

# Pupil premium strategy statement

## Tipton Green Junior School

This statement details our school's use of pupil premium (and recovery 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	344
Proportion (%) of pupil premium eligible pupils	44.77%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024 September 2025 September 2026
Statement authorised by	S Richards
Pupil premium lead	S Richards
Governor / Trustee lead	K Lees

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,660 (2023/24) £222,000 (2024/2025)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£ 222,000

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

The school's intent for pupil premium children is aligned with our vision statement:

**“Dream, Believe, Achieve ”**

Our children will leave school believing in themselves, equipped with the skills needed for a happy and successful future.

Our Aims are to:

- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others
- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through high quality teaching
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum, which inspires and motivates children to learn.
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

The school understands the barriers and challenges that the school community faces and how these are displayed in terms of wellbeing, relationships, behaviour, learning and academic outcomes. We intend to support our children, regardless of whether they are disadvantaged or not.

The school has a strong focus on the quality of teaching and the impact that it has upon learning; this is a continuous and relentless focus of leaders and staff. We understand that the strongest teaching has the most positive impact on pupils who attract the pupil premium. The school understands that the work of the strategy is designed to affect a single, over-arching outcome – increasing the percentage of children in receipt of the Pupil Premium who are working at an age-related expectation across the curriculum.

Through effective systems of evaluation, the school will continuously review the strategy and associated actions to ensure that it is responsive to common challenged and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and Progress</b> – For some disadvantaged children across school attainment is below that of non- pupil premium children in: Y3 maths, Y5 reading, writing and maths and Y6 reading and writing. They require quality first teaching and rapid intervention to make rapid and sustained rates of progress in order to at least achieve expected standards by the time they leave.
2	<b>Attendance</b> – Attendance rates for pupils eligible for PP are 93.23% which are below the NA PP and NA all. This means that they are missing valuable learning time causing them to not make the accelerated progress needed to ensure they meet the expected standards by the end of Year 6.
3	<b>Wider Opportunities</b> – Wider opportunities are limited for pupils at Tipton Green due to the deprivation within the area (lowest quantile nationally) and act as a barrier for pupil premium pupils to learn well or acquire cultural capital. Parental engagement also has an impact due limited experience of school themselves and cultural differences. Additional learning experiences, opportunities to engage parents and informing parents of expectations at each point will be planned into the curriculum to ensure that the cultural capital of pupils is enhanced and pupils develop a love of learning as they move through the school.

4	<b>Social and Emotional needs of Pupils</b> – There are increasing numbers of pupils requiring intervention for their emotional well being which is having an impact on both their attendance and time in class and therefore on their attainment in school.
5	<b>Poor Language Acquisition</b> - Assessments, observations, and discussions with pupils indicate that oral language skills, lower word acquisition and vocabulary gaps among many disadvantaged children. These are evident from Y3 to Y6 and in general, are more prevalent among our disadvantaged pupils than their peers therefore having a direct impact on achievement across the curriculum.

## 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
The attainment of Pupil Premium children will be in line with non-Pupil Premium in all areas across the whole school.	<ul style="list-style-type: none"> <li>The attainment of PP and non PP children will be in line in reading, writing and maths in all year groups.</li> <li>End of KS2 SATs data will indicate no specific gap between the two groups</li> <li>Salford reading test data will show the reading ages of PP children will be in line with non-PP.</li> </ul>
The quality of teaching will be good or outstanding in all classes leading to improved standards across the whole school, particularly PP children.	<ul style="list-style-type: none"> <li>Lesson observations will show 100% good with at least 25% outstanding</li> <li>Learning Walks will be positive with few areas for improvement</li> <li>Book trawls will show that children are learning and applying this effectively</li> <li>Lesson planning will demonstrate that lessons are ambitious, well sequenced and detailed.</li> </ul>
All children, especially those who attract the Pupil Premium will accumulate the knowledge, behaviours and skills through well-planned curriculum experiences that widen their cultural capital	<ul style="list-style-type: none"> <li>All children will have the opportunity to go on trips and experience new things.</li> <li>All children will be given the opportunity to join extra curricular clubs</li> <li>Children will take part in enrichment experiences, including trust events.</li> <li>The proportions of disadvantaged children who attend clubs will increase over the three years.</li> </ul>

	<ul style="list-style-type: none"> <li>Monitoring of learning shows that Pupil Premium children are able to articulate learning in all areas of the curriculum and are 'remembering more'.</li> </ul>
Improving whole school attendance including disadvantaged pupils	<ul style="list-style-type: none"> <li>EWO and Attendance Lead to work with PP children who have ongoing attendance issues and persistent absences to ensure attainment is good or better.</li> <li>End of year data shows diminishing gaps between PP and Non PP</li> <li>Persistent absence of PP is in line with National PA</li> <li>Early Help Assessments and Attendance contracts to be completed for families with specific needs.</li> <li>Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years.</li> </ul>
The social and emotional needs of pupil premium children will be addressed and well managed	<ul style="list-style-type: none"> <li>Results from Pupil Surveys and pupil voice will show that children feel safe in school and able to learn.</li> <li>Support will be readily available with a number of adults to speak to them.</li> <li>Pupils will have the opportunity to take part in enrichment activities to build their social skills</li> <li>Attendance will be in line with National averages.</li> </ul>
The oral language skills and vocabulary of PP children will be improved	<ul style="list-style-type: none"> <li>Reading age of pupils in year 3-5 will improve.</li> <li>End of Key Stage 2 data will improve</li> <li>Use a triangulated approach for assessment with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>

## 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: £46,000 (2023/24)

£46,000 (2024/25)

Activity	Evidence that supports this approach -The Education Endowment Fund's 'Teaching and Learning Toolkit' -Rosenshine's 'Principals of Effective Learning'	Challenge number(s) addressed
<p><b>Teaching and Learning Coaching Project for all teaching staff.</b></p> <ul style="list-style-type: none"> <li>-Teachers will be partnered for coaching across the school and Trust to improve teaching and learning outcomes.</li> <li>-Teachers will develop a range of teaching strategies to enhance learning for children of all learning styles.</li> <li>-Joint PPA will allow collaboration across year groups.</li> <li>-Teaching and learning will improve across the school due to sharing of good practice.</li> <li>-Teaching will be enhanced and improved by attendance of CPD/network meetings courses at Trust schools.</li> </ul>	<p><b>Evidence - EEF – Individualised Instruction + Learning Styles</b></p> <p>-Class observations have indicated that lessons which use appropriately pitched questioning and challenge result in accelerated progress for all learners.</p>	1, 2, 5
<p><b>Mastery Maths</b></p> <ul style="list-style-type: none"> <li>-Maths Leader to be released to develop the Mastery Approach to learning, ensuring that all children including Pupil Premium pupils develop skills for discussion.</li> <li>-Teachers trained to deliver mastery approach in maths.</li> <li>-Resources purchased to support mastery teaching (e.g. manipulatives).</li> </ul>	<p><b>Evidence - EEF – Mastery Learning</b></p>	1, 2, 5
<p><b>ECT training</b></p> <p>-All ECTs to receive targeted support from EHLT ECF programme. Mentors to drive bespoke support with ECTs to drive standards of quality first teaching and learning</p>	<p><b>Evidence – EEF – Individualised Instruction and Feedback</b></p> <p>Research taken from Best Practice Network and other teaching providers supports schools with a new ECT programme of study of 2 years. Thus supporting new teachers using smaller achievable steps into marking long term goals of teaching as a career.</p>	1, 2, 5
<p><b>Salford Reading Test Assessments</b></p>	<p>EEF recommend diagnostic testing and monitoring. Taking account of prior knowledge is essential if pupils'</p>	

-Introduction of the new Salford Reading Test Assessments	learning needs are to be met. Anticipating common misconceptions and using diagnostic assessment to uncover them.	
<b>Resources for wider curriculum</b> -Purchase high-quality Wider Curriculum subscriptions (Purple Mash, Twinkl, EAL Hub, CLL SLA, Century) to support teachers with progressive, subject-specific resources, linked to homework opportunities.	High quality resources aim to give teachers more time to dedicate to planning the craft of their lessons and how best to deliver lessons to suit the needs of their pupils. Homework that is linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning (EEF)	
<b>Trust English Lead</b> -Trust Leader employed to support the implementation of the new Reading Framework 2023	<b>Evidence – EEF – Reading Comprehension Strategies</b>	

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

Budgeted cost: £ 143300 (2023/24)  
£ 120000 (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra teachers (AHT &amp; HC) to reduce class sizes for English and maths teaching in years 5 &amp; 6. (2023-2024)</p> <p><b>Targeted group support</b> Experienced Y6 teacher to teach small groups in order to bridge gaps. (2024-2025)</p>	<p>Evidence - Sutton Trust – Reducing class sizes</p> <p>There is evidence that, when done successfully, benefits of reducing classes sizes to below 20 can be identified in the behaviour and attitudes of pupils as well as on attainment, and that these benefits persist for a number of years.</p> <p>Children can be grouped with others of similar ability so that teaching can be tailored to their needs more effectively.</p> <p>Teachers have more opportunity for regular, timely feedback to children during lessons.</p>	1, 2, 5

<p><b>Additional support staff</b></p> <ul style="list-style-type: none"> <li>-Support staff to provide 1 to 1 and small group support for PP children to teach and address misconceptions.</li> <li>-Staff to regularly listen to children who rarely read at home and are behind their peers.</li> <li>-Y6 Booster groups after school to revise and prepare for exams.</li> </ul>	<p><b>Evidence – EEF – Small Group Tuition + Targeted Support</b></p> <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them-the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. We will organise staff so that the pupils who struggle most will have as much time with the teacher as others. As school leaders, we will continue to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. (EEF)</p>	<p>1, 2, 5</p>
<p><b>Phonics Intervention</b></p> <ul style="list-style-type: none"> <li>-Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</li> </ul>	<p><b>Evidence – EEF – Phonics</b></p> <p>School data shows that phonics intervention has a significant impact on reading results and the ability for children to catch up, particularly for disadvantaged pupils.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1, 2, 5</p>
<p><b>Peer tutoring</b></p> <ul style="list-style-type: none"> <li>-Children act as peer tutors for reading, phonics and maths.</li> </ul>	<p><b>Evidence – EEF – Peer Tutoring</b></p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees.</p> <p>Four to ten week intensive blocks with regular sessions (4–5 times a week) appear to provide maximum impact for both tutors and tutees.</p>	<p>1, 2, 5</p>



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

Budgeted cost: £ 42300 (2023/24)

£ 56000 (2024/25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior pastoral leads to provide wellbeing support for vulnerable groups of pupils by providing 1 to 1 and small group interventions. (eg. nurture, boxing therapy, outdoor activities, forest schools, etc)</p>	<p><b>Evidence - EEF – Social and Emotional Learning + Outdoor Adventure Learning</b></p> <p>Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders produce the greatest effects.</p> <p>Programmes of two to six months seem to produce more long-lasting results.</p> <p>Training of facilitators or professional development improves the impact of programmes.</p> <p>Sensitive and targeted intervention may benefit at risk or more vulnerable pupils.</p>	<p>4</p>
<p>Senior pastoral leads, Head of Inclusion and Deputy Headteacher working with outside agencies to support vulnerable families.</p>	<p><b>Evidence - EEF – Social and Emotional Learning</b></p> <p>On average, programmes which involve parent or community involvement show more beneficial effects.</p>	<p>4</p>
<p>Extra Lunchtime Supervisors to ensure that standards of behaviour are good and that children feel safe during lunchtimes</p> <p>Training to be provided for supervisors following coaching model</p>	<p><b>Evidence - EEF – Social and Emotional Learning</b></p> <p>Staff available to ensure children are kept safe and well in all areas of the school at lunchtimes.</p> <p>Staff provide games and activities for the children to engage in at lunchtimes.</p>	<p>4</p>

<p>Provide pupils with the opportunities to participate in enrichment opportunities such as subsidised school visits, extra – curricular clubs, outdoor enrichment opportunities.</p> <p>Support families with school uniform purchase costs</p>	<p><b>Evidence – EEF – School Uniform + Arts Participation</b></p> <p>Uniform helps the development of a whole school ethos and therefore is supportive of discipline and motivation.</p> <p>Hart and Risley Landmark Study – Over 4 years, pupils from families in receipt of benefits acquire a vocabulary of 13 million compared to 45 million from professional families</p> <p>Participation in trips is important for all, regardless of background.</p>	3
<p>Provide fruit every day for all children in the school</p> <p>Provide breakfast for every pupil as they enter school each morning. (2024/25)</p>	<p>Children need a healthy diet in order to thrive and learn well. Levels of obesity in Sandwell are well above national level.</p>	3
<p>EWO for attendance</p> <p>Employment of Deputy Headteacher with responsibility for attendance (2024/25)</p>	<p><b>Evidence – EEF – Parental Engagement</b></p> <p>Children can only thrive when they are in school and learning.</p>	4
<p>Trust Behaviour Lead</p>	<p><b>Evidence – EEF – Behaviour Interventions</b></p> <p>Support with strategies for children who have specific SEMH needs is beneficial to all members of the school community.</p>	4
<p>Peripatetic Music Tuition (Woodwind and Strings)</p>	<p><b>Evidence – EEF –Arts Participation</b></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p>	3

**Total budgeted cost: £231600** (2023/2024)

**£222,000** (2024/2025)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils (2023-2024)

#### 1) Attainment and Progress

Throughout the year, school identified pupils who required interventions in order to close the gaps between disadvantaged pupils and other pupils, ensuring larger proportions of PP pupils meet age related expectations. Strategies included small intervention groups led by teachers, in class support from teachers/HLTAs/TAs, and 1:1 support for academic and emotional purposes.

Although non disadvantaged pupils are still outperforming disadvantaged pupils, the school has made positive improvements towards teaching and learning strategies which support this group of pupils making accelerated progress. Internal data and book scrutiny shows that gaps are closing and disadvantaged pupils are making good progress.

	Non Disadvantaged KS2 SATs (2024)	Disadvantaged KS2 SATs (2024)	National (All)
Reading	60%	59.1%	78%
Writing	60%	54.5%	77%
Maths	53.3%	43.2%	79%
Combined	40%	27.3%	66%

#### 2) Attendance

Attendance overall is below national average however attendance overall matched that of the previous year. In 2023/2024, PP and FSM pupils attendance in all year groups was lower than that of their peers, apart from in Year 5 where attendance of PP and FSM pupils was higher.

Attendance and punctuality continues to be a key focus for 2024/2025 following guidance from DfE 'Working Together to Improve Attendance. The employment of a Deputy Headteacher with responsibility for attendance will ensure that systems to monitor and improve attendance are rigorous and robust. In 2024/2025, school will be providing breakfast to all pupils at the beginning of every day in order to support both attendance and the social and emotional well being of our students.

#### 3) Wider Opportunities

Pupils have limited experiences outside of school and as a result their wider opportunities can be limited. In 2023/2024, pupils in year 4 were provided with the opportunity to attend a residential trip which was subsidised by school. Classes experienced trips, including local visits and visitors to school; all pupils attended trips, regardless of financial barriers. School also provided afterschool clubs including dance club and football club. Pupils have been given the

opportunity to take part in Music tuition which takes part during the school day allowing pupils to experience different instruments.

In 2024/25, school will continue to provide further opportunities for pupils to be able to attend clubs outside of school as well as during the school day. Year groups will ensure that there are a wider range of trips for pupils to attend, as well as develop opportunities for pupils to take part in sporting and curriculum events outside of school.

#### **4) Social and Emotional Needs of Pupils**

The social and emotional needs of pupils has been identified as an area of need in school. The employment of a Pastoral Leader has ensured that targeted support has been provided for this group of pupils, eg friendship groups, nurture groups, and boxing. During 2023/24, the Trust behaviour lead worked closely with the inclusion team to ensure that processes and tracking systems are in place.

#### **5) Poor language Acquisition**

Across school, language acquisition is low. In 2023-2024 pupils who received speech and language support began to make progress and were able to access the wider curriculum with more success.

## Externally provided programmes

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

Programme	Provider