

## Pupil premium strategy statement 2021 - 2022

This statement details Tollgate Community Junior School's use of pupil premium (and recovery premium for the 2021 to 2022 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	Tollgate Community Junior School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	29.5
Academic year/years that our current pupil premium strategy plan covers	Year 1 (2021-2024)
Date this statement was published	01 December 2021
Date on which it will be reviewed	18 July 2022
Statement authorised by	
Pupil premium lead	Tim Walsh
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,710
Recovery premium funding allocation this academic year	£13,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,895
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,435

## Part A: Pupil premium strategy plan

### Statement of intent

As a school we have a good track record of ensuring that when pupils leave us at the end of Year 6 they are ready for secondary education. Historically however, levels of attainment are lower for FSM children – this is also a national trend. Our key objective in using the Pupil Premium Grant is to close the gap in attainment and progress between pupil groups. Through targeted interventions, we are working to eliminate barriers to learning and progress. Some children start Tollgate with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

In common with all schools, we now face the additional challenges of dealing with the impact of Covid-19 and lockdowns. Assessments, observations and conversations with parents and staff have revealed a greater level of need than we previously experienced.

With additional funding available this year –‘Recovery Premium Funding’ - we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching (QFT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support – this is currently reading and maths fluency. QFT is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. As a junior school, we are fully committed to closing the gap, that already exists, in attainment.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our tutoring and catch-up programmes for pupils whose education has been worst affected, including non-disadvantaged pupils. We will also direct counselling / therapy support to children whose return to school has been particularly challenging.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased following the pandemic. 15 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Attendance and Punctuality – Attendance data shows that a greater proportion of pupil premium children require additional support to main good attendance above 96% and to also ensure they come to school on time. For some families, this may be an even greater issue this year.

## 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023-24 show that more than 75% of disadvantaged pupils met the expected standard.

<p>End of year reading assessments (July 2022):</p> <p>Y3 (PP at expected) – 70%</p> <p>Y4 – 60%</p> <p>Y5 – 51%</p>	
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p> <p>End of year maths assessments (July 2022):</p> <p>Y3 (PP at expected) – 68%</p> <p>Y4 – 65%</p> <p>Y5 – 55%</p>	<p>KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>Additionally, KS2 outcomes for maths, reading and writing combined in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• data from Thrive assessments, pupil voice, parental feedback and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>2021-22 attendance</p> <p>PP – 93.6%</p> <p>Not PP – 95.7%</p> <p>Persistent absence (all) 11.8%</p>	<p>Sustained high attendance from demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## 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

Budgeted cost: £ 94,542

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – NFER and SONAR.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Purchase of a <a href="#">Systematic Synthetic Phonics programme</a> – Rapid Phonics to secure stronger phonics teaching for pupils with a weak grasp of phonics.</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   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Improve the quality of social and emotional learning through Thrive.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk)</a></p>	3

### Targeted academic support

Budgeted cost: £ 46,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a blend of tuition, online tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attaining.</p> <p>To investigate technology based educational tutoring: <a href="https://www.century.tech/">https://www.century.tech/</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p>	<p>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: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

## Wider strategies

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Forest school</p> <p>Using space available on the school field, children are taught</p>	<p><a href="#">Forest Research: impact on young children</a></p>	3

<p>progressive skills and have opportunities to participate in additional projects to improve the school environment (John Muir Award).</p>		
<p>Thrive Room</p> <p>This will involve a new building on the rear playground that can be used for pastoral support for individual and small group support. We also plan to offer Thrive parent groups in the future.</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Play Therapy sessions with a registered therapist (PTUK)</p> <p>Therapy sessions can be offered to children who assessments show (Thrive &amp; SDQ) are have emotional difficulties at school and/or at home.</p>	<p><a href="https://playtherapy.org.uk/how-does-play-therapy-work/">https://playtherapy.org.uk/how-does-play-therapy-work/</a></p>	3

**Total budgeted cost: £ 182,235**

## 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 2020 to 2021 academic year.

**During 2019/20 and 2020/21, all children spent 6 ½ months in lockdown with home learning provision.**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was better than or equal to the national average for disadvantaged children in previous years – unaffected by lockdowns. Attainment rose significantly in writing and maths when comparing end of key stage 1 to the end of key stage 2 and the gap between disadvantaged and not disadvantaged narrowed significantly. Although attainment in reading increased slightly, it was not enough to narrow the gap between disadvantaged and not disadvantaged pupils. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were partially realised but we are aware of the need to further improve in reading. Further, whole school data also suggests maths is also an area where we need to continue to develop.

End of KS1 - at expected level or above (2016-17)				
	Reading	Writing	Maths	Combined
Disadvantaged	61.5%	50.0%	57.7%	46%
Not disadvantaged	85.1%	83.0%	86.2%	81%
Gap	-23.6%	-33.0%	-28.5%	-35%

End of KS2 (TA - no SATs) - at expected level or above (2020-21)				
	Reading	Writing	Maths	Combined
Disadvantaged	63.6%	76.9%	69.2%	52%
Not disadvantaged	91.5%	86.2%	85.1%	81%
Gap	-27.9%	-9.3%	-15.9%	-29%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was made possible by effective daily live lessons via MS Teams.

Overall attendance in 2020/21 was lower than we expect at 95.2%, however much of this absence was a result of Covid-19. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 92.5% compared to 96.1% for non-disadvantaged pupils. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required using the Thrive programme. We are building on that approach with further investment in Thrive and the other activities detailed in this plan.

## 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 Readers	Pearson
Maths 1:1 tuition	Third Space
Forest School	<a href="https://www.wilderlifewellbeing.com/">https://www.wilderlifewellbeing.com/</a>
Thrive	<a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>

## Further information (optional)

Covid-19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of schools has had a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.

Every child's experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents/carers who have been able to take on the role of 'teacher' and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home:

- Space to work
- Overcrowding
- Parents/Carers having the time / skills to commit to home learning
- Lack of access to online facilities

The health of some children has been impacted by poor nutrition and a lack of physical exercise or access to the outdoors. Many families have experienced serious illness and bereavement and there are ongoing anxieties for children, parents/carers and staff about getting back to "normality".