

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Tillingbourne Junior School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	17% (63 children)
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Stevenson
Pupil premium lead	Lucy Dorrington
Governor / Trustee lead	Jane Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,040 (63 pupils)
Recovery premium funding allocation this academic year	£6,090
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	£93,130

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school as well as current research such as that conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision would include but would not be limited to:

- Enhancing the quality of classroom teaching by providing rich opportunities for **staff CPD, sharing best practice** including working collaboratively with other organisations and schools and **monitoring/feedback** of classroom teaching.
- **Investment in training new teachers and graduate teachers**, ensuring the next generation of high-quality teachers coming into the profession.
- **1-1 support, writing conferences** and **feedback** on learning for children.

- **Mentoring program** – a group of leaders across the school to meet with identified PP children throughout the year. The time is used to share work, build relationships and build children’s positive self-image.
 - Additional learning support such as **interventions, pre-teaching** and **small group activities** to enhance learning and fill any gaps in children’s learning.
 - **Transition projects** from primary to secondary.
 - Support the **funding of activities**, educational visits and residentials for socially disadvantaged families. Ensuring children have first-hand experiences to use in their learning in the classroom. An investment in developing cultural capital, both through the curriculum and during extracurricular visits.
 - **Behaviour and nurture support** during lunchtimes by providing activities to engage and promote Tillingbourne values and thus enhance learning. This includes the training of mid-day supervisors to be experts in facilitating play.
 - Creating **reading champions** – where year 6 PP children support reading further down the school, resulting in their own confidence in reading increasing.
 - **Home/school link worker, Emotion literacy support worker** and **SENDCo** are all employed by the school to support pupils and families to be successful in school.
 - Creating opportunities for DA children to fill **leadership roles across school**.
 - High quality feedback is prioritised for DA pupils
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Many of our PP children show weaker learning behaviours compared with their peers
2	Low attainment on entry to KS2 in all areas
3	Many of our PP children have a narrower vocabulary compared with their peers
4	Many of our PP children have a lower cultural capital compared to their peers
5	The attendance of our PP children has historically been lower than that of others
6	Increased financial pressures on low income families due to ‘cost of living’ crisis.

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>PP Children are fully engaged in their learning and realise that they can make a difference to their own progress and academic achievement as a result of a better understanding of the learning process.</p>	<p>Children show positive learning behaviours that are in line with those observed in other children in their peer group</p>
<p>PP children are positive about their involvement and responsibilities in school life and work hard towards meeting their next steps.</p> <p>All PP children form good relationships with their peers and with adults within the school who support them.</p>	<p>Children show improved learning behaviours and have a highly positive view of school life and play an active part in it.</p>
<p>PP children make accelerated progress in Reading, Writing and Maths to be in line with all children nationally</p>	<p>Children to be in line with all children nationally for reading, writing and maths.</p> <p>RWM combined is increasingly with line with national</p>
<p>Increase the attendance of PP children to be in line with the school attendance target (96%)</p> <p>Continue to increase parental engagement from our PP families including attendance at parent's evenings.</p>	<p>Percentage attendance of PP children is close to or line with that of other children and the number of persistent absentees (under 90%) is decreased.</p> <p>Creating a more holistic approach to children's education and encouraging positive talk about education at home.</p>
<p>Children leave Tillingbourne having gained a wider understanding of the world around them.</p> <p>Opportunities are provided for PP pupils to increase their cultural capital and have rich, real world learning experiences.</p>	<p>Children make links in their learning to experiences they have had. Children make better progress in class as a result of stronger links between new learning, previous learning and experience.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A robust system of regular professional development (which prioritises the needs of vulnerable groups) for teachers and teaching assistants through inset days, staff meetings, courses, networks and collaborative work with local schools through the Learning Partners.	Evidence from the EEF and Sutton trust is clear; the most effective method for improving outcomes for PP children is through quality first classroom teaching. Pupil premium spending on improving teaching will include providing targeted professional development for teachers and support staff as well as providing training and support for early career teachers; ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving thought out their career.	1, 2, 3
Regular monitoring of classroom practice feeds into this cycle of CPD and informs the leadership team's decisions.	The Education endowment foundation states that key focus' for raising the attainment of DA pupils include;	1, 2, 3
Ensure effective teaching of reading across the school with a focus on fluency and targeted prosody teaching. Systematic Teacher led groups and vocabulary teaching is focused on supporting DA children to enhance their cultural capital.	<ul style="list-style-type: none"> Supporting children in developing stronger metacognitive skills, self-efficacy, self-regulation, growth mindset and strategies to become more resilient learners. Children gain a deeper understanding about how learning takes place because teachers take the 100's of small opportunities every day to highlight and value the learning process (How do you know that?). Every interaction is an intervention. 	2, 3
Investment in the training of SCITT students – ensuring highly skilled teachers are in front of each class across school.	<ul style="list-style-type: none"> A strong whole school focus on language acquisition through exposure to a broad, balanced and well sequenced curriculum that is rich in knowledge, skills and experiences aimed also at increasing our pupil's cultural capital. 	1, 2, 3
Investment in the development of our early carer teacher - ensuring highly skilled teachers are in front of each class across school. This includes release time to meet with mentor, attending courses and observing colleagues.	<ul style="list-style-type: none"> Continue to build on our culture of 'no excuses' when it comes to our PP pupils. Staff will continue to have high expectations of our students. 	1, 2, 3
The implementation of effective engagement strategies for DA children in lessons, ensuring	<ul style="list-style-type: none"> Build the confidence of our PP children, helping them to feel proud of their achievements. We want resilient learners who are not afraid to attempt difficult tasks at the risk of failing. 	1

<p>children are actively engaged in independent tasks quickly. This will also promote a more positive view of school as children are more successful with their learning.</p> <p>Writing Conferences with DA pupils increase the number and quality of one to one feedback sessions to improve their understanding of how to develop their writing.</p> <p>Further develop Rosenshine's principles with whole school training and implementation of Walkthrus to better equip teachers to teach disadvantaged pupils and promote high levels of engagement and encourage positive learning behaviours.</p>	<p>Evidence from the EEF shows that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. Studies of verbal feedback show slightly higher impacts overall. Feedback should be given in a timely manner and support children to move their learning on.</p> <p>WalkThrus is a selection of 150 evidence based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. Designed by Tom Sherrington and Oliver Caviglioli it has Rosenshine's principles at its heart</p>	<p>1, 2, 3</p> <p>1, 2, 3</p>
<p>Ensure the school has a purposefully sequenced curriculum, to ensure progression, with a focus on 'sticky knowledge'. Identify KPI's and ensure each unit has a clear overview to support the class teachers in delivering and prioritising key information with DA children at the forefront.</p> <p>Invest time in well prepared Hook sessions and select high quality texts to engage all children and enhance cultural capital.</p> <p>Enhance the curriculum offer for all with the purchase and use of iPads.</p>	<p>Evidence from Ebbinghaus and Rosenshine identifies retrieval and retention of learning as a key factor for schools to consider when designing a curriculum. This is particularly important for DA children when closing the gaps knowledge.</p> <ul style="list-style-type: none"> • A curriculum designed around the use of cognitive and metacognitive skills will ensure knowledge is embedded and children are able to retrieve key information to build the next step upon. Ebbinghaus advocates spaced learning to ensure information is retained and retrievable. A progressive curriculum takes this into account and ensures the reduction of Cognitive Load, building knowledge by associating information with previously learnt skills or knowledge. • Remembering is more likely to take place when there is a clear association to previously acquired information. <p>The EEF identifies that approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	<p>1, 3</p> <p>1, 4</p> <p>1, 2, 3</p>

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to refine a system for effective teaching of reading and spelling with a particular focus on pre-teaching texts to the DA and the lowest 20% and carry out targeted interventions using Tutoring with the Lightning Squad to improve vocabulary, fluency and comprehension skills.</p>	<p>The EEF identify teaching comprehension strategies alongside Phonics as having high impact on children</p> <p>EEF research shows that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	<p>2, 3</p>
<p>Identify and read regularly with key adult to support fluency, engagement and comprehension.</p>	<p>Research shows that a strong relationship with a stable adult who is able to praise success and give focused guidance and feedback enables a child to be a better learner.</p>	<p>2, 3</p>
<p>HLTA based in every year group to create capacity for pre-teaching, intervention and small group work.</p>		<p>2, 3</p>
<p>Maths and Reading interventions being delivered by designated intervention teachers/teaching assistants in each year group to close the gap for those not achieving in line with their peers.</p>	<p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.</p>	<p>2, 3</p>
<p>To implement the use of termly NTS assessments across the school and use Rising stars marks to analyse data and identify gaps for DA children in order to ensure personalised and targeted intervention.</p>		<p>2, 3</p>
<p>Allocate experienced members of the leadership team as a mentor to a low progress PP child. Mentors will aim to meet with the child at least once a fortnight.</p>	<p>Evidence from the EEF suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Research summaries from the EEF cite that, the peer tutoring approaches appear to have a positive impact on learning, with an average positive effect</p>	<p>1,3,5</p>

<p>DA pupils have a very high profile in the classroom. Children benefit from systematic approach i.e. priority marking, key focus children in class, encouraged to contribute their thoughts to class discussion through cold calling.</p> <p>Mixed ability seating allows for peer review of learning and peer tutoring approaches to be developed in the classroom.</p> <p>Year 6 DA Reading champions team up with year 3 children to help with their reading and to boost the self-esteem of the Year 6 reading champions and give them an important role in school.</p>	<p>equivalent to approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains</p>	<p>1, 2, 3</p> <p>1, 3</p> <p>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance lead to monitor attendance closely with actions reviewed and updated every 2 weeks. Attendance support plans in place for families with historically poor attendance. Work with families to build relationships to reduce barriers to good attendance involving office staff, HSLW, DHT/HT, SENDCo and ELSA. Effective handover from infant school with sharper focus on attendance barriers in KS1.</p> <p>Teachers will call DA parents to give positive feedback once a term to create positive relationships, raise the positive profile of the school in the home and to ensure the first call home isn't about attendance.</p>	<p>High attendance rates and parental support are two key factors in improving progress.</p>	<p>5</p>

<p>Home School Link Worker support for parents and carers including developing parenting skills where children are vulnerable to home-life challenges</p> <p>ELSA support for children with social and emotional barriers to learning</p> <p>SEND lead teacher supporting most vulnerable children to be successful in school and develop strong learning behaviours and positive relationships.</p>	<p>Evidence from the DFE shows that children's ability to fully access the curriculum is diminished by a lack of experience of the topics and ideas being taught as well as a gap in vocabulary around topics. Giving children opportunities to acquire this background knowledge better enables them to fully access the curriculum and make strong links in learning.</p>	<p>1, 6</p> <p>1, 2</p> <p>1, 2, 3</p>
<p>Enable access to a range of school visits for all pupils – day and residential. School funding used to ensure low income families are able to send their children on all school visits and participate in forest schools.</p> <p>Financial support to Improve access to any clubs including before school child-care club providing breakfast, after-school and social activities, School uniform and school transport.</p> <p>School to ensure a range of Free extracurricular clubs are available during school hours, focusing on building confidence and self-esteem, and encourage uptake for DA children (including Homework club) to enhance cultural capital.</p> <p>Leadership aim to identify enrichment opportunities for DA pupils where possible including facilitating access to school and holiday clubs.</p>	<p>High levels of resilience are shown to be supported by a strong social group around individuals. Children who feel part of the community and have responsibilities are more likely to show higher levels of self-efficacy</p> <p>EEF research shows that essential life skills are important in determining life chances.</p>	<p>4</p> <p>4, 6</p> <p>4, 6</p> <p>4, 6</p> <p>4, 6</p>
<p>CPD opportunities for school leaders aimed at networking with other subject leaders with a focus on prioritising DA pupils.</p> <p>Continued attendance and engagement with Pupil Premium network meetings delivered by SAFE.</p>	<p>The DFE Effective School Partnerships and Collaboration for School Improvement report from 2015, shows that school collaboration improves the sharing of good practice and innovation within schools.</p> <p>EEF research into effective practice is closing the attainment gap states that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £87,040

Part B: Review of outcomes in the previous academic year

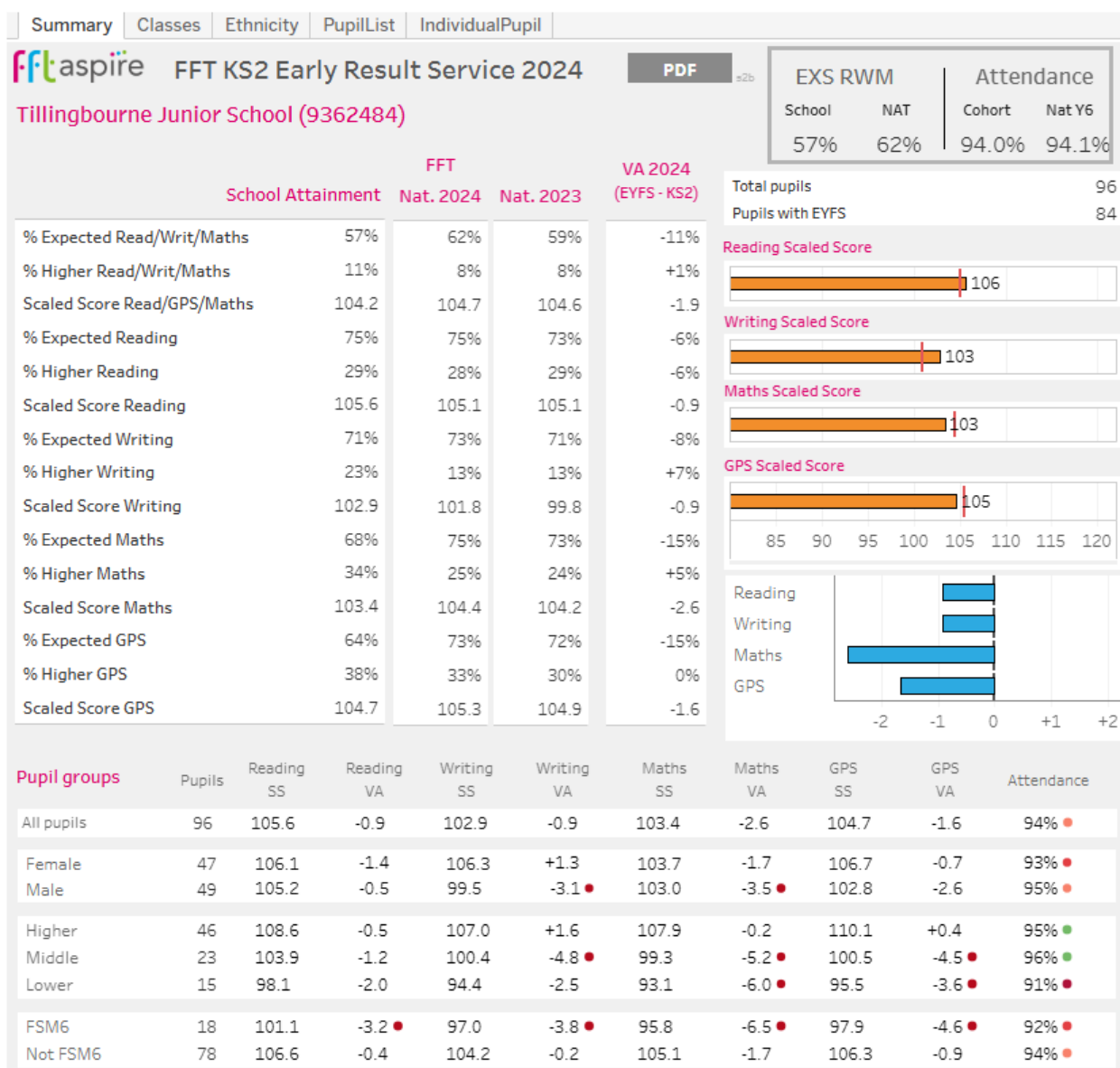
Pupil premium strategy outcomes

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	18	10367	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	28%	72%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	12%	10%
Average score in reading	102	108	106
Average score in maths	97	107	106



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
X tables Rockstars	TT Rockstars
White Rose Premium	White Rose
Tutoring with the Lightning Squad	FFT
Learning by Questions	LBQ