

Tollgate Primary School's

# Pupil premium strategy statement

2021-2024



## Pupil premium strategy statement

This statement details our 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 Primary School
Number of pupils in school	308 (279 in Reception-Y4)
Proportion (%) of pupil premium eligible pupils	31.17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	25 <sup>th</sup> November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	FGB
Pupil premium lead	Miss Hannah Brookman
Governor / Trustee lead	Dr Chris Pamplin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105,477
Recovery premium funding allocation this academic year	£ 11890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£117,367

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is for all children to have the secure foundations they need to secure the best possible outcomes. This includes:

- Meeting their social, emotional and mental health needs, including teaching them self-regulation strategies
- Embedding oracy throughout the curriculum, so the children are confident and articulate speakers
- Ensuring children have a love of reading and can read fluently
- Supporting the whole family to ensure children have good attendance

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS through to Year 4.</p> <p><i>On the Reception baseline in 2021, only 46% of PP children correctly answered the two questions assessing their expressive language compared to 59% of non-disadvantaged learners.</i></p>
2	<p>Internal and external assessments show disadvantage children achieve less well in the Year 1 Phonics check, impacting on their development as readers.</p> <p><i>In year 1, data shows just 30% of PP are achieving in line with expectation compared to 50% of others. In year 2, 53% of PP are passing the screening compared to 59% of non-PP children.</i></p>
3	<p>Internal monitoring shows that some disadvantaged pupils and their families need additional support to secure, and sustain, better punctuality and attendance.</p> <p><i>In November 2021, the attendance of disadvantage children was 91% compared to 94% non-pp. 28% of disadvantaged children are deemed to be persistent absentees compared to 24% non-PP.</i></p>
4	<p>Our assessments, discussions and observations have identified some disadvantage pupils have social, emotional and mental health needs.</p>

	<i>Within our school, 43 children have been identified with SEMH needs/concerns by class teachers. Currently, 5 children work with a psychotherapist weekly. A further 15 receive regular support from the Pastoral Team.</i>
5	<p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p> <p><i>A pupil survey was completed to assess children's access to cultural opportunities:</i></p> <ul style="list-style-type: none"> <li>● <i>36% of our children (KS2) participate in sports outside of school (swimming, football, cricket and rugby)</i></li> <li>● <i>33% of the children have not visited one of three local sites (Thetford Forest, West Stow or Lackford Lakes)</i></li> <li>● <i>43% of the children report 'rarely' going into town</i></li> <li>● <i>33% of children have never been to the leisure centre that is located at the edge of the estate</i></li> <li>● <i>20% report they have no access to books that they own</i></li> <li>● <i>46% of children in reception and year 1 reported having a book read to them at home the night before (national average is 75%)</i></li> </ul>

## 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 oral language for disadvantaged pupils.	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers to no more than 5%. This is within a context of high attainment for all.
All disadvantaged children leave Tollgate as fluent and strong readers.	KS1 phonic scores will reflect our ambition for all children to pass the phonic screening. End of key stage assessments will show disadvantaged children perform as well as non-disadvantaged pupils nationally.
Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils is at least 95% in each half term.

## 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: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	<a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a>	1, 2 & 5
Embed oracy throughout the curriculum through Voice21.	<a href="https://voice21.org/why-oracy-matters/">https://voice21.org/why-oracy-matters/</a>	1 & 5
Implement a new systematic synthetic phonics programme to ensure lessons are high quality and consistent across the school.	<a href="#">EEF</a> <a href="#">DfE</a>	2 & 5
Embed CUSP reading curriculum across the school. Providing CPD to all staff and working with external agencies to monitor the quality of teaching and implementation of the curriculum.	<a href="#">EEF - Reading Comprehension</a> <a href="#">EEF – Improving KS1 Literacy</a> <a href="#">EEF – Improving KS2 Literacy</a>	2 & 5
Embedding teaching of Tier 2 and Tier 3 vocabulary across the curriculum. This will include developing the school’s multi-faceted approach, professional development and working with external agencies.	<a href="#">A Review of the Current Research on Vocabulary Instruction (PDF)</a>  <a href="#">Mind the Gap: Why Prioritising Vocabulary Matters   OneEducation</a>	1, 2 & 5

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

Budgeted cost: £ 38,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention	<a href="#">Nuffield Early Language Intervention   EEF</a>	1 & 5
WELLCOMM to support children's language development	<a href="#">Oral language interventions   EEF</a>	1 & 5
Additional phonic sessions with trained staff to support targeted pupils.	<a href="#">EEF- Phonics</a>	2&5
Engage with the National Tutoring Programme for small group tuition targeted at fluency and comprehension.	<a href="#">EEF – Small Group Tuition</a>	2 & 5
Ensure all pupils have access to a wide range of high quality texts through opening our school library to the local community	<a href="#">DfE- Reading for Pleasure</a>	2 & 5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children's SEMH needs and teach self-regulation through regular psychotherapy sessions	<a href="#">EEF – social and emotional learning</a>	4
Pastoral Support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs.	<a href="#">DfE – Improving School Attendance</a>	3 & 4
Developing our whole school approach to be trauma-informed	<a href="#">Research in Practice</a>	4
Use Boxall assessments to identify SEMH needs in individual pupils	<a href="#">Now you See Us</a>	4
Ensure children receive opportunities for cultural experiences which will enhance the school's curriculum.	<a href="#">Cultural Capital</a> <a href="#">What is cultural capital? – Cultural Learning Alliance</a>	5

**Total budgeted cost: £ 117,285**

## 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.

**Ensure high quality teaching across the curriculum enabling all learners to engage and succeed in their lessons.**

*Monitoring from the Senior Leadership Team and central Trust staff shows the quality of teaching is improving across the school. From April 21, years 1 - 4 have adopted the CUSP curriculum (English, Science, History & Geography), which is ambitious and well sequenced. This has led to more consistency in lesson structure across the school. Vocabulary is a key feature of the curriculum, so this is leading to an improvement in this area. This curriculum now needs to be fully embedded throughout the school. Early indicators show an improvement in outcomes for all pupils. The 'Tollgate Toolkit' for teachers is being developed, so they are equipped to support the lowest 20% of attainers.*

*White Rose has been embedded throughout the school, however there is further work to do to support teacher subject knowledge and pedagogy in maths.*

**Close the gap between disadvantaged learners and their peers.**

*Due to Covid 19, there were no National assessments. Internal assessments show the following:*

*Reception 30 word Phonic Check: 42% of PP at Expected & 45% of non-pp at Expected*

*Year 1 Phonics Check: 61% PP passed, 69% non-PP passed*

*End of Key Stage 1 Reading: 69% PP Expected+ 74% Expected+ Cohort*

*End of Key Stage 1 Maths: 69% PP Expected+, 79% Expected+ Cohort*

### 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



## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributes towards staffing costs; TA support and pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	Children are achieving in line with their peers. Children were given opportunities to talk with pastoral support about the good things at home, but also any concerns. We made regular drop ins when parents were away from the home.