

Pupil Premium Strategy Statement Tollgate Primary School

1. Summary information					
School	Tollgate Primary School				
Academic Year	2019/2020	Total PP budget	£213.840	Date of most recent PP Review	September 2018
Total number of pupils	458	Number of pupils eligible for PP	78+ 1 LAC	Date for next internal review of this strategy	October 2019

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	Progress Measures	92%	51%
% making progress in reading	+3.6	92%	64%
% making progress in writing	+2.7	92%	67%
% making progress in maths	+3.7	92%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Our on – entry assessments show that attainment on entry to nursery is below that expected nationally.
B.	On entry to nursery and reception children lack independence (PSED). This area is a focus in the early years.
C.	There is a high number of children with poor language skills - Nursey and reception intake/Mid – phase admissions.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social Deprivation - Children living below the poverty line, temporary housing arrangement, Parents with mental health/Domestic violence issues.
E.	Attendance – term time leave / persistent absent.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Middle Attaining children for reading achieve 'Greater Depth' at the end of KS2. This will be measured through in-house testing and end of key stage national tests.	50% of middle attaining PP children to achieve 'Greater Depth' in reading at the end of KS2.
B.	Improve language and communication and written skills for PP children in Reception classes.	GLD for PP children to be at 92% in speaking and listening and writing and reading skills at the end of Reception.
C.	To ensure that attendance rates for PP children are maintained.	Pupil Premium attendance rates are 96%+
D.	PP children to have similar opportunities/experiences during their time at primary school as those from affluent areas.	Pupil feedback, parental feedback, case studies, school council and pass survey.

5.		6. Planned expenditure				
Academic year		2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i.	ii. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
To diminishing the progress and attainment difference between PP children and Non PP children.	Intensive small group interventions in English and mathematics	There has been some difference of % and that pupils, should, through quality first teaching, learning and variation achieve the same outcomes as those not PP. The small group intensive work will ensure that there is parity between the attainment and progress of PP and non PP	-Tracking of the DTD in half termly Pupil Progress Meetings. -Teacher assessment analysis every ix weeks. -Termly tracking of standardised scores in English and mathematics. -Tracking of Wave 3 interventions.	Assessment Lead	£58'500	Termly - December, March and July.
All year 6 Pupil Premium Children to attain	-Targeted booster sessions.	There is a differential in progress and attainment between PP and non PP.	- Tracking of the DTD in half termly Pupil Progress Meetings.	Assessment Lead SLT	£7000	Ongoing

expected or greater depth at the end of each Key Stage.	-Targeted early intervention. -Smaller class sizes lead by a qualified teacher.	Targeted intervention and boosters will diminish the difference the groups.	-Teacher assessment analysis every ix weeks. -Termly tracking of standardised scores in English and mathematics. -Tracking of Wave 3 interventions.	Year 6 teachers.		
93% PP children to achieve expected or GD in reading at the end of each key stage.	-Smaller shared reading session for these children lead by a qualified teacher. - Early phonics interventions lead by Wave 3 TAs.	-Reducing class size year six/transition; -To enable children to be taught in groups that provides bespoke teaching models. -To provide first quality teaching to smaller class sizes.	- Lessons observations and learning walks by HT & SLT - Half termly tracking/testing of phonics, reading, writing and mathematics.	HT SLT Yr 2 and 6 teachers.	Cost of additional DHT £74'000	Ongoing Assessment until July
To maintain GLD AT 90%	-Teach daily phonics. - Continual CPD on the teaching of phonics.	To raise and maintain levels of CLL and CLE through quality first of speaking, listening, reading and writing.	-Lesson observations of Phonics and CLL by the EYFS Lead. -Careful tracking of on entry data. Half termly Pupil Progress Meetings. -Parents workshop.	EYFS Lead	N/A	Summer 2019
Total budgeted cost						£133'500
iii.	iv. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

To maintained and/or increase attendance rates of PP children	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling to ascertain why a child	Attendance is the most crucial factor when raising attainment of vulnerable groups.	Through careful daily tracking of attendance, we can: -monitor persistent absent. -When attendance drops below 90% this flags up home visits. -Parent meetings.	Attendance Lead. Family support worker. HT	£31'571 - Attendance Officer	Ongoing - Attendance tracked weekly
PP children are able to access the curriculum in in alternative ways. For example through the medium of music.	Music Therapist to work with PP children 3 days a week.	Specialised support for children in music and communication number of pupils with early mental health issues identified as pp and with Complex needs have specific programmes to increase sensory awareness and engagement in learning.	Employ music support therapist and monitor through pupils reviews and progress meetings Termly observations of teacher practice	Inclusion Lead	£33'291	Reviewed Half termly by the Safeguarding team.
PP children are able to access targeted teaching for Dyslexia.	Frances Clarke (Dyslexia specialist to work 2 day a week,	Frances will work with a targeted group of children who are stuck and slow moving with the added barrier of dyslexia.	The impact will be measured termly through book analysis and TA data.	HT/Inclusion Lead	£27000	Data analysed by Assessment Lead - Termly.
Identified PP chn have access to expert advice for behavioural and emotional needs.	Educational Psychologist on site one day a week.	EP will work alongside DSL and Deputy DSL to ensure that our most vulnerable and disadvantaged children have access to this resource.	DSL and Deputy DSL will monitor and evaluate impact	DSL and Deputy DSL	£6'630	Half termly
						£98'492
v.	vi. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?

Learning through creative arts and theatre groups.	Gamalan project (year 2)	All pupils to make puppets and play Instruments for a performance related to Indonesian culture.	-SLT and Yr 2 teachers to monitor the quality of delivery and production. -End of project parent performance. -Pupil view feedback.	DHT Year 2 teachers	<u>Cost:</u> £7000	Gamalan Project planned for October 2019
	Brick Lane music hall (Year 6) professional performers will help develop children's performance skills for the end of term show	Local partnership with Brick lane Music hall give children the opportunity to work with and produce arts performance over 4 weeks to produce high quality performance with professional musicians and actors.	SLT observations Parent feedback Pupil feedback End of project performance.	HT DHT Year 6 Team	<u>Cost:</u> £7000	Summer 2
	EYFS Year 1 KS2 These cohorts to visit the theatre during the academic year	Year 1 - Gruffalo - December 2018. To support their work in English. EYFS - To visit Stratford Theatre - December 2019. To support language and writing skills within the curriculum. KS2 3-6 to attend The Globe to support learning on Shakespearian Texts.	Pupil Feedback. - Quality or writing outcomes are of a high standard due to children attending performances.	SLT Class Teachers.	<u>Cost:</u> £3000	
	Music core offer of all PP children having access to playing musical instrument.	PP children learning a musical	30 piece orchestra and choir set up. Opportunities to play at the Royal Albert Hall.	Music Teacher Ben/John	£27144	
Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs	Breakfast club- has shown to improve attendance, punctuality and opportunity to complete	Termly safeguarding meetings	SLT	<u>Cost:</u> £10'500	Breakfast club has run daily since September.

	<p>Pastoral team and family support workers</p> <p>Residential opportunities outside of London for year 3,4,5,6</p> <p>Year 5 Sailing project for disadvantaged children in year 5.</p>	<p>reading tasks and homework if unable to do at home</p> <p>After school provision of 16 clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including dodgeball, football, dance and inter school sports.</p> <p>Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported. Families supported have access to parenting classes and ESOL classes</p> <p>A decline in access to mental health wellbeing for primary aged pupils and a rise in pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This is in conjunction with parents support has seen a decline in ongoing behavioural issues across the whole school.</p>	<p>Termly monitoring of clubs by learning mentor and SLT</p>		<p>Cost: 10'000</p> <p>Cost: £9000</p> <p>Cost: £1000</p>	<p>A full range of Afterschool clubs run termly. PP chn and vulnerable chn are targeted:</p> <p>Year 6 residential trip to Wales - Treginnis Farm booked for November.</p> <p>Autumn data analysis.</p>
Total budgeted cost					£76'644	

7. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All PP children to achieve age related expectations at the end of each Key Stage - national testing.	-Booster sessions. -Smaller class sizes lead by a qualified teacher. -Intervention support -Wave 1,2 and 3. -Phonics intervention	- 94% of GLD PP children achieved GLD. - 100% of PP children passed the phonics national test. - 100% combined of PP children achieved the expected standard in reading, writing and mathematics at KS1. - 94% of PP children achieved the expected standard in reading, writing and mathematics	This has been an effective tool in raising attainment through whole class quality first teaching with the additional support in KS2 of booster classes when appropriate. This will continue to be focus this year with ensuring same quality first teaching in all subject areas.	£149'520
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To maintain/increase rates of PP children attendance. PP chn being able to access the curriculum in various ways.	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling. Music therapist support Dyslexia support. Educational Psychologist support	The annual attendance rate for PP chn in 201/2019 was: 97.1% The impact on the PP chn who attended these sessions has had great impacted as outlined in the national test data.	Careful tracking of the PP children attendance has ensured that any percentages that could fall below national are dealt with quickly. This strategy has been integral to safeguarding our most vulnerable groups. First time calling will continue into the next academic.	£54'000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP chn learning through creative arts.		<p>Music and Music Therapy has had a profound impact on the learning behaviours of the PP children.</p> <p>The have had the opportunity to access the curriculum</p>	<p>The impact of the alternative approaches to teaching aspects of the curriculum has impacted positively on the PP children's progress.</p> <p>This has been tracked on a half termly basis.</p>	£46'500

8. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: [school website]