

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	421
Proportion (%) of pupil premium eligible pupils	112 children – 26.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	13 th September 2023
Date on which it will be reviewed	13 th September 2024
Statement authorised by	Emma O'Connor - Headteacher
Pupil premium lead	Ashleigh Stevenson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 189,150
Recovery premium funding allocation this academic year	£ 14,732
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 203,882

Part A: Pupil premium strategy plan

Statement of intent

Enrichment and rigour in acquiring key skills are the core principles underpinning our curriculum. We adopt a teaching approach that has high expectations at its core. This ensures that all children receive an engaging and challenging curriculum and teaching and learning opportunities meet the needs of all pupils especially the disadvantaged community in which we serve

Our objective for every mainstream child is to leave Year 6 at an age expected level or better. We ensure this happens through quality wave one teaching that is supplemented by wave two and three teaching in a system that ensures children are consistently being encouraged to reach their full potential. Alongside this we have a holistic approach that includes the use of a wider curriculum to enrich and empower students to excel in other areas rather than just academically. We also want to encourage strong working relationships with parents and we will do this through the support of our community hub and setting up coffee mornings with parents based on their needs so that they can support their child's learning at home.

Ultimately our main objective is to ensure we diminish the difference in the attainment between pupil premium and non-pupil premium children across all areas of learning. We want our children to have essential knowledge, skills and understanding that will develop a love for lifelong learning. We want our children to be confident, resilient and independent learners and ensure they have an appreciation of their own value, worth and place in the wider world.

Our initiatives have been in place for a number of years and work for our school and its context. We are always reflecting and reviewing the impact of our core offer and how it is implemented and we feel that this current strategy is one of our strongest in many years as it provides a real holistic approach.

Our key principles rely on:

- Quality teaching from all members of staff
- High expectations of all children to maximise their academic potential
- Acting early to ensure all children gain additional support at the earliest opportunities
- Pastoral approach that runs simultaneously with the academic approach so all children have opportunities to excel

Challenges

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

Challenge number	Detail of challenge
1	Our on – entry assessments show that attainment on entry to nursery is below that expected nationally.
2	From assessments, observation and discussions with families, children on entry to the Early Years phase lack independence (PSED). This area is a focus across the early years.
3	From assessments, observation and discussions we have found there are a high number of children with low communication and language skills or who use English as a second language – Especially with children in Nursey and Reception intakes and Mid – phase admissions.
4	Our early hub team is beginning to see an increase in social deprivation in the local community. We now have more children living below the poverty line, having to deal with temporary housing arrangements and living with parents with mental health/domestic violence issues.
5	Our attendance officer has identified attendance and punctuality issues in disadvantaged children has been between 3-5% lower than their non-disadvantaged peers – There were issues with term time leave / persistent absent or lateness.
6	Our own internal systems of assessments and observations found there was a lack of real life experiences and enrichment activities in disadvantaged children's everyday lives – They were missing key aspects such as day trips, holidays experiencing different landscapes, experiencing the culture capital of London etc. for a number of varying reasons.

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
Ensure all mainstream disadvantaged children leave Nursery and Reception at age expected levels.	Analysing data on school's assessment system regularly throughout the year. Improve/Maintain on a GLD of 92% in 2023.
Improved oral, vocabulary and acquisition of language skills amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral and written language in disadvantaged pupils. This is evident when triangulated with other sources of evidence such as engagement in lessons, book scrutiny, ongoing formative assessment and pupil voice.
Improved attainment in reading for disadvantaged students	Ensure all disadvantaged children reach age expected levels unless they have an SEN need.
Improved attainment in maths for disadvantaged students	Ensure all disadvantaged children reach age expected levels unless they have an SEN need.

Improved attainment in writing for disadvantaged students	Ensure all disadvantaged children reach age expected levels unless they have an SEN need.
Improved attainment in phonics tests for disadvantaged students	Ensuring 90+% of children score 36+ in phonics test and all disadvantaged children score 34+
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance officer to ensure that by 2025 the attendance of all children, especially that of disadvantaged children, is above 96%
To achieve and sustain an improved wellbeing and life experiences for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025 demonstrated by:</p> <ul style="list-style-type: none"> -Quantitate data from student voice, student and parent surveys and teacher observations -Ensuring all children that want to are participating in enrichment activities, especially our disadvantaged pupils -Ensuring there are many opportunities for all children's skill sets to flourish -Ensuring all of our children go on worthwhile, interesting and relevant educational visits to build up their life skills

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised scores 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>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	3,6
Ensure all pupil premium children receive quality wave one and two teaching by a qualified teacher	<p>Ensure all children are taught by qualified teachers which means they get the best learning experiences available.</p> <p>Staff CPD is regularly undertaken to ensure all teachers are equipped to teach their</p>	1,2,3

	<p>classes following the schools ethos and principles.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessary comprehension), particularly for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3,6
<p>Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, Phonics Library books, Teacher's favourite books to read to the children and ambitious texts used in Reading and English lessons).</p> <p>These along with additional resources will ensure the children are exposed to a range of texts, new language and support their progress in reading and its key skills.</p> <p>This will enhance the level of pupil oracy in all children.</p>	<p>There is robust evidence that suggest oral language interventions, including dialogic activities, such as high-quality discussion in the classroom, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,3,6
<p>CPD staff meetings every Monday to allow SLT and ML the chance to embed what they expect to see in their curriculums and across the school in a clear concise manner.</p> <p>Staff will also have the opportunity to put themselves on external training courses to support and extend their curriculum knowledge.</p>	<p>CPD sessions in our school are vital the running and structure of what we do. Staff take ownership of their own curriculum areas and lead sessions on what they want to implement allowing them to fully own their curriculum area.</p> <p>CPD is also shaped by current trends of the school and nationally.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,6
CPD sessions have been undertaken by all members of staff on feedback to ensure our children receive high quality feedback from all members of staff.	<p>Research has shown that giving oral feedback in the moment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,3,6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine</p>	<p>There is extensive evidence associating childhood social and emotion skills with improved outcomes at school and in later life in areas such as improved academic performance and attitudes to learning.</p>	6

educational practises and supported by professional development and training for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave three intervention team in place for quick targeted intervention for the right children, identified by class teachers, at the earliest opportunity. Staff trained to deliver areas to their full potential.	We run Phonics, Reading and Maths interventions by key members of staff to support the development of children's abilities in these areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3
End of day interventions based on the days/weeks learning run by the class/ year group TAs	Children are practising and rehearsing their skills with a familiar adult in a less intense environment in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,6
Speech & Language therapist employed to work with children with speech and language issues. Early years key worker to be trained in speech and language.	Used to support the weak language and communication skills we see on entry to school. To support and develop the language skills that are lacking in the EY setting. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,3
Increased number of after school clubs to support disadvantaged pupils including those who are high attainers.	Allowing all children to have their lives enriched by choosing a club of their choice based on their interests and needs. This is important for their emotional wellbeing.	6
Dyslexia teacher to support the high levels of dyslexia we have seen in recent academic years.	Allows dyslexic students to gain key skills to access whole class teaching. There has been an improved impact on reading assessments of the children on the list. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3

Tuition and booster sessions for Year 6	More focused teaching in smaller groups (5/6) to ensure children learn and become fluent in key basic skills to work through their learning.	1,2,3,6
Year 6 to be split into 3 smaller classes from January	Allows more focus and quality teaching in smaller groups. Recent Year 6 SATs results shows an improvement in the outcomes of the children when they work in smaller groups.	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number (s) addressed
Breakfast club – We admit disadvantaged children, free of charge, and provide them with a breakfast and a safe place before school.	Through observations we have found this club helps to settle the children and ensure they eat a meal that prepares them for their day at school. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	4,5,6
Community hub – Working with the local community and families in the school to ensure they are happy, safe and well.	Working with families in need and running adult classes to ensure parents are supported and equipped with the skills to teach and help their children both academically and with life skills. This has been very successful in the recent pandemic era. We also use a service called Marvellous Me to inform our parents of what is happening in school and give badges to children based on their work in class. We also hold many parent workshops, many with fantastic turnouts, based on a range of key topics within the school year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,6

Enrichment activities as part of the curriculum for key children identified by senior leaders and class teachers.	<p>We have supplemented the academic curriculum with some pastoral areas to ensure all children are catered for. These include but are not limited to:</p> <ul style="list-style-type: none"> -Music Therapy Teacher -Chess Teachers -Educational Psychologist/Counsellor -Musical instruments (Every child has a right to learn/play an instrument) -Orchestra <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	6
Attendance officer to ensure attendance in school is a priority for all the families within our community.	<p>Working with key families and persistent offenders to ensure that all children are in school regularly to ensure they reach their full potential. Research shows there is a negative link between absenteeism and attainment particularly in KS2 and 4.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	5
Residential costs/ Educational visits (also in house courses)	<p>Improving the real life experiences of our children, some who have never been outside of London. Also we book trips to contrasting areas of the country all linked to the curriculum. For Example:</p> <p>Year 1 – Gamelan project (in school)</p> <p>Year 3 - Stonehenge</p> <p>Year 4 – Norfolk trip</p> <p>Year 5 – Sailing</p> <p>Year 6 – Week long residential to Fairplay House</p> <p>Climbing wall for all year groups to experience during mental health week.</p> <p>Dental care workshops for EYFS/KS1 children.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4,6
Contingency funds for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified.</p>	

Total budgeted cost: £

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.

Coming out of the pandemic era we are very pleased with how our children have adapted back to regular life and shown great outcomes in their academic learning. We have achieved above national

Next steps: Focus on addressing significant gaps in learning due to C19 pandemic, particularly those who are PPG and identified within the lowest 20%. Draw on success of last published data for 2021-22 achievements through implementing proven strategies that have impacted on progress and achievement. Plan and assess how this may need to accommodate closing gaps in learning as well as any emotional and socio-economic impact caused to families. Enhance and maintain proven strategies to help support accelerated learning in order to diminish any significant gaps to ensure progress continues and is upheld.

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
Jolly Phonics	Jolly Learning
Evidence Me	Too Simple
Google Classroom	Google
Marvellous Me	Marvellous Me
Ransom Readers	Ransom Publishing
Safeguard	Safeguard
Third Space Learning	Third Space Learning
Timetables Rockstars	Maths Circle
Maths Bot	Maths Circle

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Every year our pupil premium strategy is supplemented by money from other areas as our goal is to aid, firstly, the disadvantaged, but, secondly, the whole school. We have children from many different economic backgrounds but finances can be tricky for many, many who do not meet the stated criteria for PP.

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