

Pupil premium strategy statement 2022 - 2023

This statement details Tollgate Community Junior School's use of pupil premium (and recovery premium for the 2022 to 2023 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	389
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	Year 2 (2021-2024)
Date this statement was published	September 2022
Date on which it will be reviewed	18 July 2023
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	£162,005
Recovery premium funding allocation this academic year	£29,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,551
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	£198,551

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: £ 75,000

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: £ 80,000

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.	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: £ 45,000

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: £ 195,000

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 2021 to 2022 academic year.

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

The 2021-22 Key Stage 2 SATs results (below) suggest that the performance of disadvantaged pupils at Tollgate in combined subjects (reading, writing and maths) was equal to that of all pupils nationally. In maths, this is also the case. There is however a gap in reading and writing – of 6 and 5 percentage points respectively, when compared to all pupils nationally.

When looking at progress since Key Stage 1, pupils at Tollgate made progress in line with ‘expected’ in combined subjects and maths. This is different in reading and writing again with drops of 5 percentage points in both.

Therefore, given the negative impact of lockdowns, the outcomes we aimed to achieve in our 2021/2 strategy were partially realised regards maths and combined subjects. However, we are aware of the need to further improve in reading and writing. 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 (2018-19)				
	Reading	Writing	Maths	Combined
Disadvantaged	73%	69%	65%	62%
Not disadvantaged	74%	73%	86%	68%
Gap	-1%	-4%	-21%	-6%

End of KS2 () - at expected level or above (2021-22)				
	Reading	Writing	Maths	Combined
Disadvantaged	68%	64%	71%	61%
Not disadvantaged	79%	79%	68%	58%
Gap	-11%	-15%	3%	3%
National – all pupils	74%	69%	71%	59%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of 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 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 93.6% compared to 95.7% for non-disadvantaged pupils. This gap is smaller than the previous year, but the overall figures are lower than acceptable.

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
Thrive	https://www.thriveapproach.com/
Year 6 maths tuition Year 5 reading tuition	https://www.tlclive.com/

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".