

# Pupil Premium Strategy statement – Tower Hill Primary



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	418
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Laura Ovenden
Pupil premium lead	Laura Ovenden & Kieran Collins
Governor / Trustee lead	Mark Whitehead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,810
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,810

# Part A: Pupil premium strategy plan

## Statement of intent

*At Tower Hill we are committed to equipping all children to make their own choices in life irrespective of their background or the challenges they face. Our intention is that all pupils, make good progress and achieve to the best of their abilities across all subject areas.*

*We recognise that some of children need to have significant support from school to achieve this goal. As such, our pupil premium strategy is designed to support disadvantaged pupils achieve to the best of their abilities across all subject areas. Starting from before they enter the school with our home visits and stay and play sessions and continuing along their seven year learning journey to Year 6.*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Tower Hill. This provision includes the attainment and progress for those who are already attaining highly and those who have the potential to do so with appropriate support.*

*The negative impacts of disadvantage such as: household poverty & living conditions; mental health and wellbeing; family related challenges; physical health; increased exposure to harm; nutritional needs; reduced access to education and activities can affect a range of pupils within our setting whether they are in receipt of pupil premium funding or not. It is our intention that this strategy has impact on ALL pupils at Tower Hill Primary.*

*At Tower Hill, we have considered the challenges faced by our most vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage and will always have the children's best interest at heart. Our approach will be reviewed regularly and assessed for impact and value for money.*

*The approaches we will implement will endeavour to ensure*

- Disadvantaged pupils are challenged and stretched to achieve their potential*
- Disadvantaged pupils are supported through timely intervention and barriers to their learning are promptly addressed*
- That inclusion continues to be at the heart of everything we do at Tower Hill*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate very low baseline entry levels in language development which impact reading & writing skills acquisition in future years
2	In recent years we have seen the percentage of our disadvantaged pupils with additional SEND needs increase. As of September 2024 43% of our disadvantaged pupils are also on the SEND register. This leads to additional challenges when assessing barriers to learning and next steps for individual learners. This increased challenge will demand a nuanced and collaborative approach with our SEND team.
3	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. Disrupted home circumstances, including those which involve military deployment and postings have an impact on learning focus and success in social integration. The current economic climate has increased pressure on our vulnerable families and teacher referrals for a range of support, continue to increase.
4	The lack of opportunity to engage in experiential learning outside of school including after school clubs, trips and visits due to family financial circumstances is a potential barrier to disadvantaged pupils reaching their potential across the curriculum.
5	Internal assessments indicate that there continues to be an attainment gap in Reading, Writing and Maths between disadvantaged pupils and non-disadvantaged pupils. The closing of this gap continues to be a target this academic year.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Pupils in EY/KS1 improve communication and language skills to enable them to access all areas of the curriculum.</p> <p>&gt;70% of Disadvantaged pupils in Year R reach the expected standard in Communication &amp; language</p>
Improved Reading attainment and progress among disadvantaged pupils.	<p>The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2024/25 academic year exceeds 23/24 (63%)</p> <p>Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 23/24 levels (+4.2)</p>
Improved Writing attainment and progress among disadvantaged pupils	<p>The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2024/25 academic year exceeds 23/24 (54%)</p>
Improved Maths attainment and progress among disadvantaged pupils	<p>The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2024/25 academic year exceeds 23/24 (66%)</p> <p>Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 23/24 levels (+8.7)</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Ensure that we have provided a range of opportunities to extend disadvantaged pupil's cultural capital</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils (67% of disadvantaged pupils accessed an extra-curricular club in 23/24)</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improved outcomes through the deployment of booster/overtacher for significant SEND need across the school (Explorers)</i>	There is strong evidence both nationally and within the school historically that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2 & 5
<i>Retention of HLTAs to provide targeted support in class</i>	There is strong evidence both nationally and within the school historically that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2 & 5
<i>Delivery and implementation of CPD</i>  <i>Communication training</i>  <i>Well-being training</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2,3 ,4 & 5

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued provision of Digital Technology &amp; resources to aid attainment &amp; intervention</i></p> <ul style="list-style-type: none"> <li>• Clicker</li> <li>• Dyslexia Gold</li> <li>• Accelerated reader</li> </ul>	<p>The National Literacy Trust published a report exploring teachers' use of technology to support literacy in the classroom. The survey received 219 responses from 166 schools and highlighted the impact on attainment and progress.</p> <p><a href="https://www.assistiveware.com/learn-aac/what-difference-diagnosis-make">https://www.assistiveware.com/learn-aac/what-difference-diagnosis-make</a></p> <p><a href="https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-nlt">https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-nlt</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1, 2 & 5
<p><i>Continued delivery of expert small group tuition</i></p>	<p>There is strong evidence both nationally and within the school historically (KSII disadvantaged Maths data 2019) that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2 & 5
<p><i>Continued delivery of oral language interventions inc:</i></p> <ul style="list-style-type: none"> <li>• Neli</li> <li>• Language Links</li> <li>• Training across Year 1</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	1
<p><i>Generous learning support provision across the whole school</i></p>	<p>There is strong evidence both nationally and within the school historically that reducing group size with bespoke focus on eliminating gaps and precision teaching with experienced professionals improves the progress of all pupils including disadvantaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2 & 5

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

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued provision for: ELSA Counsellor Play Therapist Nurture groups	<i>The mental health and wellbeing of our pupils is vital to their feelings of belonging and self-worth. These interventions have an identifiable and valuable impact on attitudes to learning and social relationships in the school.</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3 & 4
Subsidising class trips/visits to improve cultural capital	Inclusion is at the heart of everything we do at Tower Hill. Ensuring that all children including our disadvantaged children are able to access our wider curriculum including experiential, hands on visits is fundamental to our school vision and is supported by the governing body.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf</a>	4 & 5
Ensuring provision for targeted Free breakfast club, extra-curricular clubs & uniform	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.  <a href="https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023">https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</a>	2, 3 & 5
Retention Family Support Link Worker	Internal reports and analysis of the impact of our Family support link worker. The impact on parental engagement is significant and aids the progress of our “hard to reach” predominantly disadvantaged families across the school community.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2 & 5

**Total budgeted cost: £ 157,810**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*Average Y1 - 6 for Disadvantaged Pupils:*

- Reading - 2024 ARE 63% (-5% 2023 -2% 2022 & +5% 2021)
- Reading - 2024 GDS 22% (-1% 2023 +3% 2022 & +4% 2021)
- Writing - 2024 ARE 54% (+1% 2023 +9% 2022 & +13% 2021)
- Writing - 2024 GDS 8% (-2% 2023 +1% 2022 & +1% 2021)
- Maths - 2024 ARE 66% (+2% 2023 -2% 2022 & +6% 2021)
- Maths - 2024 GDS 20% (-3% 2023 -2% 2022 & +1% 2021)

#### INTENDED OUTCOMES

- Improved oral language skills and vocabulary among disadvantaged pupils.

>70% of Disadvantaged pupils in Year R reach the expected standard in Communication & language

58% of Disadvantaged pupils in Year R have reached the expected standard in Communication & language in 2023/24

- Improved Reading attainment and progress among disadvantaged pupils.

The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2023/24 academic year exceeds 22/23 (68%)

The percentage of Disadvantaged pupils meeting the age related expectations for their year group at the end of the 2023/24 academic year was 63% -5% on 22/23 (68%)

Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 22/23 levels (+5.7)

Progress for Disadvantaged pupils was +4.2 Standardised score -1.5 on 22/23 levels (+5.7)

- Improved Writing attainment and progress among disadvantaged pupils

The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2023/24 academic year exceeds 22/23 (53%)

The percentage of Disadvantaged pupils meeting the age related expectations for their year group at the end of the 2023/24 academic year was 54% +1% on 22/23 (53%)

- Improved Maths attainment and progress among disadvantaged pupils

The percentage of Disadvantaged pupils meeting the age related expectations for their year group by the end of the 2023/24 academic year exceeds 22/23 (64%)

The percentage of Disadvantaged pupils meeting the age related expectations for their year group at the end of the 2023/24 academic year was 66% +2% on 22/23 (64%)

Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 22/23 levels (+8.0)

Progress for Disadvantaged pupils was +8.7 Standardised score +0.7 on 22/23 levels (+8.0)



- To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Ensure that we have provided a range of opportunities to extend disadvantaged pupil's cultural capital

We have continued to run a wide range of trips and visits this year to widen the children's cultural capital including: a visit to Bletchley Park, trips to Woking theatre and we have also been part of a visit to QINETIQ as part of women in engineering day.

Qualitative data from student voice, student and parent surveys and teacher observations

In July the school received a visit from the county maths team focussed on Disadvantaged pupil aimed at improving provision for disadvantaged pupils throughout the county. We were selected as a school with strong outcomes in maths for all pupils. It was a useful monitoring process where a learning walk took place across the whole school alongside two inspectors.

An increase in participation in enrichment activities, particularly among disadvantaged pupils (68% of disadvantaged pupils accessed an extra-curricular club in 22/23)

- 61 extra-curricular clubs have been offered across both key stages at Tower Hill this year with a total of 1,543 spaces available ( + 8 clubs and + 521 spaces on 22.23)
- 316/422 (75%) children have attended at least one club during this academic year. (+3% on 22.23 participation percentage)
- 62/93 (67%) of disadvantaged children have attended at least one club (-1% on 22.23 dis participation)
- The Pupil Premium lead will again conduct pupil conferencing with those disadvantaged pupils who have not attended an extra-curricular club this year to help amend provision for the upcoming academic year.

- Ensure 100% of Disadvantaged pupils at Tower Hill have access to intervention groups/ extra provision within the academic year

Provision for all disadvantaged children is monitored regularly to ensure coverage and progress > 91% (96/106) disadvantaged pupils have specific intervention (22.23 91%)

94% (87/93) disadvantaged pupils have had specific intervention/extra provision this academic year +3% on 22.23

- To improve the attendance for disadvantaged pupils at Tower Hill so they are able to make maximum progress

Attendance for disadvantaged pupils exceeds 22/23 levels 93%

Attendance for disadvantaged pupils in 23/24 was 93.3% +0.3% on 22/23 levels 93%

## 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>We identified gaps in service children's education caused by moving between schools, which we addressed with targeted support by HTLA, LSA and AHT support.</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<b>In Reading 100% of Service pupil premium eligible children met ARE In Writing 100% of Service pupil premium eligible children met ARE In Maths 100% of Service pupil premium eligible children met ARE</b>

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.