

Pupil premium strategy statement – Tipton Green Junior School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	350
Proportion (%) of pupil premium eligible pupils	43.14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	7/11/23
Date on which it will be reviewed	7/11/26
Statement authorised by	D Rowe
Pupil premium lead	V Brownhill
Governor / Trustee lead	K Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,660
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>	£22,475
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£

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	Attainment of pupil premium children is below that of non- pupil premium children in: Y3 maths, Y5 reading, writing and maths and Y6 reading and writing.
2	The quality of teaching in the school is not yet consistently good/outstanding. This is supported by: <ul style="list-style-type: none"> • Learning walks and lesson observations by school leaders
3	High levels of deprivation act as a barrier for pupil premium to learn well or acquire cultural capital. This is supported by: <ul style="list-style-type: none"> • Pupil conversations and outcomes show that there is a lack of enrichment opportunities that has been further compounded by school

	closure and the C-19 pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
4	<p>The social and emotional needs of pupil premium children has a negative impact upon progress.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> • The number of times staff are required to talk to children during the school day • Instances of school refusal and poor attendance
5	<p>Some pupil premium children have poor language acquisition.</p> <p>This is supported by:</p> <ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils. These are evident from Y3 to Y6 and in general, are more prevalent among our disadvantaged pupils than their peers.

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"> • The attainment of PP and non PP children will be in line in reading, writing and maths by summer 2024 in all year groups. • End of KS2 SATs data will indicate no specific gap between the two groups • YARC reading test data will show the reading ages of PP children will be in line with non-PP.
The quality of teaching will be good or outstanding in all classes.	<ul style="list-style-type: none"> • Lesson observations will show 100% good with at least 25% outstanding • Learning Walks will be positive with few areas for improvement • Book trawls will show that children are learning and applying this effectively • Lesson planning will demonstrate that lessons are ambitious, well-sequenced and detailed.
Pupil premium children will be able to learn well and acquire cultural capital	<ul style="list-style-type: none"> • All children will be focused in lessons and ready to learn

	<ul style="list-style-type: none"> • All children will have the opportunity to go on trips and experience new things • This will impact their ability to relate their experiences to their learning
The social and emotional needs of pupil premium children will be addressed and well-managed	<ul style="list-style-type: none"> • Children will feel safe in school and able to learn • Children will have a number of adults to speak to and help them • Children will have the opportunity to take part in enrichment activities to build their social skills • Children will have good school attendance (in line with national averages)
The oral language skills and vocabulary of PP children will be improved	<ul style="list-style-type: none"> • YARC reading test improvements • Less children in need of daily phonics • End of KS2 SATs data will show an increase

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: £46000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Coaching Project for all teaching staff.	<p>Evidence - EEF – Individualised Instruction + Learning Styles</p> <p>Teachers will be partnered for coaching across the school to improve teaching and learning outcomes.</p> <p>Teachers will develop a range of teaching strategies to enhance learning for children of all learning styles.</p> <p>Teaching and learning will improve across the school due to sharing of good practice.</p>	1, 2, 5

	<p>Teaching will be enhanced and improved by attendance of CPD courses at teaching schools.</p> <p>Class observations have indicated that lessons which use appropriately pitched questioning and challenge result in accelerated progress for all learners.</p>	
Mastery Teaching in Maths	<p>Evidence - EEF – Mastery Learning</p> <p>Teachers trained to deliver mastery approach in maths.</p> <p>Chn trained to work in mastery partners.</p> <p>Resources purchased to support mastery teaching (e.g. manipulatives).</p>	1, 2, 5
ECT Targeted Support	<p>Evidence – EEF – Individualised Instruction and Feedback</p> <p>ECTs will feel well-supported to deliver high-quality teaching.</p> <p>Children will benefit from receiving high-quality teaching.</p>	1, 2, 5

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

Budgeted cost: £ 143300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teachers (AHT & HC) to reduce class sizes for English and maths teaching in years 5 & 6.	<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>Additional support staff to provide 1 to 1 and small group support for PP children to teach and address misconceptions.</p> <p>Staff to regularly listen to children who rarely read at home and are behind their peers.</p> <p>Y6 Booster groups after school to revise and prepare for exams.</p>	<p>Evidence – EEF – Small Group Tuition + Targeted Support</p> <p>School data show that these interventions accelerate the progress of pupils worked with. (YARC tests for targeted readers)</p>	<p>1, 2, 5</p>
<p>Phonics Intervention</p>	<p>Evidence – EEF – Phonics</p> <p>School data shows that phonics intervention has a significant impact on reading results and the ability for chn to catch up.</p>	<p>1, 2, 5</p>
<p>Peer tutoring</p>	<p>Evidence – EEF – Peer Tutoring</p> <p>Children act as peer tutors for reading, phonics and maths.</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>
<p>Trust English Lead</p>	<p>Evidence – EEF – Reading Comprehension Strategies</p> <p>Trust lead employed to oversee the implementation of the new Reading Framework 2023.</p> <p>English leads released for network meetings.</p> <p>English leads then roll out any training or messages to school staff.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 42300

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>Evidence - EEF – Social and Emotional Learning + Outdoor Adventure Learning</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>	4
<p>Senior pastoral leads and Deputy Headteacher working with outside agencies to support vulnerable families.</p>	<p>Evidence - EEF – Social and Emotional Learning</p> <p>On average, programmes which involve parent or community involvement show more beneficial effects.</p>	4
<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>Evidence - EEF – Social and Emotional Learning</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>	4
<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>Evidence – EEF – School Uniform + Arts Participation</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

Provide fruit every day for all children in the school	Children need a healthy diet in order to thrive and learn well. Levels of obesity in Sandwell are well above national level.	3
EWO for attendance	Evidence – EEF – Parental Engagement Chn can only thrive when they are in school and learning.	4
Trust Behaviour Lead	Evidence – EEF – Behaviour Interventions Support with strategies for children who have specific SEMH needs is beneficial to all members of the school community.	4
Peripatetic Music Tuition (Woodwind and Strings)	Evidence – EEF –Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3

Total budgeted cost: £231600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. The attainment gap between PP and non – PP children in reading and writing has reduced

In Year 3, there was no gap in attainment in reading between PP and non PP, with both achieving 62%. In writing, PP performed slightly better in writing (57%) whereas non PP achieved 53%.

In Year 4, PP chn achieved 53% in reading whereas non PP achieved 60%. However, the PP outperformed the non PP in writing. PP achieved 44% whereas non PP achieved 30%.

In Year 5, PP chn achieved 48% and non PP achieved 50%, so they were broadly inline. However, there remains a significant gap in writing, with PP achieving 25% while non PP achieved 46%.

In Year 6, PP achieved better in both reading and writing. In reading, PP was 73% and non PP 60%. In writing, PP achieved 75% and non PP 68%.

In summary, the only significant gap remains in Y5 writing, so measures should be taken next year to close the gap.

3 year trends in end of KS2 data:

Reading: in 2019, PP was 44% and non PP was 70%. In the 2023 SATs, both PP and non PP achieved the same – 58%

Writing: in 2019, PP was 65% and non PP was 79%. In 2023, this had changed to PP achieving 73% and non PP 69%.

The gap in combined score has very much closed. In 2019, only 26% of PP achieved combined, whereas 64% of non PP did. In 2023, the figures were PP 48% and non PP 54%, so the gap has significantly closed.

2. To improve quality of whole class teaching in relation to sharing and pitching of learning objectives and the progression of knowledge and skills, leading to improved outcomes for learners

A progression of knowledge and skills is now mapped across all areas of the curriculum. This has led to better planning and delivery of learning. Book trawls across the Trust show that levels of learning are impressive in the children's books.

Phonics and reading have been a large focus of the school's improvement this year. After introducing RWI phonics and training all staff to deliver it, we have seen massive improvements in the number of children in need of daily phonics intervention. In September 2022, there were

44 children across the school who were accessing phonics. By the summer of 2023, this had reduced to just 17 children.

A huge amount of investment has been made in high quality reading books and all teachers have had training on a new approach to the teaching of reading, making lessons more varied and interesting for the children.

The mastery approach to maths has been rolled out further in the school in the last year. It aims to provide an approach to maths whereby the learning is accessible to all and children learn to help one another.

3. To support the social and emotional needs of PP children and improve their wellbeing

PP chn attended sessions in:

- Life skills
- Social skills
- Nurture
- Boxing
- Forest School
- Girls' Group
- Lego Therapy
- Animal Friends
- 1:1 mentoring

4. Develop the cultural capital of many PP children

In February 2023, all of the chn went on a visit to Tipton Library and all chn were allowed to borrow a book. The Poet with Punch, Matt Windle, came in to do workshops with the children, combining poetry with boxing.

In July 2023, all of years 5 & 6 visited the Alexandra Theatre in Birmingham to see a production of The Demon Dentist. The majority of the children had never been to a theatre before (in the VB Y5 English set, only 2 of the 16 children had been to a theatre before).

Chn have had the opportunity to work with Luke Blackham throughout the year in our Forest School, learning bushcraft.

Trips have been part-funded by the school including:

Y3 Black Country Living Museum

Y4 Trip to Pizza Express in Birmingham to make pizzas for DT and Walsall Art Gallery

Y5 Carding Mill Valley

Y6 Haden Hill House (WW2) and Dudley Zoo.

Workshops developed by the history expert, Professor McGinty, have been held for all year groups in subjects such as Egyptians, The Vikings and WW2.

The school pays for children to have music lessons from peripatetic teachers in violin and woodwind.

The school has invested money in technology (iPads and Chromebooks) to help children learn.

5. For children who fell behind in the lockdown period to make accelerated progress in reading and writing

See evidence for point 1.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils