

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021-2022 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	Tower View Primary
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	Sept 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Graham Lobb
Pupil premium lead	Graham Lobb
Governor / Trustee lead	Laura Adcock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121880
Recovery premium funding allocation this academic year	£6550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£128430

## Part A: Pupil premium strategy plan

### Statement of intent

- Pupils eligible for PP make at least expected progress in Maths and English from their individual starting points.
- The % of PP children reaching National Standards at the end of EYFS, KS1 and KS2 is in line with the % of Non PP children and in line with non PP pupils nationally.
- Effective emotional support is in place for children and families who require advice and intervention.
- Children take part in extra- curricular activities/ trips and feel included in all aspects of school life.
- Use of weekly Speech & Language sessions will increase early intervention on spoken language and communication skills, which in turn will support later written and reading skills.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Teacher assessments show that some of our PP are lacking in cultural capital compared to their peers.</i>
2	<i>Monitoring has shown a gap in the use and understanding of higher-level vocabulary for some Pupil Premium children</i>
3	<i>Some PP children have additional needs such as emotional needs/ poor concentration that can impact their learning.</i>
4	<i>A small group of Pupil Premium children have lower attendance than their peers</i>
5	<i>Some PP pupils have lower parental engagement to support their child's learning.</i>

## 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
<i>The attainment and progress of PP children is in line with their peers and non-PP children nationally.</i>	End of Y2 and Y6 data shows that PP children are in line with their non-PP peers nationally
<i>Assessment in foundation subjects shows that PP children are retaining key knowledge in line with their peers</i>	School data shows that PP children are retaining key knowledge
<i>PP children's attendance is in line with their non-PP peers</i>	Annual data shows PP children are in line with their non-PP peers nationally.

## 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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of regular Speech and Language teacher for 1 term to set up S&amp;L programmes</i>	Programmes set up and initially run by a trained specialist professional will help close the gap with peers	2/3/4/5
<i>SENCo to be non-class based (0.4) to co-ordinate intervention and support</i>	SENCo will be able to plan and evaluate the quality of intervention.	2/3/4/5
<i>Purchase of validated phonics scheme and new reading books in EYFS/ KS1</i>	EEF research shows phonics teaching is low cost and high impact. Buying into a validated scheme will improve consistency across the school and will improve outcomes.	2/3/4/5

## Targeted academic support

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted TA interventions inc pre-teaching</i>	EEF evidence shows intervention by TAs is moderate cost with good impact. This will mean that children should keep up not have to catch up.	2/3/4/5
<i>Employment of 0.4 intervention teacher</i>	EEF evidence shows 121 and small group tuition has a high impact	2/3/4/5
<i>Additional TA support in EYFS to support early school life and acquisition of basic skills</i>	Greater focus on our youngest children sets them up to success in the Reception class and beyond.	1/2/3/4/5

## Wider strategies

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of iPads for all of Y6</i>	This prepares well Y6 for the way they will learn at local secondary schools – and improves their motivation for learning.	2/3/4/5
<i>Forest school access to all classes</i>	Whilst EEF evidence shows this has unclear impact we feel the impact on children's mental health and readiness for learning is increased with increased outdoor opportunities to learn.	1/2/3/4/5
<i>Support fund to help subsidise trips</i>	All children participate in all enrichment opportunities.	1/2/3/4/5
<i>Subsidise the cost of the Free School Meals</i>		

**Tower View Primary School**

Vancouver Drive, Winhill, Burton-on-Trent. DE15 0EZ

[office@towerview.staffs.sch.uk](mailto:office@towerview.staffs.sch.uk)

[www.towerview.staffs.sch.uk](http://www.towerview.staffs.sch.uk)

**Total budgeted cost: £ 138000**

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.

*SATs scores in KS2 in 2022 showed:*

*PP children RWM: 38% EXP+ non PP children nationally RWM: 59%*

*Progress PP: Read -2.2; Writ -8.9; Math -3.4*

*Progress non PP nationally: Read 0; Writ 0; Math 0*

*SATs scores in KS1 in 2022 showed:*

*PP: Read 50%; Writ 25%; Math 33%*

*Non PP nationally: Read TBC%; Writ TBC%; Math TBC%*

*Y1 phonics scores showed:*

*PP: 53% non PP nationally: TBC%*

*Outcomes in EYFS in 2022 showed:*

*PP GLD: 27% non PP nationally: TBC%*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*



*There is still clear work to do to achieve the intended key outcomes. Much of this will be down to the pandemic and the impact this had on PP children compared to non-PP.*