

# 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	421
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 2023
Date on which it will be reviewed	July 2024
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	£162,865
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£17,436 (£3,770 – 1 <sup>st</sup> payment)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£180,301

# 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 pre-school link worker 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 Covid Pandemic and continued cost of living crisis has had an impact on ALL pupils at school. Negative impacts may have been caused by a number of factors during this time; 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. At Tower Hill, we have considered these 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils was impacted by the pandemic to a greater extent than other pupils. This has impacted on attendance and has been further exacerbated by the current cost of living crisis and the additional pressures this has brought to home life for these pupils. These findings are supported by national studies and has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
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 had an impact on learning focus and success in social integration. The cost of living crisis has increased pressure on our vulnerable families. Teacher referrals for a range of support continue to increase with 70% of the families supported by our mental health support team are disadvantaged.
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 the attainment gap in Reading, Writing and Maths has widened between disadvantaged pupils and non-disadvantaged pupils post school closures. Last academic year saw a closure of this gap in Reading but Writing stayed stable and Maths saw an increase. These areas are a priority for the school 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 2023/24 academic year exceeds 22/23 (68%)</p> <p>Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 22/23 levels (+5.7)</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 2023/24 academic year exceeds 22/23 (53%)</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 2023/24 academic year exceeds 22/23 (64%)</p> <p>Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 22/23 levels (+8.0)</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 (68% of disadvantaged pupils accessed an extra-curricular club in 22/23)</p>
Ensure 100% of Disadvantaged pupils at Tower Hill have access to intervention groups/ extra provision within the academic year	<p>Provision for all disadvantaged children is monitored regularly to ensure coverage and progress &gt; 91% (96/106) disadvantaged pupils have specific intervention</p>
To improve the attendance for disadvantaged pupils at Tower Hill so they are able to make maximum progress	<p>Attendance for disadvantaged pupils exceeds 22/23 levels 93%</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: £64,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of our Pre-School Link worker</i>	Internal reports and analysis of the impact of our Pre-school link worker shows the impact the work done before our children arrive at Tower Hill is invaluable in identifying children who need support as soon as possible on entry and families who may also benefit from the school's support. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a>	1
<i>Improved outcomes through the employment of a booster/overteacher for Year R &amp; Year 1</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 and boost phonics attainment</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: £62,000

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>Delivery of expert small group tuition Able Y6 maths</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> </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: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued provision for: ELSA training Counsellor Play Therapist Nurture groups inc: Huckleberries Nurture farm	<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: £ 180,301**

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

### Pupil premium strategy outcomes

Disadvantaged Pupils Attainment EOY 22-23						
	Reading		Writing		Maths	
	ARE +	Beyond	ARE +	Beyond	ARE +	Beyond
Year 1	86%	36%	57%	29%	71%	29%
Year 2	65%	0%	50%	0%	65%	10%
Year 3	53%	13%	27%	0%	47%	13%
Year 4	70%	30%	65%	10%	70%	35%
Year 5	67%	17%	50%	0%	58%	25%
Year 6	67%	39%	67%	22%	72%	28%
Average	68%	23%	53%	10%	64%	23%

Average Y1 - 6 for Disadvantaged Pupils:

- Reading - 2023 ARE 68% (+ 3% 2022 & +10% 2021)
- Writing - 2023 ARE 53% (+8% 2022 & +12 % 2021)
- Maths - 2023 actual 64% (-4% 2022 & +4% 2021)

Dis Reading Progress			
	M1 22	EOY 23	Progress
Year 1	103.5	113.9	+10.4
Year 2	98	104.6	+6.6
Year 3	90	94.1	+4.1
Year 4	97	100.3	+3.3
Year 5	100	104.7	+4.7
Year 6	99.8	105	+5.2

Writing Disadvantaged pupils			
	M1 22	EOY 23	Progress
Year 1	2.60	2.86	+0.26
Year 2	2.11	2.35	+0.24
Year 3	2.00	2.00	0.00
Year 4	2.45	2.65	+0.20
Year 5	2.00	2.33	+0.33
Year 6	2.44	2.78	+0.34
ALL	2.27	2.50	+0.23

Dis Maths Progress			
	M1 22	EOY 23	Progress
Year 1	100	110.7	+10.7
Year 2	97.1	103.9	+6.8
Year 3	93.1	96.3	+3.2
Year 4	95.3	105.2	+9.9
Year 5	96.3	104.8	+8.5
Year 6	96.1	105.1	+9

### INTENDED OUTCOMES

Improved oral language skills and vocabulary among disadvantaged pupils.

- Pupils in EY/KS1 improve communication and language skills to enable them to access all areas of the curriculum.
- >62% of Disadvantaged pupils in Year R reach the expected standard in Communication & language
- 84% (+11% 2022) of pupils in Year R reached the expected standard in Communication & language
- 56% of Disadvantaged pupils in Year R reached the expected standard in Communication & language compared to 88% of their non-disadvantaged peers.
- 78% of pupils in Year R achieved GLD
- 14% of Disadvantaged pupils in Year R achieved GLD compared to 86% of their non-disadvantaged peers.

### Phonics

- 93% (12/13) of Disadvantaged pupils in Year 1 passed the phonics screening check compared to 87% of their non-disadvantaged peers



- 83% (5/6) of Disadvantaged pupils passed the phonics screening check retake in Year 2

#### Pre School Link Worker Interventions

- 5 children in Year R have undertaken the Language Links intervention this academic year with our PSLW.
- 100% of the children made demonstrable progress across the academic year with the standardised score of the group rising from 88.8 in Autumn to 102.4 in Summer.
- 60% (3/5) of these children achieved GLD
- 11 children in Year R have undertaken the NELI intervention this academic year with our PSLW.
- 100% of the children made demonstrable progress across the academic year with the standardised score of the group rising from 82.9 in Autumn to 93.0 in Summer.
- 36% (4/11) of these children achieved GLD
- 11 children in Year 1 have undertaken the Language Links intervention this academic year with our PSLW.
- 82% of the children made demonstrable progress across the academic year with the standardised score of the group rising from 86.5 in Autumn to 92.0 in Summer.
- 64% (7/11) of these children passed the phonics screening check.

#### Year 1 Storytelling workshops

- 100% of pupils in Year 1 took part in a weekly storytelling workshop during the Autumn and Spring term contributing to:
- 80% of Year 1 children achieved ARE in Reading with 34% GDS.
- 66% of Year 1 children achieved ARE in Writing with 19% GDS.
- 86% of disadvantaged pupils in Year 1 achieved ARE with 36% GDS.
- 57% of disadvantaged pupils in Year 1 achieved ARE with 19% GDS.

#### 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 2022/23 academic year exceeds 21/22 (65%)
- In Year R 57% (4/7) Disadvantaged pupils achieved the comprehension ELG
- In Year R 43% (3/7) Disadvantaged pupils achieved the Word reading ELG
- The average ARE for disadvantaged pupils across Years 1-6 is 68% (+ 3% on 2022 and +10% on 2021)
- The average GDS for disadvantaged pupils across Years 1-6 is 23% (+4% on 2022 and +8% on 2021)

Disadvantage Attainment		
Reading 2021		
	ARE +	Beyond
Year 1 (14)	21%	0%
Year 2 (18)	78%	39%
Year 3 (11)	64%	9%
Year 4 (16)	69%	19%
Year 5 (26)	50%	12%
Year 6 (17)	65%	18%
Average	58%	16%

Disadvantage Attainment		
Reading 2022		
	ARE +	Beyond
Year 1 (19)	58%	11%
Year 2 (13)	46%	15%
Year 3 (20)	75%	35%
Year 4 (11)	73%	18%
Year 5 (18)	72%	17%
Year 6 (27)	67%	19%
Average	65%	19%

Disadvantaged Attainment		
Reading 2023		
	ARE +	Beyond
Year 1 (14)	86%	36%
Year 2 (20)	65%	0%
Year 3 (15)	53%	13%
Year 4 (20)	70%	30%
Year 5 (12)	67%	17%
Year 6 (18)	67%	39%
Average	68%	23%

- In 67% of year groups across the school GDS has risen for disadvantaged pupils.

- Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 21/22 levels (+3.7)
- Standardised score progress in Reading for disadvantaged pupils exceeds 21/22 levels +5.7 (+2.0)

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 2022/23 academic year exceeds 21/22 (45%)

- In Year R 14% (1/7) Disadvantaged pupils achieved the Writing ELG.
- Writing will form part of our SIDP & PP strategy going into 23.24 academic year
- The average ARE for disadvantaged pupils across Years 1-6 is 53% (+8% on 2022 and +12% on 2021)
- The average GDS for disadvantaged pupils across Years 1-6 is 10% (+2% on 2022 and +3% on 2021)

Disadvantage Attainment		
Writing 2021		
	ARE +	Beyond
Year 1 (14)	29%	0%
Year 2 (18)	56%	0%
Year 3 (11)	27%	0%
Year 4 (16)	25%	13%
Year 5 (26)	38%	12%
Year 6 (17)	71%	18%
Average	41%	7%

Disadvantage Attainment		
Writing 2022		
	ARE +	Beyond
Year 1 (19)	47%	0%
Year 2 (13)	31%	0%
Year 3 (20)	50%	15%
Year 4 (11)	27%	9%
Year 5 (18)	50%	11%
Year 6 (27)	63%	11%
Average	45%	8%

Disadvantaged Attainment		
Writing 2023		
	ARE +	Beyond
Year 1 (14)	57%	29%
Year 2 (20)	50%	0%
Year 3 (15)	27%	0%
Year 4 (20)	65%	10%
Year 5 (12)	50%	0%
Year 6 (18)	67%	22%
Average	53%	10%

- In 67% of year groups across the school ARE has risen for disadvantaged pupils.
- In 50% of year groups across the school GDS has risen for disadvantaged pupils.

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 2022/23 academic year exceeds 21/22 (68%)
- In Year R 43% (3/7) Disadvantaged pupils achieved the Number ELG
- In Year R 43% (3/7) Disadvantaged pupils achieved the Numerical patterns ELG
- The average ARE for disadvantaged pupils across Years 1-6 is 64% (- 4% on 2022 but +4% on 2021)
- The average GDS for disadvantaged pupils across Years 1-6 is 23% (+1% 2022 and +4% on 2021)

Disadvantage Attainment		
Maths 2021		
	ARE +	Beyond
Year 1 (14)	36%	7%
Year 2 (18)	78%	33%
Year 3 (11)	64%	18%
Year 4 (16)	63%	13%
Year 5 (26)	65%	27%
Year 6 (17)	53%	18%
Average	60%	19%

Disadvantage Attainment		
Maths 2022		
	ARE +	Beyond
Year 1 (19)	63%	5%
Year 2 (13)	54%	8%
Year 3 (20)	80%	35%
Year 4 (11)	73%	36%
Year 5 (18)	61%	22%
Year 6 (27)	78%	26%
Average	68%	22%

Disadvantaged Attainment		
Maths 2023		
	ARE +	Beyond
Year 1 (14)	71%	29%
Year 2 (20)	65%	10%
Year 3 (15)	47%	13%
Year 4 (20)	70%	35%
Year 5 (12)	58%	25%
Year 6 (18)	72%	28%
Average	64%	23%

- In 33% of year groups across the school ARE has risen for disadvantaged pupils.
- In 67% of year groups across the school GDS has risen for disadvantaged pupils.

- Accelerate progress for Disadvantaged pupils so Standardised score progress exceeds 21/22 levels (+4.5)
- Standardised score progress in Maths for disadvantaged pupils exceeds 21/22 levels +8.0 (+3.5)

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 trip to Wembley to watch international football; a visit to Bletchley Park, a cricket trip to Hampshire's Ageas bowl. We have also been part of a visit to QINETIQ as part of women in engineering day; an author visit at the Gilbert White Museum and have hosted a day of Science workshops from the Royal Institution

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

In July the school received an extra LLP visit focussed on Disadvantaged pupil sin line with HCC's arrangement to visit all schools. The PP lead and headteacher met with the LLP and visit included; review of this strategy; discussion about engagement with local authority/ cluster schools – TED materials on Moodle; a learning walk in Y1 and Y5 focussing on provision for the PP pupils and a conference with pupils about their learning, what they enjoy and involvement in the wider curriculum. It was a productive visit with a number of outcomes that will be used in the formation of the 23.24 PP strategy.

- An increase in participation in enrichment activities, particularly among disadvantaged pupils (75% of disadvantaged pupils accessed an extra-curricular club in 21/22)
- 53 extra-curricular clubs have been offered across both key stages at Tower Hill this year with a total of 1,020 spaces available ( + 9 clubs and + 141 spaces on 21.22)
- 300/415 (72%) children have attended at least one club during this academic year.( = with 21.22 participation percentage)
- 72/106 (68%) of disadvantaged children have attended at least one club ( -7% on 21.22 dis participation)
- The Pupil Premium lead has begun to conduct pupil conferencing with those disadvantaged pupils who have not attended an extra-curricular club this year to help ammend 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 > 89% (108/121) disadvantaged pupils have specific intervention
- The Pupil Premium has monitored intervention and extra provision across the year through a bespoke snapshot documunt for each class and group of children.
- 100% of disadvantaged pupils have received quality first teaching complimented by generous LSA provision across the school and has received sipport as part of our fluid groupings approach.
- 91% (96/106) disadvantaged pupils have had specific intervention either individually or in groups.
- 100% of disadvantaged pupils have received targeted or as part of fluid groupings within classrooms.
- 40% of disadvantaged pupils have attended Breakfast club this academic year

## 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 92% of Service pupil premium eligible children met ARE with 33% reaching GDS</b>
<b>In Writing 92% of Service pupil premium eligible children met ARE with 17% reaching GDS</b>
<b>In Maths 92% of Service pupil premium eligible children met ARE with 33% reaching GDS</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.