

Pupil premium strategy statement – Tower View Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Mrs Shaela Good,</i> Head Teacher
Pupil premium lead	<i>Miss Avril Harvey,</i> Deputy Head Teacher
Governor / Trustee lead	<i>Mr Sean Carpenter,</i> Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£134,835

Part A: Pupil premium strategy plan

Statement of intent

As an Endeavour Multi Academy Trust school, Tower View Primary School's vision is to provide an adventure rich education with opportunities for lifelong learning, personal development, achievement and enjoyment for all pupils.

Tower View is committed to ensuring that every child has the opportunity to thrive academically, socially, and emotionally. With 30% of our pupils identified as disadvantaged, our Pupil Premium strategy is designed to close attainment gaps and remove barriers to learning, enabling **all** pupils to achieve their full potential.

Our strategy is based on evidence-based practice and focuses on professional development for teachers and support staff so that high quality teaching, targeted academic support and strategies to improve attendance, well-being and enrichment opportunities are embedded in daily practice.

Our Pupil Premium Strategy works towards meeting the above expectations by:

- **Monitoring progress rigorously** to ensure disadvantaged pupils achieve the National Standard, especially in Phonics, Reading and Speaking and Listening, in line with expectations and comparable to their non-disadvantaged peers.
- **Providing effective emotional support** for children and families in need of advice and intervention, with a strong focus on mental health.
- **Removing barriers to cultural capital opportunities**, ensuring disadvantage does not prevent pupils from accessing enriching experiences.
- **Delivering targeted academic interventions** that build confidence and raise attainment.
- **Tracking attendance closely** to maintain rates above 95% for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Children enter reception with speaking and listening skills well below their age-related expectations
2	Disadvantaged pupils' achievement in reading is below that of their peers
3	Children need support to manage emotions, conflict and self-regulation so that they are ready for learning
4	There are limited opportunities in our local community for enrichment

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
To improve the communication skills of disadvantaged pupils.	For children to progress from red to amber and green on the Wellcomm assessments following regular intervention
To close the gap in attainment between disadvantaged pupils and their peers in phonics and early reading.	<p>90% to pass the phonics screening in Year 1 and go on to be assessed as reading at the expected standard at the end of Year 2</p> <p>Additional support provided to ensure pupils make progress through programme of interventions such as reading fluency, phonics catch up and FFT.</p> <ul style="list-style-type: none"> • Additional support and coaching provided for ECTs teaching phonics and early reading • Parent survey shows that EYFS Parents feel supported with the how they can support with early reading and phonics • Additional support provided to ensure pupils make progress through programme of interventions such as pre and post teaching • Additional support provided to ensure pupils make progress through programme of interventions such as reading fluency, phonics catch up and FFT. • Parent workshops for maths and English carried out.
For all pupils, particularly disadvantaged pupils, to have access to effective wellbeing support, SEMH support and intervention within the classroom and beyond.	<p>Children with SEMH needs are identified by teachers and families and supported with a One Page Profile which includes strategies to support them.</p> <p>Disadvantaged pupils have access to SEMH intervention as is needed: ELSA, positive play, sensory circuits and Lego therapy.</p> <ul style="list-style-type: none"> • PP prioritised for BYFC counselling • PP children are supported by Family liaison lead through !;! work and group intervention • PP children prioritised for work with the mental health team • PP children are represented in all responsibility groups such as school councillors • Parent survey shows that parents feel supported on areas of wellbeing through a range of initiatives

<p>To ensure that no child is disadvantaged when wanting to access the wider curriculum at Tower View.</p>	<p>Families of PP children are supported by Family liaison lead through food parcels, clothing and in person support</p> <ul style="list-style-type: none"> • PP children prioritised to attend after school provision • Breakfast club provided for free to PP children • Subsidised music lessons • Subsidised residential trip <p>Furthermore, across the wider curriculum, there are planned opportunities which deepen and enrich learning. These include visits, visitors and experiences as well as linking learning to future possibilities.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed a consistent, systematic phonics and early reading scheme across EYFS and Key Stage 1</p>	<p>Research tells us that high quality teaching can narrow the disadvantage gap. Phonics EEF</p> <p>It points to the crucial importance of direct instruction in phonics for developing pupils' reading ability. (Education Inspection Framework; Ofsted Research)</p>	
<p>Year 3 Fluency Reading Lessons</p>		
<p>Year 4 – 6 Good Reading Lessons</p>	<p>A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. (Education Inspection Framework; Ofsted Research)</p> <p>Reading comprehension strategies EEF</p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p>	2
<p>Develop the wider curriculum and implement curriculum</p>	<p>Aspiration interventions EEF</p> <p>Ensuring that students have the knowledge and skills to progress towards their aspirations is</p>	4

drivers of Experiences and Aspirations.	likely to be more effective than intervening to change the aspirations themselves.	
Teaching assistants receive regular training and are deployed throughout the school to carry out targeted interventions, as well as pre and post teaching tasks.	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition EEF	1,2
Continue to deliver training, modelling and coaching to consolidate the implementation of the foundation curriculum linked to effective pedagogy.	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Effective Professional Development EEF	1,2

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

Budgeted cost: £24,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Welcomm	Language provides the foundation of thinking and learning and should be prioritised (EEF: Preparing for Literacy Guidance Report).	1
Implement SEMH interventions: ELSA, positive play, sensory circuits and Lego therapy	EEF: Improving behaviour in schools Social and emotional learning EEF Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	3
To support pupils in developing strategies for metacognition and self-regulation to	Metacognition and self-regulation EEF Metacognitive and self-regulation strategies have been used across the curriculum, with approaches in	3

<p>promote readiness for learning.</p>	<p>mathematics very successful. However, the effect on reading outcomes is also high.</p> <p>Metacognitive strategies that support reading comprehension form a large proportion of the evidence base and demonstrate a positive impact on pupil outcomes.</p> <p>Improved metacognition and self-regulation skills have the potential to promote learning across the curriculum and beyond.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with Mental Health in Schools team to provide 1:1 support, CDP and parent workshops.</p>	<p>Early evaluations of the 25 trailblazer sites (Wave 1) highlight that: MHSTs increase school staff confidence in addressing pupil mental health, positively impact student wellbeing, and enhance coordination between education and CAMHS. [birmingham.ac.uk], [evidence.nihr.ac.uk]</p>	<p>3</p>
<p>Increase Extra-Curricular opportunities after school.</p>	<p>Arts participation EEF Physical activity EEF</p> <p>Research shows that improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>4</p>
<p>Funded peripatetic music lessons for disadvantaged pupils</p>	<p>Arts participation EEF</p> <p>Research shows that improved outcomes have been identified in English, mathematics and</p>	<p>4</p>

	<p>science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
Restorative behaviour approaches and improving quality of play.	<p>Behaviour interventions EEF</p> <p>The average impact of behaviour interventions is three additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
Breakfast club provision is offered to all PP children which incorporates breakfast food and access to online learning resources.	<p>Social and emotional learning EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The DFE states 'Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour'. How we are ensuring thousands of children receive a healthy, nutritious breakfast – The Education Hub</p>	4

Total budgeted cost: £134,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SAT's results: PP 16 children

Reading: 64% EXS+

NON PP: EXS: 44%, HS: 32% - PP: EXS: 31%, HS: 6%

Maths: 55% EXS+

NON PP: EXS: 51%, HS: 20% - PP: EXS: 19%, HS: 0%

GPS: 55% EXS+

NON PP: EXS: 46%, HS: 24% - PP: EXS: 19%, HS: 0%

Writing: 59% EXS+

NON PP: EXS: 63%, HS: 10% - PP: EXS: 25%, HS: 0%

Phonics:

Year 2:

77% passed - PP: 67% passed

Year 1:

79% passed - PP: 25%

EYFS:

72% achieved GLD - PP: 8%

Whole School Attainment Summer 2025

ARE+	PP	NON-PP	Difference
Reading	36%	61%	-25%
Writing	27%	50%	-23%
Maths	35%	60%	-25%

HS	PP	NON-PP	Difference
Reading	3%	9%	-6%
Writing	0%	1%	-1%
Maths	4%	7%	-3%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Twinkl Phonics	Twinkl
The Place Value of Punctuation and Grammar	Grammarsaurus
Mental Health Support	MHST
ELSA	Staffordshire Educational Psychology Service
EPATT	Staffordshire Educational Psychology Service