

## Pupil Premium Report Tollgate Primary School

Total Pupils on roll	478 pupils
Total amount received 2015/2016	£323,400

Financial year	Amount of Pupil Premium Funding
2014-2015	£300,200
2015-2016	£323,400

	2014-2015	2015-2016
Percentage of FSM Pupils	46%	49%
Number of FSM pupils eligible for Pupil premium	228	245
Number of looked after children eligible for Pupil premium	2	2

Pupil premium Intervention	Amount allocated (£)	New or continued	Year group and pupils involved	Intended outcomes	Monitored by	Impact and Reasoning
Wave 3 small group Int English and Mathematics	£24,000 part payment for staff	Continued	Years 1,2,3,4,5	<ul style="list-style-type: none"> <li>To provide intensive input on key skill learning to enable high level learning in class to be more accessible.</li> <li>Reinforce and rehearse key skills in spelling, grammar and comprehension.</li> <li>To revise and rehearse basic key skills in numeracy. To increase confidence in fast recall of facts</li> <li>To build transferrable basic skills.</li> </ul>	EH/KP	<p>In 2015/16 we invested £24,000 of pupil premium funds in a team of staff to support children with both basic skills in English &amp; mathematics. All children made good progress.</p> <ul style="list-style-type: none"> <li>In Writing &amp; Reading , all children who attend intervention programmes have made an average of 3 tracking points which is expected progress at Tollgate</li> <li>In Mathematics , all children who attend intervention programmes made an average of 3.2 which is above expected progress at Tollgate.</li> </ul>

Extra-curricular clubs	£10,000	Continued	All year groups	<ul style="list-style-type: none"> <li>• Clubs are to provide enrichment opportunities for all pupils.</li> <li>• Need to be utilized to support Gifted &amp; Talented pupils</li> <li>• To reinforce basic skills learning for key groups of children.</li> <li>• High quality teaching by teachers and specialists will ensure high standards and experiences.</li> <li>• Some targeted clubs that reinforce areas of need i.e. reading and maths.</li> <li>• KS1 and early years to provide opportunities that our disadvantaged pupils may not otherwise have.</li> </ul>	FC G&T lead Art lead SLT	<ul style="list-style-type: none"> <li>• A spend of 10.000 towards afterschool provision was spent on a range of successful clubs. They have provided a very wide range of quality experiences.</li> <li>• Very high levels of access with at least 60% of children accessing at least one club and some children attending two.</li> <li>• Children and parents report high rates of satisfaction with afterschool clubs.</li> <li>• Teachers' report that key identified and targeted pupils transfer skills mastered in these clubs.</li> <li>• The G&amp;T coordinator reports high levels of access to monitoring children G&amp;T</li> </ul>
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Arts participation theatre groups	£10,000	New	Years 3,4,5,6	<ul style="list-style-type: none"> <li>• Gamalan project (year 1). All pupils to make puppets and play Instruments for a performance related to Indonesian culture.</li> <li>• West end in schools - (whole school)whole school performance Story telling from around the world.</li> <li>• Shakespeare festival (whole school) with whole school production of midsummer's night's dream.</li> <li>• Carnival (Yr 4 &amp; 6) three professional artists will come and support children in creating costumes to wear at Carnival.</li> <li>• Brick Lane music hall ( Year 6 ) professional performers will help develop children's performance skills for the end of term show.</li> </ul>	SLT	<p>An investment of £10,000 was made in Art projects to provide opportunities to enrich and engage.</p> <ul style="list-style-type: none"> <li>• <b>Gamalan project</b> All pupils developed an awareness of the culture. All pupils were highly motivated and attended well. Key pupils demonstrated leaps in confidence with reluctant speakers engaging with the process.</li> <li>• <b>West End in schools</b> - Children were enthralled by the performance. Analysis of boys' writing in response to the production showed marked improvements in the pace and structure of their story writing.</li> <li>• <b>Shakespeare festival</b> all children attend a work shop that gave the confidence and scaffolds to perform. All Year 6 teachers report high levels of enthusiasm and enjoyment. This is a vital experience to pupils from disadvantaged backgrounds as they are having access to material and experiences they may otherwise not have .</li> <li>• <b>Carnival (Yr 4 &amp; 6)</b> Children engaged well and were enthusiastic to come along and join in carnival.</li> <li>• <b>Brick Lane music hall</b> -This is a high quality team who worked really well with our most disadvantaged pupils enabling them to have key roles in the performance. Parents reported leaps of confidence over the month that they were involved in the project.</li> </ul>
English Booster sessions.	£2,000	Continued	Years 5,6	<ul style="list-style-type: none"> <li>• Targeted disadvantaged yr6 pupils who needed additional support in preparing for the SATs.</li> <li>• One to one and small group input to increase individualized approaches.</li> </ul>	AT	<ul style="list-style-type: none"> <li>• £4,000 spend on <b>boosters sessions</b>. This investment was very beneficial particularly for children that are disadvantaged.</li> <li>• Significant progress was seen in pupils with mild learning difficulties i.e. auditory memory and dyslexia related characteristics. This level of rehearsal and repetition enabled improvement in key fact recall.</li> <li>• Our outcomes at Yr 6 are a real credit to the pupils and the hard work of the team, Average <b>scaled scores</b> were: Reading 110, Maths 109, GPS 107. These scores are <b>significantly above national average</b>.</li> </ul>
Maths Booster sessions.	£2,000	Continued	Year 6		Maths Lead	

Family Support Worker	£34,000 part payment for	New model	Pre sch All yr grps	<ul style="list-style-type: none"> <li>To increase resilience within families and to improve outcomes for vulnerable families.</li> <li>Increasing parenting skills to directly impact upon closing the gap.</li> <li>Supporting families at key transition points and at admission activating early help when needed.</li> <li>Supporting disadvantaged parents to learn key skills and English. In turn influencing outcomes for pupils.</li> <li>Increase attendance of vulnerable families.</li> </ul>	EH AF WR MT	<ul style="list-style-type: none"> <li>The investment of £34,000 Family case work has been very successful in engaging hard to reach families.</li> <li>This has influenced pupil attendance cases.</li> <li>Parents evening attendance for vulnerable families has increased. Parent participation is stronger.</li> <li>Behaviour remains outstanding, including pupil attitudes and low numbers of exclusions.</li> <li>Fantastic supportive mechanism for Positive school-community relations.</li> <li>Increased numbers of attendees at ESOL classes and parenting classes.</li> </ul>
Counsellor/pastoral support	£10,000	Continued	targeted children	<ul style="list-style-type: none"> <li>To tackle significant barriers to learning for disadvantaged pupils on some key issues including bereavement, drug dependency and domestic violence.</li> <li>To raise self-esteem in DA pupils and increase strategies for resilience</li> <li>To increase confidence of DA pupils impacting upon attainment.</li> </ul>	EH LD	<ul style="list-style-type: none"> <li>£10,000 spend on pastoral support for DA pupils has shown clear benefits.</li> <li>Over the year some significant progress has been made in enabling children to overcome some substantial issues.</li> <li>Parents satisfaction is high have made requests for repeat referrals within the system after reporting very positive impact on their children. Pupils are equally eager to remain.</li> <li>Teachers have reported increased confidence, openness and readiness to learn directly after input from the counsellor.</li> </ul>
Nurture groups interventions	£12,000	New	targeted children	<ul style="list-style-type: none"> <li>Tracking of DA children with additional barriers to be seen in Nurture groups.</li> <li>Opportunities to really work on speaking and listening and to developing solution focused strategies for dealing with issues.</li> </ul>	Inclus team	<ul style="list-style-type: none"> <li>As a school we didn't feel this intervention had the desired impact.</li> <li>On reflection we will consider finding an alternative member of staff to run such sessions and provide them with some quality training to ensure the desired outcomes are possible in future years.</li> </ul>

Subsidies educational visits	£2,000	Continued	Whole school	<ul style="list-style-type: none"> <li>Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum</li> <li>Opportunities to travel to Europe</li> <li>Opportunities to spend time at a residential visit.</li> <li>Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills.</li> </ul>	SLT Educ Visit Lead	<ul style="list-style-type: none"> <li>Subsidizing educational visits has been an effective investment enabling DA pupils the chance to do things they may never have the chance otherwise.</li> <li>We had high level take up for all educational visits from DA pupils.</li> <li>Both parents and teachers report increased confidence and self-esteem.</li> <li>Demonstration of leadership skills and independence were also noted from DA pupils.</li> <li>The Pass survey also shows high pupil satisfaction with educational visits.</li> </ul>
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EYFS language development and training	£16,000	Continued	N/R/Yr 1	<p>To raise CLL and CLE through speaking and listening programs.</p> <ul style="list-style-type: none"> <li>To increase staff knowledge and strategies</li> <li>To increase childrens spoken language opportunities.</li> <li>To provide resources that supports the development of language and communication.</li> </ul>	EYFS lead	<ul style="list-style-type: none"> <li>£16,000 investment in this key area has enabled a speech and language assistant to invest significant time in this age range.</li> <li>Key children identified have worked in small groups to increase their interaction, communication skills with positive outcomes.</li> <li>Running records of outcomes have demonstrate the impact on individual children</li> <li>The skills of the team are stronger in this area and observations can evidence this.</li> <li>Key staff have taken responsibility for ensuring the focus is resourced within the nursery daily and Support staffs prompting skills are more evident.</li> </ul>
One to one support	£10,000	Continued	Year 5/6	<ul style="list-style-type: none"> <li>Close the gap between FSM children and Non identified FSM children.</li> <li>To raise attainment and achievement across the school for DA pupils with identified SEN.</li> <li>Enable key pupils the opportunity to build stronger meta cognition skills &amp; learning to learning strategies.</li> </ul>	HT	<ul style="list-style-type: none"> <li>This is an area that we will continue to invest in next year.</li> <li>The results of our bottom 20% and more able disadvantaged were boosted by this measure.</li> </ul>

Reducing class size year five & Six	£55,000	Continued	Year 5 & 6	<ul style="list-style-type: none"> <li>• £55,000 as part payment for additional teaching staff</li> <li>• To provide first quality teaching to smaller class sizes.</li> <li>• To enable children to be taught in groups that provide bespoke teaching models to meet need.</li> <li>• To target key cohorts including boys , year 5 girls and DA pupils.</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• £55,000 investment has had a significant impact on the outcomes for pupils in year 6 .</li> <li>• The impact of smaller class sizes can be seen in the string year 6 outcomes. Average scaled scores were : Reading 110, Maths 109, GPS 107. These scores are significantly above national average.</li> </ul>
Holiday schools	£5,000	Continued	Whole school	<ul style="list-style-type: none"> <li>• Initiative to encourage and incentivize pupils into performing at the highest standards in the SATs.</li> <li>• To provide key revision and rehearsal of test questions.</li> <li>• To increase children ability to responds to test questioning.</li> </ul>	HT	<ul style="list-style-type: none"> <li>• The investment of £5,000 to provide good quality holiday revision programs had a positive impact on outcomes.</li> <li>• Attendance for the scheme was very high at 92%</li> <li>• These schools ensured that children didn't regress over holiday periods and had opportunities to rehearse key skills in both English and Maths.</li> <li>• This clear focus on enabling our pupils attaining the expected standard was realized when our results were published. 95% of our pupils reached expected standard.</li> </ul>
Reading resources	£10,000	Continued	Whole school	<ul style="list-style-type: none"> <li>• The need for a range of books to engage our most hard to reach groups: white boys, boys and shy girls were discussed in depth. The need for a range of new texts and materials was identified.</li> <li>• We would like to therefore invest in some graphic novels, some materials linked to personal interests and culturally relevant texts across the school.</li> </ul>	ENG lead	<ul style="list-style-type: none"> <li>• Investment in graphic novels has improved motivation levels of key boys across the age ranges.</li> <li>• Improved reading behaviors across the school have been reported.</li> <li>• They are now more likely to choose a more challenging text because of this.</li> <li>• Our Reading results support the impact. Reading results in KS1 demonstrate that 90% of pupils are working at the expected level and in KS2 95% are working at expected levels.</li> <li>• Accelerated progress made in reading at a young age by pupils who were previously falling behind.</li> <li>• The impact of improved reading on other curriculum areas has been significant.</li> </ul>

Specialist Music Instructor	£20,000	Contin	Whole school	<ul style="list-style-type: none"> <li>A music specialist to provide high quality teaching of music across the school.</li> <li>A key leader in the teaching of music across the school.</li> <li>Music Therapy for ASD and school action plus.</li> </ul>	SLT	<ul style="list-style-type: none"> <li>The use of music continues to provide a fantastic opportunity for creativity and the development of language.</li> <li>Teachers report children have high levels of readiness to learn after music sessions. This is supported by research that demonstrates that children who engage</li> </ul>
Mandarin Teacher & Maths specialist support assistant	£20,000	New	Whole school	<ul style="list-style-type: none"> <li>To give children access to and introduction to the economic language of the world.</li> <li>To enable's children to have a wider understanding of non European cultures.</li> </ul>	MD	<ul style="list-style-type: none"> <li>The investment of £20,000 has shown significant impact in children's enjoyment and achievement.</li> <li>The implementation of mandarin has increased children's enthusiasm for learning languages and improved language skills across the board.</li> <li>Pupils enjoy learning languages in KS2. Consequently, they generally arrive in Year-7 with more positive attitudes towards other countries' languages and cultures</li> </ul>
Intervention Teachers	£120,000	Continue	Whole school	<ul style="list-style-type: none"> <li>An investment in small group teaching for higher ability.</li> <li>Ensuring that interventions are not only led by teaching assistants but also by highly skilled teachers.</li> <li>Consistency of high quality teaching enhanced throughout the school</li> </ul>	SLT	<ul style="list-style-type: none"> <li>The investment of £120,000 three additional teachers has enabled high quality, individualized, diagnostic intervention.</li> <li>This has help individual pupils to fill in the gaps in learning and catch up with age related expectation.</li> <li>Case studies, evaluations and data show enhanced progress by a significant number of pupils.</li> </ul>

**TOTAL: £373,000**

### KS1 Assessment Summary

Subject	% Expected Standard			% Greater Depth		
	Tollgate	Newham	England	Tollgate	Newham	England
Reading	90	78	74	43	25	24
Writing	90	75	65	41	18	13
Mathematics	90	79	73	43	24	18
RWM	88	70	60	26	13	9
Science	90	82	81			

### KS2 SATs Results

Subject	% Average Scaled Score			% Reaching Expected Standard		
	Tollgate	Newham	England	Tollgate	Newham	England

<b>Reading</b>	<b>110</b>	<b>102.7</b>	<b>103</b>	<b>95</b>	<b>66.4</b>	<b>66</b>
<b>Writing</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>95</b>	<b>82</b>	<b>74</b>
<b>Mathematics</b>	<b>109</b>	<b>105</b>	<b>103</b>	<b>95</b>	<b>78</b>	<b>70</b>
<b>GPS</b>	<b>107</b>	<b>105.8</b>	<b>104</b>	<b>90</b>	<b>79</b>	<b>72</b>
<b>RWM</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>90</b>	<b>59</b>	<b>53</b>

Pupil Premium pupils at the end of summer 2016 significantly outperformed similar pupils nationally in both KS1 and KS2 (see table below).

<b>Standardised Scores</b> <b>With a national base line of 100</b>				
<b>Cohort</b>	<b>Reading Summer 2016</b>		<b>Mathematics Summer 2016</b>	
<b>Pupil Premium</b>	<b>FSM</b>	<b>NFSM</b>	<b>FSM</b>	<b>NFSM</b>
<b>Reception</b>	-	-	-	-
<b>Year 1</b>	-	-	-	-
<b>Year 2</b>	<b>110</b>	<b>108</b>	<b>111</b>	<b>109</b>
<b>Year 3</b>	<b>103</b>	<b>110</b>	<b>102</b>	<b>109</b>
<b>Year 4</b>	<b>108</b>	<b>110</b>	<b>104</b>	<b>109</b>
<b>Year 5</b>	<b>105</b>	<b>103</b>	<b>106</b>	<b>106</b>
<b>Year 6</b>	<b>103</b>	<b>108</b>	<b>104</b>	<b>108</b>

<b>Progress SEN Pupils (Pupil Premium) SEPTEMBER 2015 - JULY 2016</b>		
<b>Writing</b>	All children have made an average of 2.2 points progress	Expected whole school minimum progress - 3.0 points
<b>Reading</b>	All children have made an average of 2.1 points progress	Expected whole school minimum progress - 3.0 points
<b>Mathematics</b>	All children have made an average of 2.7 points progress	Expected whole school minimum progress - 3.0 points

