Toft Hill Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Toft Hill Primary and Nursery
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	Leanne Nesbitt
Governor lead	Amanda Majer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,280
Recovery premium funding allocation this academic year	£ 1,813
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 34,093

Part A: Pupil premium strategy plan

Statement of intent

At Toft Hill Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Ensuring that wider strategies adopted by the school provide pupils with skills to manage their own functioning in life and overcome hurdles to reach a goal.
- Make decisions based on detailed data analysis and respond to evidence from within our school.

Challenges

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

Challenge number	Detail of challenge
1	A higher proportion of pupils requiring expressive language support, including speech sound production, in EYFS and Year1 are pupils eligible for pupil premium. This means they need to make more progress than their peers to catch up to ensure that there is minimal impact on early reading and writing.
2	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
3	Positive learning behaviours, particularly emotional resilience of pupils eligible for pupil premium is low. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	The impact of time away from school as a result of the COVID 19 pandemic is that pupils have gaps in their core learning which is consequently impacting upon achievement.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

6	Reduced physical activity, heightened through lockdowns, has led to reduced core strength, balance and co-ordination. All have had an impact upon pupils gross and fine motor skills. As a result, pupil handwriting and stamina for writing have also declined.

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
Pupils eligible for Pupil Premium in EYFS make rapid progress in C&L and Literacy to meet national expectations.	A higher proportion of pupils eligible for Pupil Premium in EYs meet a Good Level of Development in C&L than in 2021. Pupils will be referred for specialist Speech and Language support in a timely manner when necessary
Pupils eligible for Pupil Premium in KS1 make rapid progress in Phonics and Reading to meet national expectations.	A higher proportion of pupils eligible for Pupil Premium in KS1 make good progress in phonics and reading.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to internal assessment in summer 2021.
Improve positive learning behaviours and emotional resilience for all pupils through use of QFT, TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good learning behaviours for all pupils.
Pupils eligible for Pupil Premium will make at least good progress in all core subjects.	Lesson observation will demonstrate at least good teaching and learning throughout school in all core subjects. Internal assessments will demonstrate at least good progress in all core subjects.
There are increased attendance rates for Pupil Premium children.	Reduce the number of persistent absentees. Demonstrate an increased attendance % for pupils entitled to pupil premium.

| Increased purposeful physical activity that will result in improved gross and fine motor skills. | Lesson and breaktime observations will show pupils involved in purposeful active play and learning.

Pupils will demonstrate improved gross motor skills (PE), core strength and fine motor skills (writing). |

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: £ 1520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to receive training to improve teaching of reading comprehension strategies Visual prompts in classrooms Bug Club & Accelerated reader	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective but not overwhelming challenge (Phonics Bug and Accelerated reader allow for this) many approaches combine with collaborative learning techniques and phonics activities to develop reading skills. Both of which offer opportunities to accelerate progress. Reading and discussing books is also a key strategy for developing pupils Communication and Language in the Early Year (and KS1) where it can explicitly extend children's spoken vocabulary and develop thinking and understanding through language. **EEF toolkit: Reading comprehension strategies - additional 6 months progress** **EEF Early Years Toolkit:** **Communication and Language – additional 6 months**	1,2,4
KS1 staff to receive training from NCETM to develop early numeracy approaches through the Mastering number programme Continue to use White Rose Maths for a progressive approach to mastery learning in maths	On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction. **EEF toolkit: Early Numeracy Approaches - additional 6 months progress**	4

	Mastery learning approaches – additional 5 months	
All staff to complete training to develop understanding of metacognition. Staff will implement strategies which are appropriate to their cohorts following training.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. **EEF toolkit: Metacognition and self-regulation - additional 7 months progress**	2,3,4,
New staff to access Pearson Phonics Bug training to ensure consistency in this approach to phonics across the school.	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Pearson Phonics Bug is a DfE accredited systematic synthetic phonics programme **EEF toolkit: Phonics - additional 4 month progress.**	2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 31,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Speech and Language Link to accurately assess and plan for intervention for those pupils identified to require it	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. **EEF Early Years Toolkit:**	1,2

	Communication and language approaches – additional 6 months	
Targeted reading intervention (focusing on the lowest 20%)	Individual and small group intervention for reading. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored— particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Small group learning is another approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive. **EEF Teaching toolkit:** **Individualised instruction – additional 4 months**	2,3,4,
Targeted interventions for core subjects with TAs (Groups of no more than 5 pupils) Use of collaborative learning approaches	**EEF Teaching toolkit:** **TA Interventions – additional 4 months** **Small group tuition/ collaborative learning – additional 4 months**	1,2,3,4,

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

Budgeted cost: £ 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus to re-embed Gem Power approach to improving learning behaviours	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. **EEF Teaching and Learning Toolkit:** **Behaviour Interventions - additional 3 months progress**	3, 4
Teach and embed Zones of Regulation	It is key to help pupils to understand the connection between the sensory systems, their emotions and their ability to relate to the world. This promotes executive functioning and cognitive control of behaviours. These brain-based skills such as impulse control, sustaining attention, planning, problem solving and self-talk enable pupils to manage their own functioning in life and	2,3,4,5,6

	overcome hurdles to reach a goal. There is some evidence to suggest that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. **EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress** **Self-regulation – up to an additional 7 months**	
Enhance the PHSCE curriculum by implementing social and emotional well-being programmes across KS1 & 2 (Zippy's Friends, Apple's Friends, Passport)	The programmes are based on scientific evidence which show that they work. Zippy's Friends has been evaluated through a number of randomised control trials (RCTs) – the 'gold standard' of research – in a variety of cultures. Several reports of the results have been published as articles in peer-reviewed journals. The results from the evaluation studies have been remarkably consistent, and have shown: Increased coping skills Better social skills Increased emotional literacy Improved class climate Less bullying **EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress** **Social and emotional learning – additional 4 months**	3,4,5,
Increased levels of communication with parents regarding attendance by HT and staff. Rewarding increased attendance.	Parents are more likely to support schools approaches if there is a shared understanding of the impact of poor attendance. Verbal communication from staff reduces the opportunity for missed or mixed messages. Parental engagement has a positive impact on average of 4 months' additional progress. **EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress**	5, 4

Total budgeted cost: £ 34,093