

Tow Law Millennium Primary School 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 | Tow Law Millennium Primary School |
| Number of pupils in school | 101 & 16 Place Nursery |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021 - 2024 |
| Date this statement was published | Sept 2022 |
| Date on which it will be reviewed | Annually July 2023 / 24 Interim Reviews Dec - April |
| Statement authorised by | Lisa Croft – Chair of Governors |
| Pupil premium lead | Lisa Jackson |
| Governor / Trustee lead | Richard Manchester |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Pupil premium funding allocation this academic year (includes Service children and early years) | £66,437.00 |
| Recovery premium funding allocation this academic year | £6,779.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,645.73 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £77,861.73 |

Part A: Pupil premium strategy plan

Statement of intent

Tow Law Millennium Primary School is a nurturing and happy community; where children are supported to achieve their dreams. Our values are wellbeing, respect, self-belief, nurture, kindness and community. We help every child, irrespective of their background or the challenges they face, to make progress and succeed. Children are given a range of opportunities to thrive as individuals. Our curriculum offer makes the most of our community and helps to develop skills which we need to support children to thrive. We aim to provide our children with a varied and appropriate curriculum.

High quality teaching is central to our approach which has proven to have the greatest impact on closing the gap as school staff know our children best and how to accelerate progress.

We aim to ensure that disadvantaged children make progress and succeed in the same way that other children do including progress for those who are already high attainers. However, we recognise that disadvantaged children have other barriers and challenges to overcome and many will need to make more progress than their peers due to their starting points. Through our provision and offer we ensure equality and inclusivity for all children demonstrated in our achieving the IQM and Centre for Excellence

Our strategy is also integral to wider school plans for educational recovery through the NTP and GTT ensuring for pupils whose education has been worst effected, including non-disadvantaged. We use an evidence-based approach using robust diagnostic assessment in the form of low stakes quizzes and assessment as well as some written summative assessments.

Through our approach we prepare children well for the next phase of their education and lives.

Our current pupil premium strategy plan works by identifying and outlining the barriers and challengers faced by our children and then breaks these down into actions to overcome them.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Attendance and punctuality – The attendance of pupils in receipt of PP funding is typically lower than that of their peers. There are higher than average number of persistent absentees. Children in receipt of PP funding miss more school through poor punctuality than their non-PP peers. |

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| 2 | Attainment – Fewer children in receipt of PP funding reach age related expectations. More children in receipt of PP funding have SENDs which impacts their ability to reach age related expectations. |
| 3 | Communication and Literacy – Many children in receipt of PP funding have fewer wider opportunities/life experiences and less access to high quality literature to support academic progress. |
| 4 | Phonics – Disadvantaged pupils generally have greater difficulty with phonics than their peers, negatively impacting on their development as a reader. Due to this we identify the lowest 20% of readers and support them through extra reading sessions. |
| 5 | Home learning – Children in receipt of PP funding typically get less support from home and do less learning outside of school. Some parents are less willing to engage with school support opportunities such as joint homework club. |
| 6 | Assessment – data indicates that the education and well being of our disadvantaged pupils has been impacted by partial school closures to a greater extent than non-disadvantaged pupils. This is supported by national studies. |

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 |
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| Attendance and punctuality – To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils. | Attendance for children in receipt of PP funding is at least 96%. School attendance for children in receipt of PP funding is in line with N.PP peers. Reduction in the number of minutes lost learning by the % of children in receipt of PP funding being late. |
| Attainment - Increased number of children in receipt of PP funding reach ARE. | All children in receipt of PP funding receive additional, targeted support and resources in order to accelerate progress |
| Communication and Literacy – To improve reading attainment among disadvantaged pupils | KS1 and KS2 reading outcomes 2023/24 show more than 69% & 80% respectively met the expected standard. |
| Phonics – All children in reception and year 1 will complete our Essential Letters and Sounds phonics programme. Children who didn't pass the year 1 phonics test will complete interventions to help in year 2 and KS2. Train new staff on the ELS scheme and further resource phonics. | For an increasing % of children to achieve their phonics level in reception and year 1 in 2023. |

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| <p>Home Learning –</p> <p>Facilitate parents to support their children at home.</p> <p>Home/ school Reward system in place.</p> <p>To establish a breakfast club with a reading group targeted for support.</p> | <p>Autumn term meeting to support phonics and reading.</p> <p>To increase attainment in reading of the bottom 20%</p> |
| <p>Assessment –</p> <p>To create and develop low stakes and summative assessments in place for all topics being taught in spring and summer 2023.</p> | <p>For staff to use the assessments to support having end of topic levels for all children across all subjects. This will support staff in future years and help to look at what key skills and facts need to be revisited.</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: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Training for new staff to embed DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 & 4 |
| <p>GTT</p> <p>Register an interest</p> <p>Attend launch event</p> <p>Complete initial 6-hour training block for Great Teacher Toolkit.</p> <p>All teaching staff & HLTA's (LJ, NM, HD, AM, LB, BJ, AD) to sign up to the programme and create logins.</p> <p>FOR TEACHERS & TA'S:</p> <p>Look at selection of courses enabling staff to connect the most up-to-date research evidence on learning to practical classroom approaches, and then</p> | <p>The school are enrolling and looking to complete the Great Teaching Toolkit, an evidence-based approach to improving school wide educational outcomes.</p> <p>implementation cycle.</p> <ul style="list-style-type: none"> • Creating a supportive environment • Maximising opportunity to learn • Embedding • Explaining • Interacting • Questioning • Structuring <p>https://evidencebased.education/great-teaching-toolkit-leaders/</p> | 2 ,3 & 6 |

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| select and adapt individual teaching strategies to hone and use in their own practice. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | 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: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 & 4 |
| Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2,3 &4 |

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| pupils who receive tutoring will be disadvantaged, including those who are high attainers. | | |
| To provide targeted support to all children who need it through highly effective intervention. | Tuition will be provided to identified children in order to accelerate their progress and increase attainment. Children will be identified through school analysis systems and the programme of support will be designed by the class teacher, who are accountable for the progress of children. All tuition will be quality assured by senior school staff. The EEF support the use of both small group, one to one and peer tutoring as an effective method to raise standards. | 2 & 6 |
| Complete a full review of intervention strategies to identify those which provide the greatest impact. | When staff evaluate and collaborate we have noticed, through their own evaluation, observations and practice that the quality of intervention is increased. This is a supportive environment to develop skills and effective because of the respectful way staff support one another. SMT rigorously review data in order to identify strengths and areas for improvement. This accelerates implementation and impact. | 2 & 6 |
| Purchase additional resources to ensure highly effective delivery of school intervention strategies. | High quality resources ensure that strategies are effective in raising standards. Staff need less time to prepare and children see greater benefits. High quality resources can be used outside of school increasing parental collaboration and engagement. | 2, 3 & 4 |
| Deliver staff CPD to support the delivery of school intervention strategies. | High quality CPD ensures staff are fully prepared and confident to deliver targeted support. They are confident to share their practice and strengthen provision. | 2, 3 & 4 |

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

Budgeted cost: £12,861.73

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <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>To develop the schools Co-curriculum offer to ensure that all children in receipt of PP funding have opportunities to attend.</p> | <p>Co-curriculum opportunities can increase children's engagement in in-school activities. They provide additional opportunities for intervention and support.</p> <p>They provide structured social time for children in a safe environment which can support with mental health, personal development and wellbeing.</p> <p>To re-establish a breakfast club.</p> | 1 & 5 |
| <p>To provide additional resources to support children's mental health and wellbeing.</p> | <p>Strong evidence published to support high quality provision to support mental health and wellbeing leads to improved standards and outcomes of learning.</p> <p>Funding will provide resources for the change team, MHST and events will be organised throughout the year.</p> | 1 & 2 |
| <p>To embed the schools character education programme to build pupils resilience.</p> | <p>Character education programme has improved school behaviour and attitudes to learning. Children recognise how they are feeling (Zones of Regulation) and respond appropriately. This leads to</p> | 1 & 2 |

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| | improved outcomes in the classroom and better learning outcomes. | |
| Designated HT & office time to support attendance. | Higher attendance and better punctuality provide more opportunities for children to thrive and make progress. Designated staff time maintains highly proactive relationship with parents to resolve issues before they arise. Structured support addresses concerns quickly. | 1 & 2 |

Total budgeted cost: £77,861.73

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 2020 to 2021 academic year.

Our internal assessments during 2021 – 2022 continue to show results are very cohort specific impacted by high percentages of SEN/EHCP's across the school with a higher percentage in Y5.

Nursery data shows the impact of COVID on language development, social and self-help skills including toileting.

Standardise assessment in KS1 summer 2022 results were.

Reading 63%

Writing 46%

Math 63%

4 out of 11 are SEN/Top up funding/EHCP.

Our current Y3 children are the focus.

In KS2 the impact of the FFT and NTP is evidenced in the following results:

Reading 80%

Writing 87%

Math 100%

GPS 87%

Attendance data shows that term time holidays impacted on attendance as families were taking advantage of cheaper deals. All families who took holidays over 7 days were referred to the enforcement team and fined in accordance with our policy. Only 2 holidays were authorised under exceptional circumstances.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted upon in specific year groups (current Y3 & Y4), primarily due to the long-term effects of COVID-19 related issues. This was particularly acute for disadvantaged pupils. We used PP funding to provide wellbeing support for all our pupils, and targeted interventions where required. We are continuing to build on this with the activities detailed in the plan.

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 |
|----------------------|----------|
| Lightning Squad | FFT |
| Writing intervention | NTP |

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? | We provided additional support specifically in literacy in KS2 and social and emotional in KS1. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst the children. Assessments demonstrated progress in social skills and or the subject areas where the extra support was provided. |

Further Information (optional)

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| Additional activity Our PP strategy will be supplemented by additional activities not funded through the PP or Recovery premium. This will include offering a wide range of extra-curricular 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. |
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