

Pupil premium strategy statement 2023 - 2024

This statement details Tollgate Community Junior School's use of pupil premium (and recovery premium for the 2023 to 2024 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	391
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers	Year 3 (2021-2024)
Date this statement was published	September 2023
Date on which it will be reviewed	19 th July 2024
Statement authorised by	Stephen Dennis
Pupil premium lead	Tim Walsh
Governor / Trustee lead	Jess Eldridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,515
Recovery premium funding allocation this academic year	£8,483 (estimated)
Pupil premium funding carried forward from previous years	£5,241
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	£207,239

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 who are assessed as in need.

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	<p>Academic attainment</p> <p>Pupils have lower attainment in phonics than their non disadvantaged peers (KS1 Phonics Screen). This negatively impacts their development as readers.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils have lower attainment in maths. This is seen in both Y4 times tables tests, whole school assessments and end of Key Stage 2 SATs.</p>
2	<p>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.</p>
3	<p>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.</p>
4	<p>Attendance and Punctuality – Attendance data shows that a greater proportion of pupil premium children require additional support to maintain good attendance above 96% and to also ensure they arrive at school on time.</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.	KS2 reading outcomes in 2023-24 show that more than 75% of disadvantaged pupils met the expected standard.

	<p>KS2 writing outcomes in 2023-24 show that more than 75% 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 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"> • 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 2023/24 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 non 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: £ 70,000

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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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 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>EEF Social and Emotional Learning. Pdf(educationendowmentfoundation.org.uk)</p>	2

Targeted academic support

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
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 children 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 children with complex needs enabling improved access to the curriculum for all learners.	https://www.tes.com/magazine/teaching-learning/secondary/why-we-need-talk-about-structural-exclusion	1

Wider strategies

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

<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>Forest school Using space available on the school field, children are taught progressive skills and have opportunities to participate in additional projects to improve the school environment (John Muir Award).</p>	<p>Our own impact reports typically suggest many pupils are more positive about their engagement with school when they are participating in a Forest School programme. Forest Research: impact on young children</p>	<p>2 & 3</p>
<p>Outdoor and adventurous activity Children 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 children and parents suggests many children develop increased confidence and form positive relationships with peers and staff. EEF Outdoor adventure learning</p>	<p>3</p>
<p>Thrive 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>	<p>2 & 3</p>
<p>Play Therapy sessions with a registered therapist (PTUK) Therapy sessions can be offered to children 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>	<p>2 & 3</p>

Total budgeted cost: £ 205,000

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 2022 to 2023 academic year.

The 2022-23 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 children at Tollgate and nationally in recent years.

The clearest area for improvement is in reading where less than 50% of disadvantaged children 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.

Some context is necessary though. This cohort of children entered Tollgate from Infant school already significantly behind their non disadvantaged peers. The 'End of KS1' table below shows the attainment gap on entry to Tollgate. The attainment percentages in reading, writing and maths have increased and the attainment gap has decreased in all areas.

To add further context, research from the Education Endowment Foundation (*The Impact of COVID-19 on Learning: A review of the evidence – 2022*) published the following findings:

- COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds.
- There is evidence that the attainment gap between disadvantaged students and their classmates has grown.
- Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts.

End of KS1 - at expected level or above (2018-19)				
	Reading	Writing	Maths	Combined
Disadvantaged	42.1%	36.8%	57.9%	32%
Not disadvantaged	85.9%	80.3%	87.3%	75%
Gap	43.8	43.5	29.4	43

End of KS2 - at expected level or above (2022-23)				
	Reading	Writing	Maths	Combined
Disadvantaged	48.4%	58.1%	67.7%	41.9%

Not disadvantaged	72.9%	78%	72.9%	64.4%
Gap	24.5	19.9	5.2	22.5
National – all pupils	72.6%	71.5%	72.9%	59.5%

Our assessments and observations indicated that, wellbeing and mental health were significantly impacted last year. 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

Programme	Provider
Twinkl Phonics	Twinkl
Maths 1:1 tuition	Third Space Number Stacks
Thrive	https://www.thriveapproach.com/
Year 6 maths tuition Year 5 reading tuition	https://www.tlclive.com/ Rhino Readers

Further information (optional)

Covid-19 had an enormous impact on the education of our children. Subsequent economic pressures have also contributed to an unprecedented level of stress and anxiety and affected the way in which we all we learn, live and work.

Sadly, the heaviest impact has often fallen on those from the poorest families.

We will endeavour to identify the highest levels of need and to support all our pupils to the best of our abilities.