

# Pupil premium strategy statement 2024-2025

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Talavera Junior School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2 years 2024-2026
Date this statement was published	1st September 2024
Date on which it will be reviewed	1 <sup>st</sup> September 2025
Statement authorised by	Amanda Webb
Pupil premium lead	Laura Harman-Box
Governor / Trustee lead	Maria McClure

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£113,960</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Talavera, we are committed to ensuring that all of our pupils strive to reach their full potential so we creatively and strategically use Pupil Premium funds to support this aim. Our priority is to close the gaps in progress to ensure children are achieving excellent standards and meet the high expectations we have for all children. We also endeavour to increase the confidence and resilience of our children that can contribute to their successful progress.

## Challenges

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

Challenge number	Detail of challenge
1	Quality of immediate intervention maintained through change in LSA staffing (with a high percentage of military moves)
2	Changing political and community environment leading to a lack of psychological safety for some pupils
3	Maintenance of strong standards of RWM combined at end of Key Stage 2
4	Development of core attainment in lower school

## Intended outcomes

Pupil Premium Provision will include:

- Exemplary CPD for teachers and LSAs to ensure outstanding teaching and learning across all year groups (subject knowledge development and teaching and learning strategies)
- Providing small group robust and immediate intervention with experienced teachers and HLTAs focused on closing the gap to national standard
- 1:1 support where needed to ensure every Pupil Premium child makes at least Good progress to close the gap to national expectation/greater depth, with the expectation that most progress will be Outstanding
- Focused and targeted 'fast tracker' intervention before school for year 3,4,5 and 6
- Maintenance of pastoral support from ELSA team so pupils are ready to learn, alongside uptake of support from the MHST
- Maintenance of provision for Pupil Premium children with additional needs, which create barriers to learning, such as Lego Therapy and Young Carers clubs
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g., school trips and visits from professional and groups, r additional music lessons). This will include ensuring that PP-eligible children are considered for GDS-based events.
- Educational Welfare Officer to support attendance of PP children

- Parent Partnership Advisor to support parents support their children’s education
- Support for families is signposted by all staff who are aware of the help available due to CPD

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>Ensuring that all children receive a full curriculum and that many gaps are closed</p>	<p>All core subjects are taught to an Outstanding standard</p> <p>All foundation subjects are taught fully and subject leaders track these or attainment and progress, through book looks, assessment analysis, lesson observations, team teaching and team planning</p> <p>All pupils, regardless of the need for intervention, are given the opportunity to engage in a broad curriculum</p> <p>Core assessments demonstrate 80% of children are working at the Expected level</p> <p>Foundation assessments demonstrate 80% of children are working within expectations for each subject</p>
<p>Ensuring attainment is maintained in upper school and increased in lower school, including Outstanding progress for all pupils regardless of starting point</p>	<p>Core assessments demonstrate 80% of children are working at the Expected level</p> <p>Foundation assessments demonstrate 80% of children are working within expectations for each subject</p> <p>All children make at least 2 points of progress, with the majority of children making Outstanding progress (3 points)</p> <p>Pupils who are both SEND and FSM or Ever6 still make 2 or 3 points of progress</p> <p>Curricula are adapted for pupils who need additional catch-up</p> <p>Immediate intervention and structured interventions are used for exceptional impact</p>
<p>Building relationships with parents maintained to combat the fractious political community environment</p>	<p>Community events are held by the school in order to generate positive relationships between staff, pupils and parents/carers</p> <p>Engagement between staff and parents regarding remote learning and clear expectations regarding this</p> <p>Staff are able to support parents and carers through the signposting of information, supporting the holistic health of the family</p> <p>Focused parent workshops for reading, spelling and number embedded with all key children attending.</p>

All children are ready to learn due to the holistic support offered by the school	<p>ELSA and MHST support is used effectively</p> <p>High quality CPD is accessed by the ELSA team</p> <p>Excellent and proactive transitions are in place for mid-year entrants and children moving on from the school, particularly at the end of Key Stage 2</p> <p>PSHE curriculum and events are embedded and targeted to address areas of need</p>
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## Activity in this academic year

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

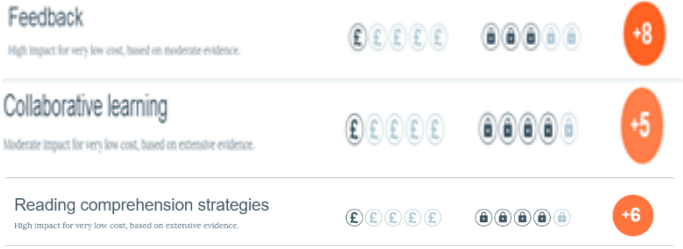


### Teaching (for example, CPD, recruitment and retention)



Budgeted cost: £113,960



Activity	Evidence that supports this approach	Challenge number(s) addressed
£15,500 CPD development: Literacy Tree courses for new staff/ ECTs Maths mastery training for new staff/ ECTs lead by external practitioner LSA subject knowledge training – 3x every half- term lead by subject leads Additional LSA training for new staff	<p>% of exceptional/ outstanding teaching increases across the school to ensure all children are accessing quality first teaching</p> <p>Subject knowledge expertise so gaps in learning can be closed.</p> <p>External writing and maths CPD for new teachers/ ECTs to develop their expertise and innovative teaching strategies in-line with school expectation.</p> <p>All LSA's subject knowledge is excellent to support the intervention and catch up for children.</p>	1, 2, 3 & 4




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

Activity	Evidence that supports this approach	Challenge number(s) addressed


<p>£29,000</p> <p>Focused teachers are working with identified children in all year groups to increase % of children achieving ARE; ensuring children make at least expected progress and have closed the gap to national standard for PP children. <b>1 to 1 and small group.</b></p>	<p>Focus teachers to work with children through immediate intervention and small groups. All PP children working with the focus teacher to make accelerated progress over year (intervention analyses). Gap closed.</p>  <p>The chart displays three evidence items: 'Feedback' with a high impact for very low cost, 'Collaborative learning' with a moderate impact for very low cost, and 'Reading comprehension strategies' with a high impact for very low cost. Each item is represented by a set of five icons (circles with 'E' or 'A') and a red circle indicating a score of +8, +5, or +6 respectively.</p>	<p>1, 2 &amp; 3</p>
<p>£11,000</p> <p>Target children having intervention work with HLTAs &amp; LSAs to help close the gap of progress and increase the number of PP children at ARE/ greater depth by end of the year. Intervention is robust, frequent and reviewed regularly (at least each phase). Afternoons/ early work in groups from 8:00am.</p>	<p>Year group data to show 75% of PP children in all year groups achieve ARE in Reading, Writing and Maths. Gap closed.</p>  <p>The chart displays three evidence items: 'Collaborative learning' with a moderate impact for very low cost, 'Mastery learning' with a moderate impact for very low cost, and 'Feedback' with a high impact for very low cost. Each item is represented by a set of five icons and a red circle indicating a score of +5, +5, or +8 respectively.</p>	<p>1,2 &amp; 3</p>
<p>£13,500</p> <p>Conferencing 1:1 in the afternoon re: learning in the morning. Closing the gap re: KPIs being taught. Support embedding challenge/closing the gap and explanation feedback for target children. Class LSA immediate intervention (same</p>	<p>Focus children in all year groups closing the gap to national standard. Children able to access all class learning. Gap closed.</p>  <p>The chart displays two evidence items: 'Mastery learning' with a moderate impact for very low cost and 'Feedback' with a high impact for very low cost. Each item is represented by a set of five icons and a red circle indicating a score of +5 or +8 respectively.</p>	<p>1, 2 &amp; 3</p>

<p>day) is the key focus.  Intervention used for pre-teaching where appropriate to ensure language rich classrooms  LSA funding - released for pupil progress meetings – accountability and ownership of immediate intervention for PP children.</p>		
<p>£5,000  Year 5 and 6 Fast Trackers to support KS2 SATs running from Autumn to Summer term to support PP children not at national standard or not making Good or better progress. Ensure children have no gaps in their learning  Year 3 and 4 mini pre-school fast trackers where required in Spring term 1 onwards.</p>	<p>Year 5 and 6 Fast Trackers to support KS2 SATs running from Autumn to Summer term to support PP children not at national standard or not making good or better progress.  Ensure children have no gaps in their learning  Year 3,4,5,6 mini preschool fast trackers where required in spring term 1 onwards.</p>  <p>Reading comprehension strategies  High impact for very low cost, based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +6</p> <p>Collaborative learning  Moderate impact for very low cost, based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +5</p>	<p>1, 2 &amp; 3</p>
<p>£8,500  Funding towards cost of internal Attendance officer who works with ‘target’ families on issues linked to attendance and offers guidance and support (best practice) through regular meeting with the attendance lead in school.  Education Welfare Plans put in place</p>	<p>Increased attendance and less unauthorised absences. 97% or better attendance for PP children.  Parent Partnership signpost families and impact following support monitored.</p>  <p>Parental involvement  Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +3</p>	<p>1, 2, 3 &amp; 4</p>


<p>quickly where needed for pupil premium children. Parent Partnership advisor- who supports parents and their children through programs and early support.</p>		
<p>£4,000 Reading, spelling and maths targeted workshops- support for parent/carers on supporting their child to ensure they are in-line with ARE and understand the expectations/ content of the curriculum. Focusing on supporting parent/carers with strategies and resources to use at home. All year groups. All disadvantaged children to receive free resources, books and packs to support learning at home. 100% attendance expected. Followed-up where there is non-attendance.</p>	<p>Children improve their understanding of maths and reading in-line with the curriculum. To increase the percentage of Pupil Premium children who are at national standard across all year groups. Focused parents/children invited. Parents able to support learning and methods.</p> <p>Parental involvement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> 	<p>1, 2 &amp; 3</p>
<p>£5,000 Year 3 phonics groups. Short and intensive provision to ensure all pupils secure in phonics, with aim to move all children back into whole class quality-first teaching. Targeted groups over x6 sessions. Resources and homework provision</p>	<p>All pupil premium children in year 3 secure in phonics and therefore able to access the national expectation for reading and writing. All children developing wider reading skills throughout phonics intervention, such as retrieval and inference to ensure gap with peers does not widen. Little Wandle. All Pupil Premium children at national expectation for reading across lower key stage 2.</p> <p>Phonics <small>Moderate impact for very low cost, based on very extensive evidence.</small></p> 	<p>1, 2 &amp; 3</p>

<p>created. Teacher provision outstanding. 1 to 1 reading support delivered to all disadvantaged children not at national standard within year 3 and 4- increased % post C19</p>		
<p>£3,500 Greater Depth provision to stretch disadvantaged pupils where appropriate. Greater Depth organised events across the curriculum and disadvantaged children prioritised for attendance to both stretch and for enrichment in wider experiences. Any talent addressed through provision such as individual guitar lessons etc. Financial support available if needed.</p>	<p>Ensure all Pupil Premium children reach potential and have the same opportunities as their peers. Talents are discovered and nurtured. Children to reach greater depth across a range of subjects.</p> <p>Sports participation <small>Low impact for moderate cost, based on limited evidence.</small></p>  <p>Arts participation <small>Low impact for low cost, based on moderate evidence.</small></p> 	<p>1, 2 &amp; 3</p>
<p>£500 TT Rockstars which support basic number skills and fluency in mathematics for x tables. Pupils can access the programme at home (ICT-based programme) on a range of ICT devices. It develops their independence as learners and challenges them</p>	<p>Impact on number skills and improve % of children at national standard for mathematics across the school.</p> <p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> 	<p>1, 2 &amp; 3</p>



against their peers. Home link.		
£3,500 Homework Club to support children with homework and any concepts they have not understood x 3 Computers and iPads available to support alongside teachers and LSAs.	<p>Ensuring all children have the same opportunities re: support for homework and address any misconceptions. 100% of children completing homework.</p> <p>Homework (Primary) <small>Low impact for very low cost, based on limited evidence.</small></p> 	1, 2 & 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
£11,500 Additional adult support for children with social difficulties and sometimes behaviour concerns through ELSA (Emotional Learning Support Assistant) programmes, personalised intervention and 'bubble' time to promote children's social skills, wellbeing, and confidence. % requiring support continues to increase. Lego Therapy embedded and Young Carers.	<p>ELSA provides programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn. Impact is measured through reassessment at the end of programme with evidence of difference. All PP children ready to learn.</p> <p>Social and emotional learning <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> 	3 & 4

<p>£3,500 Additional and part-funded extended opportunities for pupil premium children. Clubs (often more than one) are offered every day after school and some before school. These are at a nominal rate. Trips and residential part funded where needed so they can attend. In-school events part-funded to support wellbeing, such as Mental Health and Wellbeing Week resources.</p>	<p>All Pupil Premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom.</p>	<p>3 &amp; 4</p>
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**Total budgeted cost: £1140,000**

## **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 2023 to 2024 academic year.

## Attainment and Progress at Key Stage 2 2023-2024

### SATs 2023- 2024



Attainment	% of children who achieved expected (100+) and GDS (greater depth, 110-120)											
	SATs		Reading		Writing		SPAG		Maths		RWM	
	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS	Expected	GDS
<b>School</b>			89%	34%	90%	16%	97%	51%	98%	31%	84%	9.8%
			86.2%	32.8%	87.7%	15.8%	94%	49.1%	94.8%	30.2%	80.7%	9.6%
Hampshire			74.4%	29.1%	71.9%	13.7%	70%	29%	72.2%	21.9%	59.6%	8.2%
National			74%	28%	72%	13%	72%	32%	73%	24%	61%	7%
Average Scaled scores			Reading				SPAG		Maths			
School			107				109		108			
Hampshire												
National												
Average progress points												
School												
Hampshire												
National												

### Pupil Premium children

#### Reading EXP:

Talavera: 79%

National: 62%

#### Reading GDS:

Talavera: 17%

National: 18%

#### Writing EXP:

Talavera: 82%

National: 58%

#### Writing GDS:

Talavera: 5%

National: 6%

#### Maths EXP:

Talavera: 87%

National: 59%

#### Maths GDS:

Talavera: 17%

National: 13%

#### RWM EXP:

Talavera: 58%

National: 45%

#### RWM GDS:

Talavera: 4.5%

National: 3%