

Pupil Premium Strategy Statement Tollgate Primary School

1. Summary information					
School	Tollgate Primary School				
Academic Year	2018/2019	Total PP budget	£215.800	Date of most recent PP Review	September 2018
Total number of pupils	458	Number of pupils eligible for PP	77 + 2 LAC	Date for next internal review of this strategy	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	90%	51%
% making progress in reading	90%	64%
% making progress in writing	90%	67%
% making progress in maths	90%	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. Planned expenditure

Academic year

2018/2019

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. 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	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	Wave 3 has been implemented in the Autumn term and Lowest 20% PP chn targeted. Autumn data has been analysed to support this. Cost: £58'500
All year 6 Pupil Premium Children to attain expected or greater depth at the end of each Key Stage.	-Targeted booster sessions. -Targeted early intervention. -Smaller class sizes lead by a qualified	There is a differential in progress and attainment between PP and non PP. Targeted intervention and boosters will diminish the difference the groups.	- Tracking of the DTD in half termly Pupil Progress Meetings. -Teacher assessment analysis every ix weeks. -Termly tracking of standardised scores in English	Assessment Lead SLT Year 6 teachers.	Year 6 Booster session have been started. 5/6 chn per group being taught by teachers.

	teacher.		and mathematics. -Tracking of Wave 3 interventions.		Cost: £6864
90% 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.	Year 6 have used the additional teacher provided in year 6 to split year 6 into 3 classes of 20. The lowest 20% chn also have small group taught by a DHT. Cost £84'000
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	
Total budgeted cost					£149'520
ii. 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	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 is absent	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	Safeguarding lead, Attendance Officer and Family Centre have met with families with attendance below 90%.

PP children are able to access the curriculum 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	Employ music support therapist and monitor through pupils reviews and progress meetings Termly observations of teacher practice	Inclusion Lead	Music Therapy sessions have started all ASD chn receive them including Dino and Jessica PP chn in years 4 and 5. <u>Cost: £22296</u>
PP children are able to access targeted teaching for Dyslexia.	Frances Clarke (Dyslexia specialist) to work 2 days 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	Dyslexia sessions has been running on a Tuesday and Thursday. <u>Cost:£27000</u>
					54.000
iii. 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	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	Gamalan Project was complete in September 2018 and parental performances were held. All chn in year 2 were included in the performance. <u>Cost: £7000</u>
	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	Summer 2

	<p>EYFS Year 1 KS2 These cohorts to visit the theatre during the academic year</p>	<p>Year 1 - Gruffalo - December 2018. To support their work in English. EYFS - To visit Stratford Theatre - December 2018. To support language and writing skills within the curriculum. KS2 3-6 to attend The Globe to support learning on Shakespearean Texts.</p>	<p>Pupil Feedback. - Quality or writing outcomes are of a high standard due to children attending performances.</p>	<p>SLT Class Teachers.</p>	<p>EYFS and Year 1 attended the performances of the Gruffalo and Beauty and the Beast. The children were enthralled by this experience which had a measurable impact of their written outcomes. Cost: £3000</p>
<p>Ensuring physical and mental wellbeing</p>	<p>Breakfast club Afterschool clubs Pastoral team and family support workers Residential opportunities outside of London for year 3,4,5,6</p>	<p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete 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</p>	<p>Termly safeguarding meetings Termly monitoring of clubs by learning mentor and SLT</p>	<p>SLT</p>	<p>Breakfast club has run daily since September. Cost: £10'500</p> <p>A full range of Afterschool clubs run termly. PP chn and vulnerable chn are targeted: Cost: 10'000</p> <p>Year 6 residential trip to Wales - Treginnis Farm. Cost: £9000</p>

		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.			
Total budgeted cost					40'000

6. Review of expenditure					
Previous Academic Year			2017/2018		
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.	- 100% of GLD PP children achieved GLD. - 90% of PP children passed the phonics national test. - 90% combined of PP children achieved the expected standard in reading, writing and mathematics at KS1. - 100% 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.		
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.	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling.	The annual attendance rate for PP chn in 2017/2018 was:	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	
---	---	---	--	--

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 children are able to access the curriculum in alternative ways. For example through the medium of music and music therapy	Music Therapist to work with PP children and SEND PP.	Music and Music Therapy has had a profound impact on the learning behaviours of the PP children. They have had the opportunity to access the curriculum	The impact of the alternative approaches to teaching aspects of the curriculum has impacted positively on the PP children's progress. This has been tracked on a half termly basis.	

7. 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]