

# Pupil premium strategy statement – Totley Primary School

This statement details our school's use of pupil 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   | 424                                    |
| Proportion (%) of pupil premium eligible pupils  | 9.9% (42)                              |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2024-25<br>2025-26<br>2026-27          |
| Date this statement was published  | November 2024<br>Reviewed October 2025 |
| Date on which it will be reviewed  | October 2026                           |
| Statement authorised by  | Ben Paxman - Headteacher               |
| Pupil premium lead   | Ben Paxman                             |
| Governor / Trustee lead  | Greg Raynor                            |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £78,600 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £0      |
| <b>Total budget for this academic year</b><br><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> | £78,600 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Totley Primary School, our goal is to provide every pupil, regardless of their socio-economic background, with the skills, knowledge, and experiences necessary to thrive academically and personally. This ties in with our school vision of 'nourishing our children to flourish in the world.' We aim to close the attainment gap between disadvantaged pupils and their peers by delivering high-quality teaching, targeted interventions, and holistic support that address both academic and emotional well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

They will complement each other to help children thrive in all aspects of their development. To ensure they are effective we will:

- have the highest of expectations for all children, including those who are disadvantaged, and ensure they are challenged in the work that they're set
- act early to intervene at the point need is identified
- pay particular attention to tailoring provision precisely to meet the needs of disadvantaged children
- adopt a whole school approach in which all staff take responsibility for maximising disadvantaged children's outcomes, whilst nurturing them holistically.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>The attainment gap between our disadvantaged pupils and their non-disadvantaged peers has widened compared to pre-Covid. These findings are supported by national studies.</p> <p>Gaps in knowledge make it more challenging for pupils to keep up with age-related expectations.</p>   |
| 2                | <p>Our assessments, observations and discussions with children and families continue to identify heightened social and emotional issues for disadvantaged children such as anxiety and low self-esteem. Teacher referrals for wellbeing support show a greater proportion of disadvantaged children requiring this provision than their non-disadvantaged peers.</p> |

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| 3 | Although engagement in school extra-curricular provision has increased over the past 3 years, our disadvantaged children generally experience fewer wider enrichment opportunities outside of school. |
| 4 | Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among a significant proportion of disadvantaged pupils.                      |
| 5 | Our attendance data has shown that attendance among disadvantaged pupils has been consistently lower than that of their non-disadvantaged peers.  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| <p><b>1. High quality teaching alongside tailored provision / intervention</b></p> <p>All children experience a broad and balanced curriculum, which is implemented highly effectively through exceptional teaching. Provision is regularly re-assessed to ensure that the learning needs of all children but especially those who are disadvantaged pupils are met. The aim is that gaps in knowledge and understanding are identified and addressed quickly to allow children to catch up and keep up with the curriculum.</p> | <ul style="list-style-type: none"> <li>Classroom practice is strong throughout school and reflects the criteria laid out in the 'Totley Way' document. This is supported by a strong CPD offer for teaching staff.</li> <li>95% of children meet their personalised targets in Reading (including phonics), Writing and Maths and are closing gaps over time.</li> <li>Disadvantaged children across school are tracked as a priority and knowledge retention is good</li> <li>Provision mapping for disadvantaged pupils is prioritised and is responsive to need and effective in closing gaps</li> <li>Misconceptions are identified so that bespoke work can take place in the form of adaptions to quality first teaching as well as targeted intervention.</li> <li>Small group / individual intervention shows clear and improving impact measures and supports the closing of gaps.</li> </ul> |
| <p><b>2. Social, Emotional and Mental Health (children and families)</b></p> <p>Pupils and families with identified social, emotional or health needs are identified and supported by school staff so that the needs are removed or alleviated.</p>  | <ul style="list-style-type: none"> <li>In addition to academic progress, termly tracking explicitly explores facilitators and barriers to school life and good progress in all aspects.</li> <li>Families who either self-identify or are identified by the school as needing more support will report that they feel supported by the school to help mitigate or remove the barriers they are facing.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• Tracking shows that disadvantaged children are a focus for enhanced support from our wellbeing team</li> <li>• Analysis of wellbeing support shows evidence of positive progress or signposting to additional, external support.</li> <li>• 100% of disadvantaged children say they feel safe and happy in school</li> </ul>  |
| <p><b>3. High Quality Enrichment Opportunities</b></p> <p>Pupil Premium children have the same access/opportunities as their non-pupil premium peers with a longer term aim of increasing social mobility.</p> <p>Children experience active and creative playtimes, which contribute towards their happiness and mental / physical health. We aim for this to be especially the case for disadvantaged children, for whom the impact of high quality play opportunities on positives attitude to learning in school are most tangible.</p> <p>'Friday enrichment afternoons' provide opportunities which enhance children's wider personal development – barriers relating to cost and out of school hours are removed.</p> <p>Forest School sessions are used as a structured intervention to support disadvantaged pupils' emotional regulation, social skills, and self-confidence.</p> | <ul style="list-style-type: none"> <li>• Our financial support is clearly communicated and means that parental financial challenges do not stop disadvantaged children from having the same opportunities as their peers.</li> <li>• At least 90% of disadvantaged children actively engage in at least one club per year. A lack of engagement is identified and addressed sensitively.</li> <li>• The TOPAL (Totley Outdoor Play and Learning) action plan shows continued progress and development over time, which is acknowledged by our external play partners.</li> <li>• Pupil, parent and staff voice is reflective of playtime provision being engaging and high in quality for all. Playtime / Friday enrichment and Forest School intervention are demonstrably 'pull factors' which drive good attendance and wellbeing.</li> <li>• Playtime behaviour incidents are reduced</li> <li>• Tracking data show high levels of pupil activity during playtimes, with opportunities for strenuous physical exertion built into our provision, especially for disadvantaged pupils.</li> </ul> |
| <p><b>4. Oracy</b></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>  | <ul style="list-style-type: none"> <li>• Assessments and observations indicate improvements in oracy skills among disadvantaged pupils, with the skills outlined in classroom 'listening ladders' being taught and promoted consistently during lessons.</li> <li>• The school's oracy framework is used effectively as a teaching tool in order to support all pupils, but especially those who are disadvantaged, in: <ol style="list-style-type: none"> <li>1. Being confident and effective communicators</li> <li>2. Expressing themselves well</li> </ol> </li> </ul>  |

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|  | <ol style="list-style-type: none"> <li>3. Having the vocabulary to say what they want to say</li> <li>4. Having the ability to structure their thoughts so that they make sense to others</li> </ol>  |
| <b>5. Attendance</b><br>To improve attendance rates among disadvantaged children | <ul style="list-style-type: none"> <li>• Fully embed recently introduced tracking and monitoring systems to ensure they are robust in identifying and addressing issues promptly.</li> <li>• Attendance is closely monitored by a senior leader and each absence is addressed and every possible way of supporting the child to attend is explored.</li> <li>• Relationships with disadvantaged parents are prioritised to ensure strong engagement around attendance. The best balance of challenge and support is achieved and the importance of good attendance is emphasised.</li> <li>• Case studies are developed to demonstrate the impact of school intervention on attendance of the most vulnerable and to learn from actions taken.</li> <li>• There are sustained gains in disadvantaged pupils' attendance alongside a reduction in persistent absence rates.</li> </ul> |

## Activity in this academic year

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

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

Budgeted cost: £ 9,070

| Activity   | Evidence that supports this approach                     | Challenge number(s) addressed |
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| <b>Coaching programme for teaching staff</b><br>An effective coaching structure is in place to | <a href="#">Effective Professional Development   EEF</a> | 1,4                           |

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| <p>support ongoing teacher development, underpinned by 'Teaching and Learning Community' meetings. These are aligned to the elements of pedagogy outlined in the 'Totley Way' document and the oracy framework. Release time for staff is funded to support this activity.</p>  | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a> + 6 months</p> |   |
| <p><b>Bespoke phonics CPD</b></p> <p>Our reader leader will work alongside our Read Write Inc consultant to quality assure phonics teaching and develop bespoke coaching pathways for all staff delivering the programme. As a result, the quality of teaching will continue to be honed in order to secure the best outcomes for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF</a></p> <p>+ 5 months</p>                 | 1 |

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

Budgeted cost: £ 47,030

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Teacher planned and TA led interventions.</b></p> <p>Thorough, termly assessment cycle leading to clear provision maps detailing teacher planned and sequenced interventions. Key impact measures are captured and analysed termly.</p> | <p><a href="#">Teaching Assistant Interventions   EEF</a> (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="#">Feedback   EEF</a> +8 months</p> <p><a href="#">Individualised instruction   EEF</a> +4 months</p> | 1                             |

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|   | Individualised instruction can be an effective approach to increasing pupil attainment.  |   |
| <b>Bespoke phonics / early reading support</b><br><br>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.     | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   EEF</a><br>+ 5 months  | 1 |
| <b>Reading Comprehension Support</b><br><br>Additional sessions and rewards for disadvantaged pupils who require further support with reading comprehension | Astute and structured use of the Accelerated Reader programme is targeted at disadvantaged pupils. Activities are carefully tailored to their reading capabilities and are overseen by a well-qualified teacher to ensure that comprehension strategies are taught, applied and embedded.<br><br><a href="#">Reading comprehension strategies   EEF</a> + 6 months | 1 |

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

Budgeted cost: £ 22,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Improving enrichment opportunities and social mobility.</b><br>3 funded extra curricular clubs per year and 75% reduction in trips and residential visits – supported by strong relationships which capture pupil and parent voice | <a href="#">Social and emotional learning   EEF</a> + 4 months<br><a href="#">Parental engagement   EEF</a> + 7 months | 2,3,4,5                       |
| <b>OPAL play support</b> is funded and continues to enhance the play environment – leading to an improvement in children's playtime experiences   | <a href="#">Social and emotional learning   EEF</a> + 4 months   | 2,3,4,5                       |

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| <p><b>Friday Enrichment Afternoons</b> will remove barriers for disadvantaged pupils to access high quality opportunities for personal development within the school day, in mixed age groups. Resources will be funded</p>   | <p><a href="#">Arts participation   EEF</a> + 3 months<br/> <a href="#">Social and emotional learning   EEF</a> + 4 months<br/> <a href="#">Collaborative learning approaches   EEF</a> + 5 months</p> | <p>2,3,4,5</p> |
| <p><b>A Forest School</b> initiative will be integrated into our approach to wellbeing and enrichment, specifically targeting disadvantaged pupils. High quality outdoor learning will aim to promote resilience, problem-solving, and teamwork, as well as teaching elements of metacognition and self-regulation. Activities may include:</p> <ul style="list-style-type: none"> <li>• Building confidence through bushcraft skills and nature exploration.</li> <li>• Improving social interaction through group projects in outdoor settings.</li> <li>• Encouraging physical activity and mental health benefits through connection with nature.</li> </ul> <p>Staff CPD and release time will be funded</p> | <p><a href="#">Outdoor adventure learning   EEF</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a> + 7 months</p>  | <p>2,3,4,5</p> |
| <p><b>Attendance</b></p> <p>The recently introduced school attendance strategy will continue to be implemented and embedded. The significance of good attendance rates for disadvantaged pupils will be placed front and centre for all stakeholders. We will strive to hone the work we do</p>   | <p>DFE 'Working Together to improve School Attendance 2024'</p> <p><a href="#">Parental engagement   EEF</a></p>   | <p>5</p>       |

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| <p>with families to address health-related issues, ensuring signposting to the right services or mental health support.</p> <p>Transport, free uniforms, breakfast club provision and rewards will be funded for the most needy.</p> |  |  |
|--|--|--|

**Total budgeted cost: £ 78,600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Please note that the review for the 2021-24 strategy includes the 2023-24 academic year (published on [Totley Primary School - Pupil & Sports Premium](#))*

*The first review for this 2024-27 strategy will cover the 2024-25 academic year when it has closed.*

#### Review statement for 2024-25 academic year

The overall impact of this strategy following the first year of its implementation has been positive.

The end of KS2 results were especially strong, with 83% of disadvantaged pupils achieving the combined expected standard – which was 21% higher than the national figure for all pupils and an increase of 19% compared to 2023-24. In individual subjects, 83% of disadvantaged pupils achieved the expected standard in reading, writing and maths (both significantly higher than the national figure for all pupils and all up on last year). In terms of greater depth, 33% of disadvantaged pupils achieved this measure in reading and 17% in maths, although no disadvantaged children achieved greater depth in writing. Having said this, all made accelerated progress based on their prior attainment.

In Y4, the average score for disadvantaged pupils was 19.3 (compared to 20.6 for all pupils nationally). This was a drop from 20.8 in 2023-24 but represented strong progress from pupils' starting points.

In Y1, 80% of disadvantaged pupils achieved the phonics screening check pass mark. This compares to the national average of 79% (of all pupils) who achieved the pass mark.

At the end of Reception, the two disadvantaged children made good progress from their starting points. 50% achieved a Good Level of Development.

Internal wellbeing referrals continued to be a helpful strategy, with 25% of cases being for disadvantaged pupils – indicating a clear focus for support and early intervention.

Maintaining high levels of extra-curricular participation for disadvantaged children was a clear focus in 2024-25. As a result, 100% accessed at least one club over the course of the year.

Attendance figures for disadvantaged children increased by around 0.2% in 24-25 (compared to 2023-24) but, at 92.9%, still lagged a long way behind their non-

disadvantaged peers. Persistent absence reduced by 6.7% to 23.5% overall (compared to 2023-24) – an improvement but still concerningly higher than for other pupils.

## 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                     |
|-----------------------|------------------------------|
| Phonics               | Ruth Miskin (Read Write Inc) |
| Reading Comprehension | Accelerated Reader           |