

# Pupil premium strategy statement (Primary)

## School overview

Metric	Data
School name	Tollgate Primary School
Pupils in school	425
Proportion of disadvantaged pupils	91- 21.4%
Pupil premium allocation this academic year	£188,300
Academic year or years covered by statement	2019-22
Publish date	9th September 2020
Review date	9 <sup>th</sup> September 2021
Statement authorised by	Emma O'Connor
Pupil premium lead	Sean Parsons
Governor lead	Carly Clarke

## Disadvantaged pupil progress scores for last academic year (From 2019 data due to COVID-19)

Measure	Score
Reading	+3.6
Writing	+2.7
Maths	+3.7

## Disadvantaged pupil performance overview for last academic year (From 2019 data due to COVID-19)

Measure	Score
Meeting expected standard at KS2	92%
Achieving high standard at KS2	39% (combined)

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupil premium children receive quality wave one and two teaching by a qualified teacher. This will be supported with wave 3 support for those children who have regressed during the Covid-19 pandemic. These children will be identified during pupil progress meetings and will be assessed

	regularly by class teachers and the assessment/DTD lead.
Priority 2	Wave 2 teaching from class TAs targeting children who are middle attainers that could progress to greater depth. Disadvantaged children will be prioritised.
Priority 3	PP children have the opportunities to access the curriculum in a range of ways and are supported in their emotional wellbeing, e.g. Dyslexic teacher, Music Therapy teacher, Educational Psychologist. There will also be focused activities to support this e.g. Sailing for Year 5, Gamelam for Year 1, Climbing walls for all years.
Barriers to learning these priorities address	Allows a more holistic approach to children's learning allowing them to flourish in other areas of the curriculum and gain emotional support with specialised adults. Addressing any attainment gaps that may have arisen during the Covid-19 pandemic. Attendance issues that have arisen from the Covid-19 pandemic.
Projected spending	£140,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Maintain progress measures	Sept 21
Progress in Writing	Improve progress measures to 3.0	Sept 21
Progress in Mathematics	Maintain progress measures	Sept 21
Phonics	Maintain phonic pass score of 36+ in all children.	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively.

Priority 2	Phonic intervention for all KS1 classes with a specialised TA (Wave 3). Children will be targeted in phonics, reading and maths.
Priority 3	Phonic after school clubs targeting those that need the extra support in the spring term.
Priority 4	New phonics library to be placed in the bungalow building which can be accessed by all children. This will encourage children to do more reading and make it a special place to visit.
Priority 5	Streamed children in Year 1 phonic lessons to target those children that are falling behind and ensure all attainment gaps are closed.
Priority 6	To monitor and track reading across the school to ensure all children are reading appropriate, engaging texts. Led by Liza Christofides.
Barriers to learning these priorities address	<p>Allow gaps to be identified and addressed accordingly. These gaps will have widened due to the Covid-19 pandemic.</p> <p>Children are streamed in phonics to ensure that teaching is individualised and all children can make Rapid and sustained progress.</p> <p>Time lost due to Covid-19 pandemic.</p> <p>Attendance issues that have arisen due to Covid-19 pandemic.</p>
Projected spending	£25'000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Year 6 children to split into 3 smaller sized classes, from Christmas, to maximise potential. This will be supported with tuition and booster sessions on Tuesday and Thursdays after school.
Priority 2	Third space learning to provide 15 middle attaining children in year 6 with 1-2-1 maths tuition for a term.
Barriers to learning these priorities address	<p>Allows children to learn in smaller classroom settings that limits distractions and maximises learning time allowing more teacher interaction to focus on misconceptions and targets.</p> <p>Tuition will help address those gaps that may have arisen die to the Covid-19 pandemic.</p>
Projected spending	£20,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improving real life experiences for our children. School trips to have a purpose and be closely linked to the curriculum and the culture capital of London. Trips to be included in future lessons with evidence in books.
Priority 2	Booking trips to contrasting areas of England. Year 4 will be going to Norfolk. Year 5 will be heading to Stonehenge on an overnight residential. Year 6 will have a residential at Fair Play House (Usually Tregennis farm) due to the Covid-19 pandemic.
Priority 3	Sharing a part-time education welfare officer with partner schools to support families with attendance and acute needs.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£43,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all teachers are confident with teaching new approaches, assessing and analysing gaps in their children's learning and have the knowledge to teach specialised subjects such as phonics.	Carefully crafted CPD planned by head teacher to target weaknesses and new approaches that staff struggle with. Use of more experienced/confident staff to observe.
Targeted support	Ensuring intervention groups run smoothly as there is a new team and a new approach.	Sessions to be overseen and evaluated by the teachers, MS, EOC and SP. Changes to be implemented quickly and as necessary.
Wider strategies	Engaging the families facing most challenges.	Family centre to work closely with focus families to ensure they are engaged with the school.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Not shown due to Covid-19 pandemic.

Progress in Mathematics	
Phonics	
Other	Improvements in attendance across the school. A focus will now be on key families whose attendance drops below 95%.