

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Townhill Junior School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (Targets set are for one year but strategies are intended to be in place for three years, dependent on annual review)
Date this statement was published	09/02/2026
Date on which it will be reviewed	18/10/2026
Statement authorised by	Governors: Personnel, Safeguarding Finance, Behaviour & Attendance Committee
Pupil Premium Lead	Gemma Salmon
Governor Lead	Claire Hooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,780
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£197,780

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our School Vision: At Townhill Junior School our central ethos is to develop a love of learning amongst all members of our community. By the time our children leave us, we want them to be confident learners, with high aspirations and motivated to succeed. Through an engaging and exciting curriculum, they will develop their ability to explore and be creative. Within the safe and secure environment of the school, and through rich and varied experiences in and beyond the school grounds, we will support them to become resilient, emotionally secure and caring citizens. Together our learners will discover that there is no limit to what they can achieve. We do this through our school Learning Values which are interwoven through all aspects of school life. They are as follows: Resourceful, Resilient, Reflective, Curious, Sociable and Positive.

As recently appointed Headteacher and Deputy Headteacher, we are determined to raise the attainment and attendance of children eligible for pupil premium. Furthermore, we want to provide a wide variety of opportunities and experiences ensuring that as a school we will do all that we can to ensure that any financial or social barriers are removed in order for them to thrive during their time at Townhill Junior School. In doing so, we aim to enable them to leave us with the tools and skillsets required to take into their future on an equal footing to their peers.

Challenges

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

Challenge number	Detail of challenge
1	High levels of child protection issues linked to domestic abuse, parental substance abuse and poverty
2	Lack of early nurture and educational support, meaning pupils start their schooling well below expected standards
3	Attendance not meeting national and persistent absence is above national
4	Planned and delayed regeneration of the estate has led to high levels of mobility and parental anxiety connected to this
5	High proportion of pupils exhibit behaviours reflecting poor mental health and well-being
6	Low levels of parental literacy amongst many families mean that parents struggle to support their children with their learning
7	Our disadvantaged learners particularly struggle with language acquisition, which impacts on all reading and writing
8	Disadvantaged learners can perform lower than their peers in terms of a grasp of number and place value, which has a negative impact on their attainment across the Maths curriculum
9	Many of our learners have very limited life experiences beyond the immediate vicinity of their homes, which leads to them struggling to making conceptual links across curriculum areas and them having a very limited world view
10	Challenging home life, including multiple occupancy, lack of access to resources and adults who struggle with learning themselves can make it difficult for them to focus on home learning. Therefore, we look to provide opportunities to support this through access to technology and additional support in school

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 attendance, particularly for those pupils who are disadvantaged	Rolling attendance figure above National average and 2025 figure Persistent absence below National average and 2025 figure
Maintain low level of exclusions and further reduce behaviour incidences	Total logged behaviour incidences to be reduced by 10% Five or less fixed term or permanent exclusions
Rapidly improve outcomes for disadvantaged learners in all foundation subjects	Percentage of disadvantaged learners working at ARE+ in all year groups to be at least in line with National PP data and targeting National Non PP: Reading: Nat PP 63%, Nat Non PP 80% Writing: Nat PP 59%, Nat Non PP 78% Maths: Nat PP 61%, Nat Non PP 80%
Rapidly raise attainment in Reading	Target of 70% (National PP was 63%) of disadvantaged learners to be working at ARE in all year groups (see PIRA analysis and SATs outcomes)
Rapidly raise attainment in Writing	Target of 70% of disadvantaged learners to be working at ARE in all year groups (see Arbor data and end of KS2 results)
Rapidly raise attainment in Maths	Target of 70% of disadvantaged learners to be working at ARE in all year groups (see PUMA analysis and SATs outcomes)
A greater proportion of disadvantaged pupils to be working at greater depth across the curriculum	Percentage of PP pupils reaching GDS or higher standard in Reading, Writing and Maths at the end of KS2 to be in line with National PP data:

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: £26,736.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct coaching for teachers delivered by Deputy Head, plus Maths and English Leads	Focus Education - https://www.focus-education.co.uk/blog/impact-of-coaching-in-education/ John Hattie - https://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003	7, 8, 9
Writing Moderation course	https://www.gov.uk/government/publications/national-professional-qualifications-npgs-reforms/national-professional-qualifications-npgs-reforms	1, 3, 5
ELSA training	https://www.hants.gov.uk/educationandlearning/educationalpsychology/training/elsa	2
Pupil Premium Leader – analyses barriers to learning and plans specific strategies. Delivers CPD based on this	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1-10

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

Budgeted cost: £102,339.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two teaching assistants to enable same day interventions, based on teachers' assessment for learning during lessons (in all subject areas) across the school	Education Endowment Foundations: 'Compliance analysis suggests that pupils in schools that implemented Same Day Intervention as the programme developer intended may have made, on average, two months additional progress in mathematics compared to pupils in control schools.'	2
Bottom 20% of readers to have regular 1:1 or small group reading intervention through Nessy, with a focus on fluency, decoding and language acquisition	Strategy being used in each year group: vast majority of pupils who were in this group made accelerated progress in reading and phonics EEF: 'language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment'	2, 6, 7
All pupils with gaps in phonics knowledge to receive targeted intervention three times a week (alongside class based reading lessons that focus on broader comprehension and reading skills)	EEF – https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2, 7
Targeted Maths support, through maths.co.uk that can be accessed at home and provides immediate feedback	https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	8

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

Budgeted cost: £68,703.86

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Since implementing extended ELSA support, behaviour incidences have reduced by c.50% and there were no fixed term exclusions in the last academic year	1, 5
Family Inclusion Support Officer	EEF recommends that working with parents and engaging them in school life through curriculum events is key to developing learners social and emotional skills	1, 4, 6

Breakfast club provision	Government recommendations – https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	2, 3
Educational Welfare Support – six days across the year	Same approach used last academic year – overall attendance maintained at 94.4% and was 0.3% above national	3, 4
Headteacher and FISO lead on targeted attendance interventions	Same approach used last academic year – overall attendance maintained at 94.4% and was 0.3% above national	3, 4
Education Psychology service level agreement – 3 days across the year	Same approach adopted last year and behaviour incidences have reduced by c.50% and there were no fixed term exclusions in the last academic year. Overall quality of education also improved as teachers were able to implement the strategies discussed to support improved engagement and behaviours for learning.	5
Speech and Language support through bespoke package of SALSA with fortnightly meetings and in school delivery by a trained member of staff	Tailored work with SALSA team enables a trained member of staff to deliver and monitor a comprehensive programme of Speech and Language support to compensate for a lack of parental literacy and subsequent delays in language acquisition	6, 7
Broad range of extra-curricular activities (academic, sporting and environmental)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1, 2, 5, 10
Daily attendance bus – targeted intervention for pupils who are persistently absent	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	3, 4
School trips, peripatetic music lessons and extra-curricular clubs are subsidised for disadvantaged pupils, so as to broaden access	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	2, 3, 7
All pupils eligible to PP funding are provided with a contribution to school uniform costs	https://educationendowmentfoundation.org.uk/education-on-evidence/teaching-learning-toolkit/school-uniform#:~:text=Some%20schools%20may%20subsidise%20or,approaches%2C%20schools%20should%20consider%20implementation.	9, 10

Total budgeted cost: £197,780.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

ACADEMIC YEAR 2024-25	
Intended Outcome	Result
Attendance in line with National figure	Attendance was within 0.4% of National average and 0.1% above last year. The attendance bus has supported key disadvantaged families to attend without barriers to transport costs. EAL families who live further away have also been supported by the attendance bus.
Persistent absence below National average	PA has reduced by 2.6% on last year but is still slightly above National average
Total logged behaviour incidences to be reduced Five or less fixed term or permanent exclusions	Behaviour incidences reduced significantly – strategies are having a positive impact and are well established now 4 days of suspension – down from 6 the previous year and positive behaviour improvements in key disadvantaged children through parental engagement
Disadvantaged learners to be working within 10% of National ARE in all year groups in Reading	See PIRA analysis and SATs outcomes SATS 2025: PP was 61% (-2.0% off National) and maintained from the previous year.
Disadvantaged learners to be working within 10% of National ARE outcomes in all year groups in Maths	See PUMA analysis and SATs outcomes SATS 2025: PP was 55% (-6.0% off National) and -4.0% on the previous year.
Disadvantaged learners to be working within 10% of National ARE outcomes in all year groups in Writing	See Arbor data and end of KS2 results SATS 2025: PP was 58% (-1.0% off National) and maintained on the previous year. Interventions and class teacher conferencing has driven improvement in writing outcomes. This has been validated by cross moderation both within the city and our Trust.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Rapid Phonics	Active Learn – Pearsons
Maths fluency	Maths.co.uk
Times Tables Fluency	Times Tables Rock Stars
Reading Logging	Boom Reader
Nessy Spelling and Reading	Nessy Education
WellComm Screening	GL Assessment

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

Further Information

Through charitable support, pupil premium learners take part in pre-teaching experiences, including trips and visitors in school, to support language acquisition and broadening their world view.

The school has implemented the Jigsaw PSHE programme, as this includes a focus on mindfulness and well-being. As per the EEF guidance, this is pivotal to disadvantaged learners performing well.

We run free half-termly extra-curricular clubs targeting disadvantaged learners. The focus is based on what the pupils identify as their own barriers but also includes a focus on relationship building.