice.</p> <p>Essential items provided to families such as warm clothing, sufficient school uniform, clean bedding, use of school facilities if needed (school shower)</p> <p>The bagel project – offering breakfast on entry into school.</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: £ 12,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Every child receives teaching which is good in every classroom every day. 100% good or better teaching everyday through use and adaptation of CUSP. CPD for teachers with the focus on reading skills to enable high quality teaching for all.

MSL to attended Maths Mastery Programme Y3.

One member of staff to become an EEF Evidence Advocate,

Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all maths through Number Readiness and Maths Mastery Readiness training.

Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes. CUSP training.

A focus on ensuring all teaching remains good or better through

Education Endowment Foundation (EEF) report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."

Research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.

Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.

2, 4, 5, 6

<p>training (Primary Offer), supporting retention of good staff through family friendly policies and a focus on good wellbeing for staff.</p> <p>Introduction of Little Wandle phonics programme across the school.</p>		
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Evaluation –

All teaching remains good. Little Wandle has been implemented across the school. It is being used to support interventions in KS2 and we are seeing the positive outcomes of this in our data.

Disadvantaged children make expected progress from there starting points in almost every case.

SS has become an EA and this is enabling her own teaching to be further strengthened as a result.

Our Year 6 outcomes in reading were about national and all children in receipt of FSM/PP achieved the expected standard.

Relevant training has ensured the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes, this has been especially important where children in receipt of PP have also got SEND needs.

MSL is undertaking maths mastery an has continued to develop into other classes, we have seen the impact of this especially in our Y2 class.

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5, 6
<p>REAL (Raising Early Achievement in Literacy) Raising early achievement in literacy (REAL) aims to improve children's early literacy by teaching parents effective strategies for supporting their children's learning.</p>	<p>Raising Early Achievement in Literacy has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation according to the Early Intervention Foundation. REAL assumes that children's early literacy skills can be improved through effective parental strategies for supporting children's learning.</p> <p>REAL provides parents of pre-school children with strategies, ways of thinking about their roles, and resources to enable them to support their child's development of literacy skills. In the short term, children's literacy skills improve. In the long term, the programme is designed to improve children's literacy achievement in school.</p>	2, 5, 6, 7
<p>Purchase of standardised diagnostic assessments.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 4, 5, 6,7

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2, 4, 5,</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5, 7</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 5, 6, 7</p>
<p>Evaluation</p> <p>Enhancement of our maths teaching and curriculum planning is line with DfE and EEF guidance. Chn in receipt of FSM/PP make progress from their starting points in almost every year group. Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) has supported maths outcomes across the school.</p>		

Additional phonics session has meant Y2 children in receipt of PP passes the PSC in Y2, this was not the case in Y1, but Y1 outcomes were complicated as SEND and attendance were complicating factors.

Standardised assessments ensure teachers are accurately assessing and able to plan to accurately close gaps and meet the needs of all children

MSL is undertaking maths mastery and has continued to develop into other classes, we have seen the impact of this especially in our Y2 class.

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

Budgeted cost: £10,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
For pupils to access a range of social/cultural/sporting experiences, visits and activities.	<p>Pupils' horizons will be broadened, and they will learn more about culture and music. As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child's confidence, self-esteem and self-belief. Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning.</p> <p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p>	1, 5, 7
Regular meetings between Champion and targeted PP children (as identified in PPM) to provide coaching and mentoring as	<p>Education Endowment Foundation report 2019 states that "The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage."</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged child, as many staff have not experienced this themselves.</p>	1, 3, 6,7

<p>necessary. ½ termly meetings between advocate and class teacher to identify needs of children and plan next steps for individuals.</p> <p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>		
<p>Provision of ESLA trained PP Champion to support nurture for vulnerable children. Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p> <p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children’s overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning. Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.</p>	<p>2, 3, 5, 7</p>

	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<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>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 5, 6, 7
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Enhancing the sensory regulation equipment available for PP</p>	<p>We have observed that sensory equipment and resources such as, lap pads, tunnels, weighted equipment and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	3

<p>learners with enhanced sensory needs, including autism. We will also fund staff training.</p>		
<p>Engaging with Family Action to provide a healthy breakfast for every child.</p>	<p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	<p>1, 3, 4, 5, 7</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
<p>PP families are given the opportunity to discuss cost of living crisis, support offered where possible, and signposted to points of contact where necessary. Support and advice will be added to the weekly newsletter informing families information about local food banks, government schemes etc. to encourage families to reach out for support and advice. Essential items will be provided to families such as warm</p>	<p>Our school is situated in a deprived area. There is strong evidence that the current cost of living crisis is set to effect a number of families across the country, particularly those families that are already in poverty, it is said that they will be effected the most.</p> <p>https://buttleuk.org/news/news-list/how-the-cost-of-living-crisis-is-impacting-those-already-in-poverty-the-most/</p>	

<p>clothing, sufficient school uniform, clean bedding, use of school facilities if needed (school shower)</p> <p>The bagel project will be continued ensuring breakfast is offered on entry into school.</p>		
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Evaluation

Families have been supported with foodbank vouchers. All children have been offered breakfast in school (toast or bagels). Our attendance figures are similar to National, however pupils in receipt of PP do have lower attendance than other children, however we have seen improvements in their attendance as the year has moved on. We have used our statutory powers to support attendance.

All staff were offered training from the Occupational Therapy team to support Sensory Integration, this has enabled more children to remain in class rather than needing breaks outside of the class. School feels calm and safe.

We have been supported by the MHST to provide training for staff and children to ensure children feel included and safe, this means most children have made progress from their starting points.

All children have been able to attend trips and the Residential was offered to all children in Y5 and 6, all children have been able to access school trips.

We have a whole host of sensory equipment for children, this does need replenishing year on year as it is not always possible to share equipment such as chew toys, fidget tools and such like.

Total budgeted cost: £ 33,465

Further information

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Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Every class has a class reader and all children are read to daily by an adult.
- Every teacher and TA is trained in STEPS, including having three STEPS tutors on the staff.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 a robust 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.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Teaching

Evaluation – At the End of KS2 all children entitled to PPG in 22/23 also had SEND. They did not make the expected progress in maths from KS1 to KS2. They all made expected progress in reading and writing from KS1 to KS2. We have found the maths mastery programme is not yet having an impact on outcomes in maths across the school, as the high % of children working below expected and mixed age classes mean those leading the courses have not been able to provide advice and support that meets the needs of our school.

Our teaching staff remain stable – with no teaching staff changes from 22//23 – 23/24.

Targeted academic support

Evaluation

2/3 of the children in receipt of PPG passed the PSC in Y1. In Y2 those children in receipt of PPG who needed retake the PSC have SEND, which was the barrier to them passing the PSC, although they have received additional phonics intervention. Our writing results at the end of each key stage have not yet increased to be in line with nationally expected levels, however the improvement's in reading needed to happen first and reading across the school has benefitted from the changes this years.

Wider strategies

Evaluation – Attendance across the whole school was higher than national. Attendance for some children in receipt of PPG is still of concern, although the school uses all it's statutory powers to and DFE guidance to support good attendance. Attendance of these children has improved in the summer term. The bagel project is popular with the children, and we will continue this into the next school year. All staff have attended training on proprioceptor strategies that can be used in the classroom. ELSA has been very successful in supporting those children in receipt of PPG with their SEMH difficulties and has led to significant improvements in behaviour for identified children – our ELSA has left their role, but we have expressed an interest in training for additional staff in the next year.

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
ELSA	Local Authority

There is one pupil eligible for the service pupil premium funding 2023 -234