

Pupil premium strategy statement – Turves Green Primary 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	381
Proportion (%) of pupil premium eligible pupils	61% (232 pupils out of 381)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	31 st December 2024
Date on which it will be reviewed	1 st December 2025
Statement authorised by	David Williams (Headteacher)
Pupil premium lead	Leanne Foster-Clee
Governor / Trustee lead	Hayley Wadley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,920
Recovery premium funding allocation this academic year	£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>	£338,920

Part A: Pupil premium strategy plan

Statement of intent

Ofsted has stated, “At Turves Green Primary School, everyone is valued and included.” When deciding on how best to support all children in our school, it is important to consider the children, families and their backgrounds and the community we serve. This means identifying the challenges that can arise for our children.

We use research from the Education Endowment Foundation to identify areas for development to improve outcomes and opportunities for our disadvantaged children to achieve at least the age-related expectation in all areas of the curriculum. We want our disadvantaged children to make better than expected progress to close the gap between disadvantaged and non-disadvantaged children. We want our children to have the best start to their education so that they are ready to start secondary school.

We also consider the challenges faced by vulnerable children, such as those who have a social worker assigned to them, and those with SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for the pupil premium funding or not.

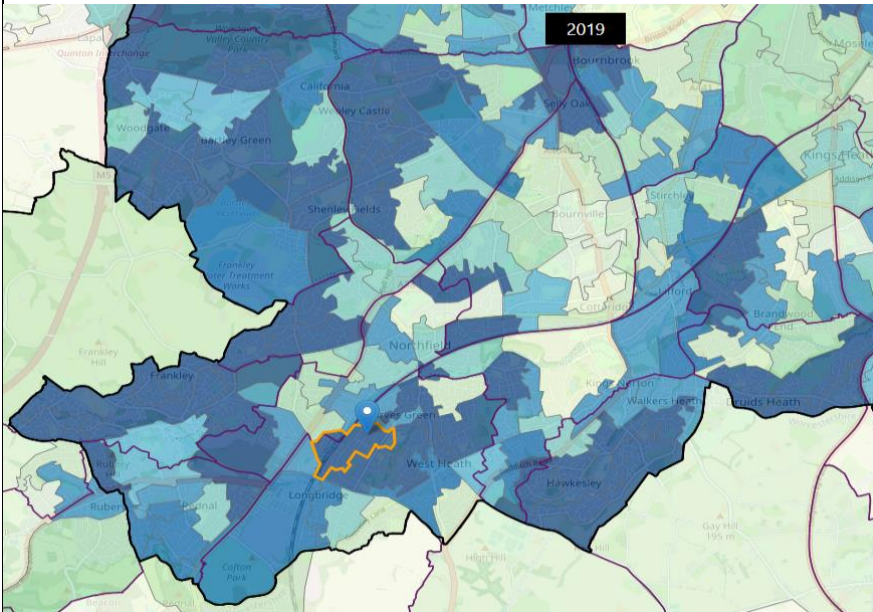
High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will at the same time benefit the non-disadvantaged children in the school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged children’s attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for children whose education has been worst affected, including non-disadvantaged children. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel.

Demography and School Context

Turves Green Primary School is an average-sized school. We have 381 pupils on roll (December 2024). It is on the same road as Turves Green Boys’ School, King Edwards Northfield School for Girls and Albert Bradbeer Primary School. The proportion of pupils who are known to be eligible for support through the pupil premium (December 2024 - 61%) is almost three times the national average (23.8% - 2022 – 2023).

Our school supports our local community working in conjunction with King Edward VI Northfield School for Girls and Turves Green Boys' School. When providing Early Help, links to many other agencies can be made to provide families with additional support. One example of this is Dream Team, who help to reduce bed poverty. We hold school events such as Swap Shop for clothes and we also collect for our local food bank, The Trussell Trust.

A lot of Turves Green pupils live close to the school with many living in flats. The map illustrates areas of high deprivation close to school.



In 2019, the indices of deprivation showed that Turves Green Primary School is located amongst the 10% most deprived neighbourhoods in the country.

Data Source: [Indices of Deprivation 2015 and 2019 \(communities.gov.uk\)](https://communities.gov.uk)

Our Key Objective

To narrow the attainment gap between disadvantaged pupils and all pupils both within internal school data and nationally.

Our objectives:

- We will adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations and aspirations.
- We will ensure high-quality teaching and learning is supported through robust research-based approaches in developing both staff and children.
- We will ensure disadvantaged children are challenged in the learning they are set, and that appropriate scaffolding is used as appropriate.
- We will ensure wide and rich experiences are available for all disadvantaged children.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium

funding to support any child or group of children the school legitimately identifies as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Many children enter Reception below age related expectations for their chronological age.
2	Weak language and communication skills with gaps in vocabulary knowledge.
3	Many children demonstrate poor metacognitive and self-regulation skills.
4	Low cultural capital of pupils.
5	School attendance and punctuality.
6	Minimal parental engagement.
7	Need for involvement of external agencies for many families.

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 acquisition among disadvantaged children to impact positively on attainment.	Assessments and observations indicate improved oral language among disadvantaged children. Achieve at least national average score in KS2 for reading and writing.
Improved phonics attainment among disadvantaged children.	The phonics check will show scores above national average scores.
Improved attainment at the end of Year 6 in reading, writing and maths, particularly for disadvantaged children.	End of KS2 results show that disadvantaged children achieve in line with or above age-related expectations in reading, writing and maths.
To achieve and sustain improved wellbeing for all children in our school, particularly amongst disadvantaged children.	Sustain high levels of wellbeing from 2024 - 2025 demonstrated by:

	<ul style="list-style-type: none"> • Qualitative data from child and parent surveys and teacher observations.
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	<ul style="list-style-type: none"> • The overall absence rate for all children being no more than the national average, and the attendance gap between disadvantaged children and non-disadvantaged children is reduced from the 2022 - 2023 figure. • The percentage of all children who are persistently absent being below the national average and the gap between disadvantaged children and their peers reducing.

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.


Key:

2023-2024 activity RAG rating:  achieved  partially achieved  did not achieve

2024-2025 planned activity (in black).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £191,145.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>* Excellent teaching in all year groups Priority as all children achieve best through effective class teaching, link to school development plan. </p> <p>(Continued 2024-2025)</p>	<p>There is strong evidence that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It also says that promoting effective professional development improves classroom practice and pupil outcomes.</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> • Use of CPL approach based on Walkthrus £2000 ● (continued 2024-2025 - £450) • Use of Iris to support teacher self and coach evaluation £4,600 ● (Use of video recording to support teacher self and coach evaluation - free) • Leadership release time to support planning and paired teaching £30,000 ● (continued for 2024-2025 - £20,000) • Cover for supported observations £15,000 ● (continued for 2024-2025 £15,000) • Coaching used as appropriate £10,000 ● (continued for 2024-2025 £12,000 including specific maths coaching by maths leader - £4,200 for autumn term) • Improve subject knowledge ● (Improve the subject knowledge of ECTs within maths by attending SKEs – £1000 and see 	<p>EEF statement on closing the disadvantage gap using metacognition: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
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<p>coaching by maths leader)</p> <ul style="list-style-type: none"> • Planning clinics ● (Continued for 2024-2025, including planning support from maths leader) • Enrol all early career teacher into ECT programme led by the Arthur Terry Learning Partnership £3,000 ● (Continued for 2024-2025 – 4 ECTs £4000) • Improve children’s metacognition to develop resilience and independence using Let’s Think in English £2,600 ● (Continued for 2024-2025 - £2,600) * Oracy (Voice 21) £110 ● (Continued for 2024-2025 - £110) * Spelling Shed and Literacy resources £1,000 ● (Continued for 2024-2025 spelling Shed £801.60 and Classroom Secrets £735.65, purchase of Just Read Texts for KS2 £3,000) 		
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<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</p>		
<p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p>		
<p>Use teaching assistants to enhance the academic provision in school by supporting learners in class and providing small group support, including catch-up.</p> <p>£121,000.13.</p>	<p>Gaps in attainment between disadvantaged and all pupils in school identify the need for focused and timely interventions in class, providing additional capability for pupils to receive small group support and catch-up.</p>	
<p>Teaching assistants</p> <p>Low impact for high cost, based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +1</p> <p>Small group tuition</p> <p>Moderate impact for moderate cost, based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
<ul style="list-style-type: none"> • Use of oracy to improve language and vocabulary for all to raise attainment in all subjects Priority identified as many children arrive at school with lower-than-average communication and language skills, many children disadvantaged through language poor backgrounds. ● (Continued for 2024-2025) • Focus in EYFS to on language development for all ● 	<p>There is strong evidence that suggests that oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.</p> <p>EEF statement on closing the disadvantage gap using Oral Language Interventions: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral Language Interventions can be used to provide additional support to pupils who are behind their</p>	<p>1,2</p>

(Focus on language progression EYFS and KS1 - £1500)

- Oracy taught throughout the school to improve children's communication skills (Continued for 2024/2025)

Subscription to:-

-Wellcomm
£5,000 (and delivery)

-Read, Write, Inc books and resources and online portal
£4,500

-Voice 21 (costings mentioned previously)

(Continued for 2024-2025)

Subscription to:-

-Wellcomm
£6120 (and delivery)

-Read, Write, Inc books and resources and online portal

£292.80 subs and
£2535.25 resources

-Voice 21 (already listed above))

peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.

Phonics

High impact for very low cost based on very extensive evidence.



+5

Oral language interventions

Very high impact for very low cost based on extensive evidence.



+6

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

To raise attainment in Key Stage 2 in all subjects for all pupils eligible for the Pupil Premium Grant so that it is in line with national figures.

Budgeted cost: £38,994.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Read Write Inc groups to be continued throughout lower key stage 2. Training for TAs to deliver RWI sessions. ● Purchase of book bag books. Purchase of books to enhance provision. ● (Read Write Inc groups to be continued throughout lower key stage 2. Training for TAs to deliver RWI sessions.) • Smaller teaching groups in Year 1 and Year 6 to enable increased focus of teaching. (Percentage of AHT salary x2) ● • Interventions delivered by DHTs (Percentage of DHT salary x2) ● • Small group interventions and booster classes across school ● £45,000 ● (Continued for 2024-2025 £30,000) • Use of pupil progress meetings to track progress of disadvantaged children ● (Continued for 2024-2025 – 	<p>Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one to one and in small groups.</p> <p>EEF statement on closing the disadvantage gap using One-to-One Tuition and Small Group Tuition: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>1, 2</p>

<p>one supply teacher over 2 days per term – £1500)</p> <ul style="list-style-type: none"> • Use of assessment for learning and summative assessment date to ensure gap are closing (Continued for 2024-2025) 		
<p>Reducing class size</p> <p>Low impact for very high cost based on very limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p>		
<ul style="list-style-type: none"> • Wellcomm assessments and interventions to take place in EYFS and Y1 as appropriate. Training for TAs and purchase of Wellcomm (Continued 2024-2025 – £6120) • Small group phonic intervention as needed. TA training RWI Portal access (Continued for 2024-2025 – Costings mentioned previously) • Year 3 specific reading intervention delivered by class teachers £5000 	<p>There is strong evidence that suggests that oral language and synthetic phonic interventions, including activities such as high-quality classroom discussion, are inexpensive to implement and have a high impact on attainment.</p> <p>EEF statement on closing the disadvantage gap using Phonics: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1, 2</p>
<p>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p>		
<p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>		
<p>Purchase of CGP books for Year 6 pupils - £900 and</p>	<p>CGP books ensures purposeful homework is given to pupils, they meet the</p>	<p>6</p>

<p>subscription of Testbase £474.65</p>	<p>National Curriculum objectives and offers a scaffold / support that will enable pupils to successfully complete their SATs.</p> <p>Testbase allows for the easy creation of homework activities based on areas of need.</p>	
<p>Homework</p> <p>High impact for very low cost based on very limited evidence</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: red; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">+5</div> </div>		

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

Budgeted cost: £108,779.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Pastoral manager to support families with access to outside agencies (Percentage of Pastoral Manager's salary) ● (Continued for 2024-2025 £40,000) • Pastoral Manager to continue work with families with poor attendance offering support as appropriate (Percentage of Pastoral Manager's salary) ● (Continued for 2024-2025 – Costing previously mentioned) • To improve parental engagement with school initiatives. ● 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later in life</p> <p>EEF social and emotional learning pdf.</p> <p>The DfE guidance to reduce levels of absence and persistent absence has been used to inform our support for families who struggle with school attendance.</p>	<p>5, 6, 7</p>

(Continued for 2024-2025
– Costing previously
mentioned)

• Regular invitations to
school assemblies,
workshops, coffee
mornings

(Continued for 2024-
2025)

• Use of pastoral team to
support children with
acute SEMH needs
including one to one and
small group interventions
by learning mentors

(Percentage of Learning
Mentor Salary x2).

(Continued for 2024-2025
– £50,000)

• Training and support to
create a whole school
strategy for
disadvantaged pupils

£400

(Continued for 2024-2025
- £400)

* Raise the profile of
good attendance and
punctuality (Posters £500
and punctuality
competition £140)

* Further develop staff
knowledge and
confidence to manage
challenging behaviours
£3,500

Parental engagement

Moderate impact for very low cost based on extensive
evidence.



+4

Teaching Assistant Interventions

Moderate impact for moderate cost based on moderate evidence.



+4

Social and emotional learning

Moderate impact for very low cost based on very limited evidence.



+4

Increased opportunities to engage with wider learning experiences – visits, visitors – to raise aspirations and provide life experiences. ●
(Continued for 2024-2025 £7,000)

• At least one subsidised trip or visitor planned for each year group. ●
£1,400

• Programme to include a range of activities to cover full curriculum and additional wider experiences. ●
(Continued for 2024-2025)

• Purchase 'Now Press Play' £2,700 (Continued for 2024-2025 £2,239.92)

• Purchase OPAL to increase engaging activities to support metacognition and self-regulation. ●
£10,000 (Continued for 2024-2025 - £5,000)

There is evidence to suggest that children learn best when there is a mix of experiential learning paired with theoretical learning. Disadvantaged children have less access to a variety of life experiences to build on.

1, 2, 3, 4,

Physical activity

Low impact for very low cost based on moderate evidence.



+1

Total budgeted cost: £338,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2023-2024, teacher assessments and standardised tests the disadvantage gap is minimal in KS1 and that disadvantaged pupils broadly achieve in line with their peers in reading and writing in KS2. They did achieve slightly below their peers in maths, which in turn created a gap in reading, writing and maths combined.

Whole School Data

	Key Stage 1		Key Stage 2	
	Expected +	Greater Depth	Expected +	Greater Depth
Reading	74%	22%	67%	13%
Writing	64%	0	63%	0%
Maths	76%	18%	65%	12%
Combined Reading, Writing, Maths	60%	0%	53%	0%
GPAS	N/A	N/A	67%	28%

Pupil Premium Data

	Key Stage 1		Key Stage 2	
	Expected +	Greater Depth	Expected +	Greater Depth
Reading	73%	23%	62%	12%
Writing	60%	0%	59%	0%
Maths	70%	15%	56%	3%
Combined Reading, Writing, Maths	55%	0%	44%	0%
GPAS	N/A	N/A	59%	27%

Aim	Outcome																
Improved oral language skills and vocabulary among disadvantaged children.	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="805 203 1404 257">Percentage of child results</th> </tr> <tr> <th data-bbox="805 257 1002 311"></th> <th data-bbox="1002 257 1139 311">Red</th> <th data-bbox="1139 257 1273 311">Amber</th> <th data-bbox="1273 257 1404 311">Green</th> </tr> </thead> <tbody> <tr> <td data-bbox="805 311 1002 392">First assessment</td> <td data-bbox="1002 311 1139 392">48%</td> <td data-bbox="1139 311 1273 392">45%</td> <td data-bbox="1273 311 1404 392">7%</td> </tr> <tr> <td data-bbox="805 392 1002 479">Last assessment</td> <td data-bbox="1002 392 1139 479">24%</td> <td data-bbox="1139 392 1273 479">14%</td> <td data-bbox="1273 392 1404 479">62%</td> </tr> </tbody> </table>	Percentage of child results					Red	Amber	Green	First assessment	48%	45%	7%	Last assessment	24%	14%	62%
Percentage of child results																	
	Red	Amber	Green														
First assessment	48%	45%	7%														
Last assessment	24%	14%	62%														
Improved phonics attainment among disadvantaged children.	<p>In 2024, children who took the Year 1 Phonics screening achieved the following:</p> <p>89% of all children 86% of disadvantaged children</p>																
Improved attainment at the end of Year 6 in reading, writing and maths, particularly for disadvantaged children.	Disadvantaged pupils broadly achieved in line with their peers at our school in reading and writing in KS2 in 2024. They did achieve slightly below their peers in maths, which in turn created a gap in reading, writing and maths combined.																
To achieve and sustain improved wellbeing for all children in our school, particularly among disadvantaged children.	<p>All children are using the Zones of Regulation and PD lessons to support their emotional wellbeing and regulation strategies. We took part in the Breathe Census to start to monitor wellbeing and take part in creating a Birmingham picture to help improve services.</p> <p>A Learning Mentor was employed with Counselling skills.</p> <p>Mental Health Lead training completed.</p>																
To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	The attendance figure for 2023-2024 was 92.5% which was a decrease on the previous year's figure of 93.6%.																

Externally provided programmes

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

Programme	Provider
Wellcomm	GL Assessment
TT Rockstars	TT Rockstars
Mathletics	3P Learning

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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A