

Town Field Primary Pupil premium strategy statement 2020/2021

1. Summary information					
School	Town Field Primary				
Academic Year	20/21	Total PP budget	£107,600	Date of most recent PP Review	Jun 2020
Total number of pupils	463	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Dec 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Y1 phonics screening check		
% achieving Y2 phonics screening check		
% achieving expected ARE KS1 reading	50%	77%
% achieving expected ARE KS1 writing	50%	65%
% achieving expected ARE KS1 maths	67%	79%
% achieving expected ARE KS2 reading	75%	88%
% achieving expected ARE KS2 writing	60%	75%
% achieving expected ARE KS2 EGPS	75%	84%
% achieving expected ARE KS2 maths	85%	88%
% achieving KS2 combine RWM	60%	72%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(preventing children from achieving at ARE)</i>		
A.	School attainment data shows a gap between PP children and their peers in KS1 in reading.	

B.	Low percentage of children entering school with age appropriate attainment in language and communication.	
C.	Percentage of children attaining ARE+ in writing across all key stages is not in line with their peers.	
D.	Three year trend of girls out performing boys in phonics in KS1.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	High percentage of children and families identified as vulnerable – requiring social, emotional and family support – DN1 exclusion zone impacting on families and social deprivation.	
F.	Attendance rates of identified vulnerable pupils, including those taking extended family holidays overseas.	
G.	Covid 19 and the disruption of family life and education impacting on mental health and well being.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve teaching and learning of phonics in EYFS and KS1 and to continue to develop reading strategies into KS2.	<p>Pupils eligible for PP make similar or better progress as their peers.</p> <p>The teaching and learning of phonics and language acquisition is consistently good or better.</p> <p>Impact of interventions across school is evident and that PP children achieve in line or better than their peers.</p>
B	The development of boys oracy and attainment in communication and language within EYFS	Boys achieve in line with their peers across areas in literacy – specifically language and communication.

C.	To successfully target pupils and families for extra support to encourage school engagement, improve emotional well being and build cultural capital as well as achieving academic progress. Through 1:1 interventions, small group work and the development of quality first teaching.	<p>Thrive assessment scores increase in children targeted for support.</p> <p>Half termly monitoring of behaviour incidents with a reduction in recorded incidents. Development of a Town Field intervention menu – supporting vulnerable learners using methods based on research.</p>
D.	To improve the quality of teaching in writing across all key stages including the most able.	CPD developed to improve the writing process across all key stages. Books evidence the writing journey. Key skills addressed and high standards of basic spelling, punctuation and grammar evident. Staff and pupils feel confident of expectations in the teaching and learning of writing.
E.	To develop middle leaders throughout school, ensuring that an impactful curriculum challenges, engages and equips our children for the next stage of their education.	To ensure the curriculum at Town Field is fit for purpose. It engages, inspires and that the three I's are embedded strongly in our school. All subjects leaders are knowledgeable of their subject through a process of planning, CPD, moderation and evaluation. Curriculum drivers in place for each term.
F.	To increased % of attendance for pupil premium children – in line or above national	To develop systems for promoting positive attendance. EWO in school weekly. Case studies and evidence lead programmes to support improvement.

G.	To ensure the impact of Covid 19 is minimised and children's mental health and well-being is developed through a purposeful and targeted curriculum.	The return to school is seamless for children and those with significant difficulties are targeted through whole class, small group and individual sessions. Strong links to MHW built into the curriculum. Pupil and staff voice demonstrate impact of the nurturing curriculum at Town Field. Behaviour incidents remain low.
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5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the quality and consistency of teaching phonics in EYFS and KS1	Reading team in place – to develop strategies and resources to enhance the teaching of phonics and early reading skills in EYFS and KS1	<p>Live research that is purposeful to school will support our ambition to sustain and improve our EYFS and KS1 offering and outcomes.</p> <p>Early Years interventions are deemed a positive approach to ensuring whole development as stated by the EEF.</p>	<p>Regular meetings with the reading leads – evaluation of strategic reading action plans</p> <p>Staff CPD accessed by reading group feeding back to staff.</p> <p>Effective action planning enabling the school to move forward.</p>	MB/MC/JD	Dec 2020
To sustain and continue to develop a consistent approach to reading strategies across KS2	Use of reading strategies to be embedded. KS2 Vipers to be used across school	PIL and Learners first are leading bodies in providing quality, up to date CPD, enabling improved subject knowledge thus impacting on quality first teaching.	<p>CPD for reading leader – which will then be disseminated to whole school including teaching assistants</p> <p>Rigorous systems for home reading introduced.</p> <p>Overhaul of school book bands</p>	MB/Head/JD	Dec 2020

			<p>Staff observations, learning walks and book scrutinies – highlighting and sharing best practise across the Key Stage.</p> <p>Half termly meetings with Reading Team to assess progress against action plan goals.</p>		
To continue to develop researched reading interventions to support learning in KS2.	Teacher employed to deliver intervention across KS2	<p>EEF research highlights the importance of specific researched interventions.</p> <p>Own school research conducted in previous academic year – which highlighted positives in various interventions is evidence that this model works.</p>	<p>Rigorous process of monitoring and evaluation.</p> <p>Book looks, observations and pupil voice.</p> <p>Analysis of intervention group data.</p>	MB/JD/MC	Dec 2020
To develop a consistent approach towards writing teaching across school with the aim of improving ARE outcomes for all pupils.	Extensive CPD for staff across all key stages.	<p>PIL and Learners first are leading bodies in providing quality, up to date CPD, enabling improved subject knowledge thus impacting on quality first teaching.</p> <p>In school research conducted over the last academic year to support teaching and learning.</p>	<p>Rigorous process of monitoring and evaluation.</p> <p>Book looks, observations and pupil voice.</p> <p>CPD for all staff with opportunity to feedback into the process.</p>	MB/HH/FJ	Dec 2020

<p>To develop oracy of boys at Town Field Primary – through development of EYFS learning areas</p>	<p>EYFS and KS1 – to develop strategies and resources to enhance language development across these phases.</p>	<p>Live research that is purposeful to school will support our ambition to sustain and improve our EYFS and KS1 offering</p>	<p>Regular meetings with the EYFS team. Giving staff time to look at other settings and gather resources. Staff CPD Effective action planning enabling the school to move forward.</p>	<p>MB/MC/SF/H H</p>	<p>Feb 2020</p>
<p>To develop a purposeful and enriching curriculum at Town Field</p>	<p>Three focussed drivers to enhance the curriculum offer over the academic year. History, Geography and Art. High quality CPD around these areas to ensure purposeful delivery in the classroom.</p>	<p>PIL and Learners first are leading bodies in providing quality, up to date CPD, enabling improved subject knowledge thus impacting on quality first teaching.</p>	<p>Subject deep dives conducted by School standards and effectiveness officer (SC) Staff CPD Effective action planning enabling the school to move forward. Rigorous action planning, monitoring and evaluation. Skills progression documents – analysed – skills built on year on year. Home learning platform licenses purchased to support home learning.</p>	<p>HH//SF/MB</p>	<p>Dec 2020</p>

To ensure a smooth transition back to school after the Covid 19 pandemic	Recovery curriculum put in place to enable all children to return to school confidently.		<p>All families and children to feel supported academically and socially on return.</p> <p>CPD to support delivery of the recovery curriculum.</p> <p>Resources such as R Time invested in to support class team building and individual personal development.</p> <p>Designated mental health first aiders in school.</p> <p>Home learning platform licenses purchased to support home learning.</p>	HH/SF/LW/M B	Dec 2020
Total budgeted cost					£60,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To improve teaching and learning in early language acquisition and phonics so that the % of children attaining the GLD and phonics screening is at least in line with national figures resulting in a diminishing gap between pupils eligible for PP and those who aren't.</p>	<p>To deploy additional HLTA and BCA support in EYFS and KS1 – giving specific support to children with little or no English – including our most vulnerable.</p>	<p>Small group support and targeted 1:1 interventions with highly qualified staff have proven to be effective. As demonstrated by the EEF tool kit.</p>	<p>The organisation of time tables to ensure that staff delivering the intervention have the time, resources to make a quality impact. Reviews of progress involving NASEE steps with BCA lead regularly. Analysis of data from specific groups.</p>	<p>MB/SF/FJ/JD /MC</p>	<p>Dec 2020</p>
<p>To improve curriculum offering at Town Field – ensuring a next steps approach and building subject specific skills as children move up through school.</p>	<p>To develop a purposeful and enriching curriculum at Town Field</p>	<p>A broad and balanced curriculum that gives children the opportunity to learn and succeed in a variety of contexts is the key to successful children and school. A curriculum that builds on previously learnt skills and knowledge is the desired outcome.</p>	<p>Children given opportunities to learn outside of the classroom and gain experiences both socially and academically. CPD for all subject leads. Strong subject leaders who can talk about their subject.</p>	<p>MB/KW</p>	<p>Dec 19</p>

<p>To continue develop the use of specific targeted quality reading intervention with a particular focus on phase 3 / 4 which will accelerate the progress of all pupils.</p>	<p>Targeted staff CPD including TAs from PIL and Learners first. Employment of 3 additional staff to support the delivery of reading across year groups.</p>	<p>PIL and Learners first are leading bodies in providing quality, up to date CPD, enabling improved subject knowledge thus impacting on quality first teaching. Town Field will use only researched intervention programmes.</p>	<p>Ensure that time is allocated to professionals running interventions in school. Quality CPD for support staff in place. Regular reviews of running records and reader on a page by SLT and reading lead to ensure progress is sustained and accelerated for our most vulnerable pupils.</p>	<p>MB/SLT/JD</p>	<p>Dec 2020</p>
<p>To improve effectiveness of social/emotional interventions across school. To enable all children to access whole class teaching.</p>	<p>To continue to run Roots of Empathy individual/small group Thrive sessions for children most vulnerable. Thrive CPD undertaken and shared across school</p>	<p>Thrive research and evidence shows long term benefits. Parental engagement, resilience, and emotional development for all children has positive impacts on education. This can also help to reduce intergenerational social and emotional issues.</p>	<p>Ensure identification of pupils and that this is monitored termly. Regular Thrive screening and a 1:1 timetable designed and monitored. This will result in a decrease in recorded behaviour incidents. Use of CPOMS system to also track individuals and address issues at the time of need.</p>	<p>MB/MHW/Thrive Team</p>	<p>Ongoing</p>
<p>To ensure robust mental health support in place for all at Town Field Primary school</p>	<p>MHW at the forefront of curriculum in school – MHW curriculum development. Access for all children and staff at school to mental health and well-being support.</p>	<p>Thrive research and evidence shows long term benefits. Parental engagement, resilience, and emotional development for all children has positive impacts on education. This can also help to reduce intergenerational social and emotional issues.</p>	<p>Covid 19 recovery curriculum in place to ensure smooth transition back into school. Monitored weekly behaviour reports to identify key areas/pupils. Mental Health Award – in conjunction with Leeds Beckett. Designated mental health first aiders in school.</p>	<p>MB/HH/LW/SF</p>	<p>Dec 2020</p>

To continue to develop relationships with parents through use of family support worker – to engage vulnerable families and help raise attainment in school.	Continue to employ Family Support Worker to support vulnerable families in school and ensure relevant CPD and Documentation is upheld by VF	OFSTED have reported that successful programmes of family learning have resulted in benefits such as: Accelerated literacy and numeracy development. Improved standards in pre literacy and oracy. Positive behaviour and enhanced confidence and self esteem.	Ensure families are identified and targeted for support. Ensure learning behaviours and communication is improved and that positively impacts on learning and in the school environment.	MB/HH/SLT/ Thrive team	Ongoing
To increase attendance rates for PP children across school in an effort to help improve attainment.	Access additional EWO support from local authority – particular focus on persistent absenteeism and those who are vulnerable. Support for families and regular home visits.	DFE show that children with low attendance in early years are more likely to come from disadvantaged backgrounds. These children already start school behind their peers in terms of literacy and numeracy and have little chance in catching up with poor attendance.	Thorough action plan for attendance officer addressing absenteeism. Up to date data shared between attendance officer, EWO and PP lead to ensure a high standard of efficiency reducing PA across school and in particular those most vulnerable. Development of case studies to evidence success and build models to help sustain positive attendance in the future.	MB/HH/LE/E WO	Ongoing
Total budgeted cost					£40,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To enable all children to be able to access school activities, clubs and trips thus enriching their cultural capital.</p>	<p>Extra curricular clubs and school trips subsidised for PP and vulnerable pupils</p>	<p>The EEF states that outdoor learning shows positive benefits on academic learning. Pupil voice from our own school shows how activities such as Forest schools and school trips have a positive impact on school experience.</p>	<p>All pupil premium children have the opportunity to access in school clubs and competitions. Registers regular taken and data fed into school sports premium report. High engagement from all pupils Extra curriculum activities built in to support daily school life.</p>	<p>MB/SR/EE/H H</p>	<p>Dec 2020</p>
<p>To develop a programme of study which enthuses the school values and supports mental health and well-being.</p>	<p>To continue to deliver “Welcome to the Week” and TFU at Town Field – a unique offering and approach aimed at energising and developing mental strength, resilience and aspiration in our children.</p>	<p>Mental Health affect about 1 in 10 children and young people. They include: depression, anxiety and conduct disorder – they are often a direct response to things that are happening in their lives. 70% of children have no interventions to support them. The release of endorphins has a proven impact on academic achievement and enjoyment.</p>	<p>Pupil voice to inform and enhance provision for WTTW. Thrive and trained Forest School staff to enhance own class teachers abilities to run these sessions in the future.</p>	<p>MB/HH</p>	<p>Dec 2020</p>
<p>Behaviour for learning incentives across school.</p>	<p>To ensure positive learning behaviours are demonstrated throughout school. Rewards for children demonstrating school ethos – TF10</p>	<p>Behaviour interventions and ways of developing learning behaviours are deemed as successful and cost effective by the EEF.</p>	<p>Learning behaviours will continue to be good or better throughout the academic year. Incidents of negative behaviour reduced as current trend demonstrates. Pupil and parent voice continue to be positive at Town Field.</p>	<p>MB/HH</p>	<p>Dec 2020</p>

JLT to play an effective role in representing school voice.	JLT support and develop ideas to make life better for all pupils at Town Field.	Pupil voice is an empowering way to sustain and support positive change in school.	JLT work effectively under structured guidelines to support and develop ideas that benefit pupils in school. Documents from scheduled meetings show impact on whole school initiatives	MB/HH/IJ	Dec 2020
Total budgeted cost					