

Pupil premium strategy statement 2024 - 2025

This statement details Tollgate Community Junior 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	Tollgate Community Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	36.5%
Academic year/years that our current pupil premium strategy plan covers	Year 4 (2021-2025)
Date this statement was published	September 2024
Date on which it will be reviewed	11th July 2025
Statement authorised by	Stephen Dennis
Pupil premium lead	Tim Walsh
Governor / Trustee lead	Jess Eldridge TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,580
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years	£34,040
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	£231,620

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 children eligible for the Pupil Premium Grant* (PPG) – this is also a national trend. Our key objective in using the PPG 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.

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 writing/spelling as well as an ongoing push to improve 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 educational improvement, notably in its support through social and emotional intervention. We will also direct counselling / therapy support to children who are assessed as in need. We also believe that by providing a school environment that children enjoy and feel proud of will positively impact efforts to improve wellbeing and attendance.

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.

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<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils have lower attainment in reading, writing and maths. This is seen in KS1 Phonics screen results, Y4 times tables tests, whole school assessments and end of Key Stage 2 SATs.</p> <p>On entry to Tollgate last year, only 21% of disadvantaged pupils had achieved the expected level in reading, writing and maths combined compared to 46% of not disadvantaged pupils.</p>
2	<p>Attendance and Punctuality – Attendance data shows that a greater proportion of pupil premium pupils require additional support to maintain good attendance above 96% and to also ensure they arrive at school on time. Last year attendance for disadvantaged pupils was 91.1% and 95% for not disadvantaged pupils. (This is in-line with national figures.)</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have not yet returned to pre COVID levels. It may be that the negative effects of the COVID lockdowns are still having an impact on our cohort of pupils.</p>
4	<p>We like to offer equity of cultural capital through curriculum and enrichment opportunities that may not be available for disadvantaged pupils outside education if financial barriers are present.</p>

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 and writing attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024-25 will show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024-25 will show that more than 70% of disadvantaged pupils met the expected standard.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p> <p>Additionally, KS2 outcomes for maths, reading and writing combined in 2024/24 show that more than 60% 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 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> • data from Thrive assessments, pupil voice, parental feedback and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at least 96% and the attendance gap between disadvantaged pupils being no more than 2% lower than not disadvantaged peers. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% higher than non disadvantaged peers.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments – Accelerated Reader and Insight.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Purchase of new texts of higher interest age with a low reading age for pupils in Y5 & 6.</p>	<p>Children in Years 5 & 6 are often reluctant to read texts where the subject and look of books are clearly designed for younger children. They are more willing to engage with reading books that appeal to their interests and do not make them stand out amongst peers.</p>	1
<p>Purchase of a Systematic Synthetic Phonics programme – Twinkl Phonics, to secure stronger phonics teaching for pupils with a weak grasp of phonics.</p> <p>Training of staff and qualified teachers running additional tuition.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</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</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>EEF Social and Emotional Learning Pdf(educationendowmentfoundation.org.uk)</p>	3

development and training for staff.		
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Targeted academic support

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional maths sessions targeted at pupils who require further maths support. Number Stacks	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Targeted adult support for pupils with complex needs enabling improved access to the curriculum for all learners. This includes funding the access of external professionals such as Educational Psychologists, Occupational Therapists or Speech & Language Therapists in certain circumstances.	https://www.tes.com/magazine/teaching-learning/secondary/why-we-need-talk-about-structural-exclusion	1 & 3

Wider strategies

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance 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>	2
<p>Outdoor and adventurous activity</p> <p>Pupils are entitled to 2 days at an off-site activity centre learning skills to support resilience, self-confidence and motivation.</p>	<p>Historic feedback from pupils and parents suggests many pupils develop increased confidence and form positive relationships with peers and staff.</p> <p>EEF Outdoor adventure learning</p>	4
<p>Thrive</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 and a breakfast club.</p>	<p>EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk)</p>	2 & 3
<p>Play Therapy sessions with a registered therapist (PTUK)</p> <p>Therapy sessions can be offered to pupils who assessments show (Thrive & SDQ) are have emotional difficulties at school and/or at home.</p>	<p>https://playtherapy.org.uk/how-does-play-therapy-work/</p>	2 & 3
<p>Improving the school environment.</p>	<p>The Impact of School Infrastructure on Learning: A Synthesis of the Evidence (research available online)</p>	2 & 3

	Pupil Voice tells us that pupils would like more/improved outdoor space for use in non-structured time.	
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Total budgeted cost: £ 225,000

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.

The 2023-24 Key Stage 2 SATs results (bottom table) shows that the attainment of disadvantaged pupils was lower than that of not disadvantaged pupils at Tollgate and nationally. This is not surprising, however it is disappointing as disadvantaged pupils at Tollgate have generally performed in line with not disadvantaged pupils at Tollgate and nationally in recent years.

The clearest area for improvement is in writing where less than 50% of disadvantaged pupils did not reach the expected standard. This is an area for improvement and staff will be working hard to improve this next year and following years.

Reading is a relative strength. Only 44% of pupils were meeting the expected standard on entry to Y3 however by the end of Y6 this had risen to 54% and the attainment gap with not disadvantaged pupils had narrowed from 33 to 21 points. It is also significant that last year, disadvantaged pupils' reading was the most significant concern and this year's improvement is as a result of work by staff in addressing this issue. That said, the figure is still below what we targeted last year.

Although reading has improved from the baseline (Year 3) assessment, this is not the case for writing or maths – and these subject areas will be a focus for the upcoming year.

Start of Y3 - at expected level or above (2020-21)				
	Reading	Writing	Maths	Combined
Disadvantaged	44%	50%	53%	39%
Not disadvantaged	77%	77%	73%	73%
Gap	33	27	20	34

End of KS2 - at expected level or above (2023-24)				
	Reading	Writing	Maths	Combined
Disadvantaged	54%	44%	49%	38%
Not disadvantaged	75%	67%	70%	59%
Gap	21	23	21	21
National – all pupils	74%	72%	73%	61%

Our assessments and observations indicated that, wellbeing and social & emotional development were significantly impacted last year, as has been typical in the last four years. 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.

Externally provided programmes

Programme	Provider
Twinkl Phonics	Twinkl
Maths 1:1 tuition	Number Stacks
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Speech & Languagelink	https://speechandlanguage.link/
Thrive	https://www.thriveapproach.com/
Year 6 maths tuition	https://www.tlclive.com/
Year 5 reading tuition	Rhino Readers