

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	<i>Townville Academy</i>
Number of pupils in main school	98
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 (2024-2025)
Date this statement was published	<i>September 2024</i>
Dates of completed reviews	
Date on which it will be reviewed	<i>September 2025</i>
Statement authorised by	<i>LGB</i>
Pupil premium lead	<i>Caroline Burden, Headteacher</i>
Governor / Trustee lead	<i>Claire Addy</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55320.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£55320.00

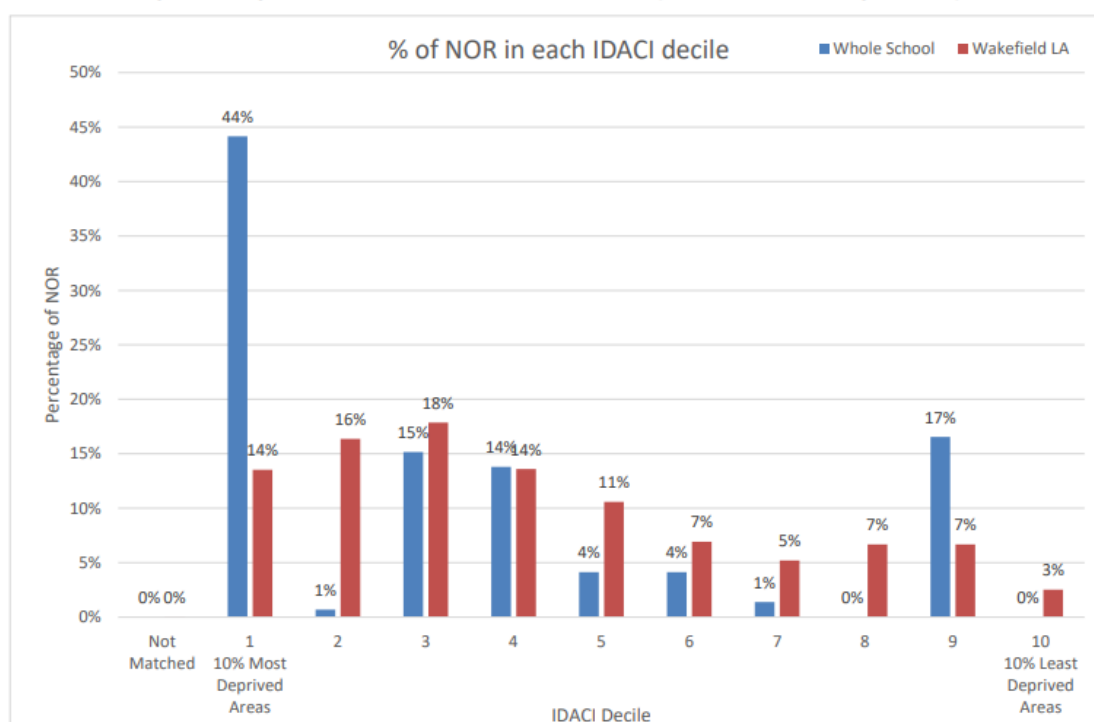
Part A: Pupil premium strategy plan

Statement of intent

Over the next three years it is our aim to improve outcomes for all children including those who are disadvantaged so that ALL children who attend Townville Academy achieve in line with their national peers. We aspire for this outcome for all children including those who are disadvantaged by other life factors.

Over the past four years levels of deprivation amongst the school community have continued to rise. In the writing of this plan, we have considered the specific challenges faced by vulnerable pupils across our school.

The average IDACI score for this school is ranked 90th out of the 113 primary schools in Wakefield LA. (1st = least deprived)



The activities outlined in this strategy are intended support their needs. Central to this strategy is our drive to ensure that all pupils experience consistently high-quality teaching. Being able to 'make each moment count' is proven to have the greatest impact on closing the disadvantage attainment gap, benefitting both our disadvantaged and non-disadvantage pupils simultaneously.

Through high-quality teaching, we aim to ensure:

- pupils develop and hold high **aspirations** for themselves both now and in the future. That they are equipped with strong foundations of learning on which to secure success.
- pupils are able to **collaborate** effectively; this means they demonstrate strong age-appropriate inter-personal and oracy skills.

- *pupils are excited by the world around them and seek to explore and know more about it through first-hand experience, active investigation and questioning.*
- *we address curriculum gaps, particularly in phonics, English and Maths.*
- *we focus staff CPD on subject leadership and the knowledge and skills taught across year groups in all areas of the curriculum so that leaders at all levels are able to promote and secure the highest quality teaching and learning.*
- *we use a coaching model to develop teaching and learning, with SLT working alongside staff to develop practice.*
- *we use the best of research-based evidence to inform practice developments.*

Our current pupil premium strategy plan focuses on the following to achieve the objectives set out above:

- *Maintain above national phonics outcomes ensuring that all children have strong reading foundations.*
- *Continue to build upon the schools strong phonics practice to ensure pupils develop as fluent readers.*
- *Work with English, Maths hubs and other strategic partners to further improve Quality First Teaching.*
- *Use WellComm to support our teaching of early speech and language.*
- *Implementation of ELKLAN Communication Counts methodology*
- *Emotional literacy support coordinated by our headteacher and welfare officer.*
- *Work with Scrapstore: Play pod to develop out outdoor provision for Key Stage 1 and lunchtimes. Including the provision of weekly coached lunchtime activity.*
- *Staff meetings focusing on knowledge and skills across the curriculum in each subject area so staff fully understand prior learning.*
- *Coaching of staff by SLT and middle leaders to improve practice in English and Maths initially, followed by wider curriculum subjects.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Not all pupils and families have appropriately high aspirations. Some families do not prioritise or value their child's education; these children often miss too much learning</i>

	<p><i>through poor attendance or do not receive the appropriate support at home to enable them to succeed.</i></p> <p><i>63% of our children who receive Pupil premium funding were classed as persistent absentees last year.</i></p> <p><i>The impact of catch-up activities is reduced due to the higher cognitive load created by the 'condensed learning' missed schooling requires.</i></p>
2	<p><i>Many pupils are exposed to previous or current life experiences which impact on their social, emotional or mental health.</i></p> <p><i>Many of our most-disadvantaged pupils do not engage with any post-natal or pre-school opportunities therefore they arrive with high levels of challenging behaviours and poor personal, social, emotional skills. Poor-parental mental health often prevents parents from engaging effectively with their child's education or accessing the correct support.</i></p>
3	<p><i>Many children present with low levels of oral language skills on entry. A number of children also display more specific speech and language difficulties.</i></p>
4	<p><i>Outcomes at all key measures are lower for pupils in receipt of Pupil Premium grant because few are well supported at home.</i></p>
5	<p><i>Pupils in receipt of Pupil premium are less likely to succeed when they have additional vulnerabilities such as SEND, poor attendance or they are summer born.</i></p>

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
<p><i>Pupils and parents have high aspirations and see regular attendance at school, strong home-school partnerships and engagement in shared learning as key to pupils attainment of these.</i></p> <p><i>Parents and families support their children through ensuring regular attendance and punctual arrival.</i></p>	<p><i>Parents are partners in their children's success and know how to support them well or seek support to do this.</i></p> <p><i>Levels of persistent absence and late arrival particularly amongst PP children reduce.</i></p>
<p><i>Children collaborate effectively because they have strong oracy and personal, social, emotional skills.</i></p>	<p><i>Children can, in an age-appropriate way, actively engage with each other, their teachers and their learning; articulating their thoughts and understanding effectively.</i></p>
<p><i>Children make accelerated progress, overcoming the barriers to learning created by poor early language skills. Improved attainment in reading is secured.</i></p>	<p><i>All children will be working within the expected level for phonics or be in receipt of intervention which is supporting them to make the accelerated progress they need to.</i></p> <p><i>The gap in attainment, at PSC, between PP pupils and all others continues to narrow.</i></p> <p><i>EYFS and KS1 reading outcomes rise and the attainment gap narrows.</i></p>

	<i>Pupils are positive about reading and the school has a strong reading culture.</i>
<i>Children make at least expected progress in reading, writing, maths and across the wider curriculum because early gaps are swiftly narrowed.</i>	<i>Children have the prior knowledge and skills they need to succeed through quality first teaching. The gap in attainment between PP pupils and all others narrows at all key measures. Teachers identify gaps in learning and are swift to address these.</i>
<i>Pupils demonstrate improved wellbeing.</i>	<i>Children feel settled, happy and safe in school and experience positive mental health. The school is proactive in its support of parents with poor mental health. Excellent play provision during lunchtime and breaktimes ensure pupils are relaxed, calm and ready to learn. Reports of negative behaviours are infrequent. Pupil voice indicates improved levels of wellbeing.</i>
<i>Staff subject knowledge is strengthened, and they are able to articulate knowledge and skills across EYFS and KS1 to demonstrate progression in learning</i>	<i>Knowledge and skills mapping complete for all subjects and CPD delivered to all teaching staff.</i>
<i>Teaching and learning is strengthened through coaching with staff, building on their pedagogy.</i>	<i>Monitoring demonstrates secure teacher subject knowledge and innovative approaches to teaching and learning to meet the needs of all. Our ACE learning culture is embedded.</i>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to engage with RWI Development days; continue regular staff training and coaching.</i>	<i>Read, Write Inc. is a government approved SSP program. EEF evaluation states that 'The teaching of phonics should be explicit and systematic... it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	5 and 4
<i>To embed 'Collaboration' within every lesson utilising the school and MAT's Oracy Framework to secure age-appropriate progress and attainment. Ensure the curriculum provides opportunities for the explicit teaching of vocabulary, language structures and opportunities for extended talk.</i>	<i>The Education Endowment Foundation's (EEF) evaluation of oral language interventions as part of its 'teaching and Learning Toolkit' shows that they have a positive impact on learning for a very low cost. They summarise: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</i>	3
<i>Provide training for all staff on evidence-based strategies for supporting language and communication development, such as the use of sustained shared thinking, modelling, and scaffolding.</i>	<i>Providing training for all staff on evidence-based strategies for supporting language and communication development is supported by a robust body of evidence. This training not only enhances teaching practises but also significantly contributes to improved language outcomes for pupils, fostering their overall educational success.</i>	3
Mentoring and coaching for teachers: <i>- Establish a peer-to-peer coaching programme, where experienced</i>	<i>Coaching programmes that focus on language-rich teaching strategies have been shown to enhance teachers' abilities to support language and communication development. Research from the OFSTED report on English emphasises the need for teachers to model language effectively and provide opportunities for pupils to engage in high-quality talk.</i>	3

<p><i>teachers model effective language-rich teaching strategies and provide ongoing support to less experienced colleagues.</i></p> <p><i>- Ensure all teachers have access to regular coaching and feedback to improve their practise in supporting pupils' language and communication development.</i></p>	<p><i>Mentoring programmes that focus on these strategies can lead to improved pupil outcomes in language and communication.</i></p> <p><i>Studies have demonstrated that when teachers improve their practises through coaching and mentoring, pupils benefit from enhanced learning experiences. The EEF's research indicates that effective teaching practises, including those that support language development, lead to better pupil engagement and achievement.</i></p>	
<p><i>Further empower the staff to deliver the teaching model in a responsive way through side-by-side coaching and modelling.</i></p>	<p><i>Research indicates that coaching, particularly when it is collaborative and involves modelling, significantly enhances teachers' instructional practises. Studies show that teachers who receive ongoing coaching are more likely to adopt new strategies and improve their teaching effectiveness. The EEF emphasises the importance of high-quality professional development, which includes coaching as a key component.</i></p>	2
<p><i>Further refine the core concepts and key knowledge to be taught in each unit of learning and link this to the assessment of pupils learning across the curriculum.</i></p>	<p><i>Evidence suggests that a coherent curriculum, where core concepts are carefully sequenced and linked across subjects, enhances pupils' ability to make connections between ideas. This approach is supported by findings from the OFSTED report, which highlights the importance of planning a curriculum that connects knowledge, thus helping pupils build a more integrated understanding of subjects.</i></p> <p><i>Research indicates that pupils learn new ideas by linking them to existing knowledge and organising this information into increasingly complex mental models. Ensuring that the curriculum focuses on core concepts helps pupils build these mental models effectively, as emphasised in the Early Career Framework.</i></p> <p><i>Evidence supports the idea that regularly revisiting core concepts and linking them to assessments helps pupils retain knowledge over time. Strategies like spaced practise and retrieval practise have been shown to enhance long-term memory and understanding, as highlighted in educational research.</i></p>	2
<p><i>Ensure that the schools ACE learning drivers (Aspiration, Collaboration, Exploration) are clearly mapped into the school's curriculum and teaching and learning policy.</i></p>	<p>Aspiration and Achievement: <i>Research indicates that fostering aspiration in pupils can lead to improved academic performance. When schools integrate aspirational goals into their curriculum, pupils are more likely to set high expectations for themselves. The EEF highlights the importance of creating a school culture that encourages ambition and personal growth, which can lead to higher attainment levels.</i></p> <p>Collaborative Learning: <i>Evidence suggests that collaboration among pupils enhances learning</i></p>	2, 3

	<p>outcomes. Studies show that when pupils work together, they engage in deeper discussions, share diverse perspectives, and develop essential social skills. The EEF's recommendations on group work emphasise the importance of structuring collaborative activities to ensure that all pupils are actively involved and learning from one another.</p> <p>Exploration and Inquiry-Based Learning: Research supports the idea that exploration and inquiry-based learning enhance pupil engagement and understanding. When pupils are given opportunities to explore concepts and ask questions, they develop critical thinking skills and a deeper understanding of the material. The EEF advocates for active learning strategies that promote exploration, noting that these approaches can lead to improved outcomes in various subjects.</p> <p>By clearly mapping the ACE learning drivers into the school's curriculum and teaching and learning policy, schools can create a more cohesive and impactful educational experience that supports pupil engagement, motivation, and overall achievement. This approach not only enhances teaching practises but also fosters a culture of aspiration and collaboration among pupils.</p>	
<p>Develop effective Assessment for Learning strategies particularly in Reading, Writing and Maths so that teachers secure strong progress and attainment.</p>	<p>The EEF recommends using assessments not only to track learning but also to inform future lesson planning and targeted support. This aligns with research that shows when teachers assess what pupils know and can do, they can tailor instruction to meet individual needs, thereby promoting better learning outcomes.</p>	2, 5
<p>Staff meetings focus on the principles of high-quality teaching with a particular focus on accurate planning and successful lesson structures.</p>	<p>The EEF highlight 'Quality First teaching is the most important lever schools have to improve outcomes for pupils. High quality; clearly planned and well delivered lessons are integral to this.</p>	1 & 3
<p>Ensure that trauma-informed practises and restorative approaches are integrated into all aspects of school life, including policies, procedures, and classroom management strategies.</p> <p>Develop a clear framework that outlines how these practises will be</p>	<p>Research indicates that trauma can significantly affect a pupil's ability to learn, engage, and behave appropriately in school settings. Trauma-informed practises recognise the prevalence of trauma and aim to create a safe and supportive environment that fosters healing and resilience. By integrating these practises into school policies and procedures, schools can better address the needs of all pupils, particularly those who have experienced trauma.</p> <p>A clear framework for implementing trauma-informed and restorative practises ensures that all staff members understand their roles and responsibilities. Research</p>	2

<i>implemented across the school, including specific roles and responsibilities for staff.</i>	<i>suggests that when teachers are equipped with the knowledge and skills to support pupils' emotional and behavioural needs, they are better able to create a nurturing classroom environment. The EEF's guidance emphasises the importance of ongoing professional development and support for staff in implementing new practises effectively.</i>	
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Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional Literacy Support Assistant to continue to work with children identified as in need of support; building links with services such as Future in Mind and systems such as Team Around the School to build and strengthen welfare capacity.</i>	<i>'In order to help pupils, succeed; schools have a role to play in supporting them to be resilient and mentally healthy.'</i> (DfE). We know that many children and families continue to feel the detrimental effects of factors relating to the pandemic. This requires a whole school ethos of care and support with an individual approach to identifying need and appropriate support. <i>EEF guidance: Improving Social and Emotional Learning.</i>	1, 2, 4
<i>Ensure that disadvantaged pupils with SEND receive targeted interventions and access to appropriate resources to address their specific learning needs.</i>	<i>EEF guidance: Special Education Needs in Mainstream Schools.</i> <i>The EEF emphasises that while high-quality teaching is essential for all pupils, some may require additional, targeted interventions to make progress. For disadvantaged pupils with SEND, these interventions should be carefully selected based on individual needs. Research shows that targeted interventions can significantly improve learning outcomes when they are well-implemented and aligned with pupils' specific learning profiles.</i>	
<i>Ensure appropriate levels of staffing to support regular RWI interventions take place; narrowing gaps between PPG and NPPG.</i>	<i>Read, Write Inc. is a government approved SSP program. EEF evaluation states that 'The teaching of phonics should be explicit and systematic... it has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i>	2, 3
<i>Screen all children new to school using the WellComm Language screener; planning appropriate support and</i>	<i>Wellcomm facilitates an effective diagnostic assessment for children with possible speech and language difficulties. It enables staff to support children in their specific area of need through effective intervention. Intervention supporting the development of age appropriate speech and language skills provides</i>	1, 3 & 5

<i>intervention to address need.</i>	<i>children with the building blocks they need to effectively develop their speaking and early oracy further.</i> <i>Early screening at point of entry will facilitate a strong start.</i>	
<i>Collaborate with the SENCO to identify and provide tailored language and communication support for pupils with SEND, such as speech and language therapy or specialist equipment.</i>	<i>EEF guidance: Special Education Needs in Mainstream Schools highlights the importance of building an ongoing, holistic understanding of pupils' learning needs. This includes using the “assess, plan, do, review” approach to identify specific challenges and strengths. By understanding individual learning needs, schools can provide appropriate interventions and resources that effectively address barriers to learning.</i> <i>The EEF's guidance on implementing interventions stresses the importance of effective implementation principles. This includes ensuring that interventions are delivered consistently, monitored for effectiveness, and adapted based on ongoing assessment. Schools that adopt a systematic approach to implementing targeted interventions for disadvantaged pupils with SEND are more likely to see positive outcomes.</i>	3
<i>Introduce weekly parent sessions during which teachers share details of what has been learnt with parents and support them to be able to effectively support their child's learning at home.</i>	<i>Research consistently demonstrates a strong correlation between parental engagement and improved academic performance. The EEF guidance on working with parents highlights that schools and parents share the common goal of achieving the best outcomes for children. Regular sessions that involve parents in the learning process can foster a collaborative environment that enhances pupil success.</i> <i>The EEF guidance recommends providing practical strategies for parents to support learning at home. Weekly sessions can offer parents specific tools, resources, and activities that they can implement, such as shared reading techniques or effective homework strategies. This hands-on support can empower parents to be more effective in their roles as facilitators of learning.</i>	1, 2, 3, 4

Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop the schools programme of family support to include parenting workshops,</i>	<i>EEF Guidance: on Working with Parents to Support Children's learning.</i> <i>Evidence suggests that parenting workshops can enhance parents' skills and confidence in supporting their children's learning and development. The EEF</i>	2

<i>counselling and signposting to relevant services.</i>	<i>highlights that effective parenting programmes can lead to positive changes in parenting behaviours, which in turn can improve children's academic performance. Workshops that provide practical strategies and resources empower parents to create supportive home learning environments.</i>	
<i>Introduce half-termly yoga sessions for all pupils.</i>	<i>EEF guidance: Improving Social and Emotional Learning. Numerous studies have demonstrated that yoga can reduce symptoms of anxiety, depression, and stress. For children and adolescents, incorporating yoga into the school curriculum can provide a valuable tool for managing stress and promoting emotional regulation. The practise of mindfulness and relaxation techniques inherent in yoga can help pupils develop coping strategies for dealing with challenges.</i>	2
<i>Funding of extra-curricular activities, trips and milk to ensure no child misses out due to affordability.</i>	<i>Social Mobility Commission: An unequal playing field: Extra-Curricular Activities, soft skills and social mobility states: 'Our qualitative data showed that extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups... Barriers to taking part in extra-curricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.'</i>	2
<i>Increase engagement with the schools home learning systems linked to the children's current levels: - RWI home learning portal - Numbots - Numbersense home learning</i>	<i>The portals chosen link directly to further practice of concepts, strategies and ideas taught in school. Within the RWI portal; practitioners are able to send 'virtual classroom' lessons to children specifically linked to their phonics learning in school. Numbots is linked to the NumberSense and enables children to practice their understanding, recall and fluency with intelligent practice methodology.</i>	1, 4, 6
<i>Ensure that all systems in school align with the new National Attendance agenda. Ensuring an acute focus on early intervention and support for families to ensure that disadvantaged pupils are able to engage with their education.</i>	<i>DfE Guidance on Improving School Attendance. Research indicates that early intervention is critical in addressing attendance issues. The DfE guidance emphasises that schools should identify patterns of absence as early as possible and implement support measures to prevent further disengagement. Early intervention can help address barriers before they become entrenched, making it easier for disadvantaged pupils to stay engaged with their education.</i>	2

Total budgeted cost: £

Activity last 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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Total budgeted cost: £

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 2023 to 2024 academic year.

<p><i>All children make expected or better progress in phonics through quality first teaching or intervention.</i></p> <p><i>Phonic teaching is consistent and of high quality using the RWI approach.</i></p> <p><i>Staff believe children being 'On-track' or better for phonics is a non-negotiable throughout school.</i></p> <p><i>More children who are entitled to PP to be working in line with their peers in phonics.</i></p>	<p><i>84% of children passed the PSC in Y1. This represents an increase of 6% year on year. 91% achieving by the end of Y2.</i></p> <p><i>Y1 PPG outcomes increased by 31% on the previous year to 81%. This significantly narrowed the gap between Pupil premium pupils and their non-Pupil Premium peers.</i></p>
<p><i>Children make accelerated progress, overcoming the barriers to learning created by poor early language skills.</i></p>	<p><i>In the 22-23 academic year the number of children who assessed as 'red - significantly below' in their initial WellComm assessments (86%) was halved in their final assessments. The percentage of children assessed as 'green- expected age-related outcome' increased from 0% to 38%.</i></p>
<p><i>Children make at least expected progress in reading, writing, maths and across the wider curriculum because early gaps are swiftly narrowed.</i></p>	<p><i>Phonics Screening Check outcomes were above National. This was replicated in KS1 reading data. Outcomes at the end of Key Stage 1 remain lower than the National Averages though gaps to national have narrowed since last year. The attainment gap has continues to narrow.</i></p> <p><i>This builds upon the strong progress being secured in phonics.</i></p>
<p><i>The progress of fewer children is being negatively impacted upon by poor attendance.</i></p> <p><i>Parents and families support their children through ensuring regular attendance and punctual arrival.</i></p>	<p><i>Children in receipt of Pupil Premium remain more likely to be persistent absentees than their non-pupil premium peers. There continues to be direct correlation between poor levels of attendance and low attainment. Improved attainment is secured for more pupils once they become statutory school age. Children of non-statutory school age are more likely to be disadvantaged by poor attendance.</i></p>

<i>Children feel settled, happy and safe in school and experience positive mental health.</i>	<i>In pupil voice questioning 90% of children report they feel safe and happy in school. Those pupils who report feeling unsafe are children who themselves engage in rough play at playtimes. Intervention work begun for these pupils in the Summer term.</i>
<i>Excellent play provision during lunchtime and breaktimes to enhance wellbeing.</i>	<i>Engagement with the ScrapShed children report and demonstrate increasingly harmonious play at lunchtime and breaktime.</i>
<i>Staff subject knowledge is strengthened and they are able to articulate knowledge and skills across EYFS and KS1 to demonstrate progression in learning</i>	<i>Monitoring shows this continues to improve. Subject leads have worked alongside the deputy head as curriculum co-ordinator to develop appropriate progression maps for subjects. This is leading to an improved understanding of expected progression across all year groups and all subjects.</i>

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
<i>Read, Write Inc</i>	<i>Ruth Miskin</i>
<i>NCETM Maths framework</i>	<i>NCETM</i>
<i>Teach Computing Curriculum</i>	<i>Teach Computing</i>
<i>Jigsaw PSHE</i>	<i>Jigsaw</i>
<i>Charanga</i>	<i>Charanga</i>
<i>SACRE agreed syllabus for RE</i>	<i>Wakefield/SACRE</i>

Further information (optional)

Subsidised financial support is also provided to those entitled to PP funding to enable them to access wider opportunities provided by the school and external partner, removing the specific barriers of affordability.