

Toft Hill Primary School Pupil Premium Strategy Statement 2023/24

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 School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022~2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Finance Committee
Pupil premium lead	Leanne Nesbitt
Governor lead	Amanda Majer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375 (£ 33,240)
Recovery premium funding allocation this academic year	£1,015 (£ 1,813)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£37,390 (£ 35,906)

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Phonics, Reading & Writing are those pupils who are eligible for the PP Grant
3	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Maths are those pupils who are eligible for the PP Grant.
4	Observations and discussions with pupils indicate that positive learning behaviours, particularly emotional resilience of pupils eligible for the PP Grant is often lower than their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
5	Our attendance data 2020-2021 indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. 42% of disadvantaged pupils have been 'persistently absent' compared to 12.5% of their peers during that period. This can be a significant barrier in progress and attainment.

6	Our observations, pupil surveys and discussions with pupils and parents indicate that 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.) The physical location of the village and activities on offer in walking distance are very limited which reduces participation in physical activities outside of school.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>A higher proportion of pupils eligible for Pupil Premium in EYs meet a Good Level of Development in C&L</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. (Linked with outcomes in reading and writing)</p>
Improved attainment in reading and writing for pupils in receipt of the PP Grant	KS2 outcomes in 2024/25 show that more than 95% of disadvantaged pupils (without significant SEND) meet the expected standard in reading, GPS and writing.
Improved attainment in maths for pupils in receipt of the PP Grant	KS2 outcomes in 2024/25 show that more than 95% of disadvantaged pupils (without significant SEND) meet the expected standard in maths.
Improve positive learning behaviours and emotional resilience for all pupils through use of QFT & Targeted support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good learning behaviours for all pupils.
To improve (and sustain) attendance for all pupils, particularly our disadvantaged pupils.	<p>Reduce the number of persistent absentees.</p> <p>Demonstrate an increased attendance % for pupils entitled to pupil premium.</p>
Increased purposeful physical activity that will result in improved gross and fine motor skills.	<p>Lesson and breaktime observations will show pupils involved in purposeful active play and learning.</p> <p>More pupils in receipt of the PP Grant engaging in extra-curricular activities and curriculum enrichment activities</p>

	<p>Pupils will demonstrate improved gross motor skills (PE), core strength and fine motor skills (writing).</p>
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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: £17,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff and resource Voice 21 Oracy initiative</p> <p>Further develop curriculum plans to include oracy and targeted vocabulary</p>	<p>Targeting vocabulary instruction and developing speaking and listening skills, along with the wider use of language can have a positive impact upon improving literacy skills (EEF Moving forwards and making a difference 2022-23)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	<p>1,2,3</p>
<p>Further CPD for staff and purchase additional resources to further develop phonics teaching throughout EYFS and KS1</p> <p>CPD for KS2 staff to further develop their knowledge and understanding of phonics to enable them to regularly revisit & review</p>	<p>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</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	<p>1,2</p>
<p>CPD and resources to effectively implement a consistent approach to teaching reading comprehension strategies</p> <p>Timetable opportunities to practise reading comprehension strategies</p>	<p>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.</p> <p>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.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit: Reading comprehension strategies - additional 6 months progress</p>	<p>1,2</p>

	Early literacy approaches EEF (educationendowmentfoundation.org.uk) EEF Early Years Toolkit: Communication and Language – additional 6 months	
<p>CPD for KS1 staff from NCETM to effectively embed the Mastering number programme</p> <p>Use White Rose Maths for a progressive approach to mastery learning in maths</p>	<p>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.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p> <p>Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery learning approaches – additional 5 months</p>	3
<p>Staff CPD to develop understanding of cognition and metacognition</p> <p>Implement strategies which are appropriate to cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2,3,4,
<p>CPD to develop staff understanding and competence in 5 a day approach (EEF)</p>	<p>Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. This includes high quality daily teaching: the 'five-a-day' approach;</p> <p>(EEF Moving forwards and making a difference 2022-23 - https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support)</p>	
<p>Staff CPD to increase staff competence and confidence in using diagnostic assessment to identify and address learning gaps</p>	<p>Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. This includes using diagnostic assessment to address learning gaps.(EEF Moving forwards and making a difference 2022-23)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	

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

Budgeted cost: £ 17,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff in using the TARGET approach to Targeted Academic Support	<p>Most pupils will benefit solely from a focus on high quality, whole-class teaching. However, some children may require extra, targeted support that is tailored to their specific needs to get their learning back on track. The TARGET model, drawn from insights from a range of EEF interventions and programmes, offers a helpful summary of typical active ingredients of successful targeted academic support.</p> <p>(EEF Moving forwards and making a difference 2022-23) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support)</p>	1-6
Use Speech and Language Link to accurately assess and plan for intervention for those pupils identified to require it NELI Language Intervention	<p>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.</p> <p>EEF Early Years Toolkit: Communication and language approaches – additional 6 months Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2
Targeted reading, intervention (focusing on the lowest 20%) Purchase of Rapid Phonics & Rapid Reading programme & resources Reciprocal Reading	<p>Individual and small group intervention for reading.</p> <p>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.</p> <p>EEF Teaching toolkit: Phonics – additional 5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Individualised instruction – additional 4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Small group tuition – additional 4 months</p>	1,2,3
Structured, targeted interventions for maths and English with	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p>	1,2,3,4,

<p>qualified Teachers/TAs (Groups of no more than 4 pupils)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Teaching toolkit: TA Interventions – additional 4 months Small group tuition/ collaborative learning – additional 4 months 1:1 Tuition – additional 5 months</p>	
<p>Structured, targeted Social and Emotional Learning & Behaviour Interventions</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Social and Emotional Learning – additional 4 months</p>	<p>1,2,3,4</p>
<p>Structured, targeted Gross and Fine motor skill interventions</p>	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Teaching toolkit: TA Interventions – additional 4 months Small group tuition/ collaborative learning – additional 4 months 1:1 Tuition – additional 5 months</p>	<p>6,2</p>

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

Budgeted cost: £ 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Increased focus to re-embed Gem Power approach to improving learning behaviours, a metacognitive approach and social and emotional learning</p>	<p>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.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation - additional 7 months progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1-6</p>
<p>Teach and embed Zones of Regulation</p>	<p>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 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.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation - additional 7 months progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1-6</p>
<p>Enhance the PHSCE curriculum by implementing social and emotional well-being programmes</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Social and Emotional Learning – additional 4 months</p>	<p>1-6</p>
<p>OPAL - Develop school grounds/resources to</p>	<p>Childhood has changed and we can no longer assume that any child is able to experience full and rich play opportunities outside of school. We believe that play teaches children all of the things</p>	<p>1-6</p>

<p>encourage more active breaktimes</p>	<p>that need to be learnt but cannot be explicitly taught. There are clearly lots of benefits to children from having lots of great play.</p> <p>Behaviour - happy children don't cause nearly as much trouble as bored children</p> <p>Self-regulation - children in OPAL schools learn to self regulate through practice, trust and freedom</p> <p>Physical activity - all children are significantly more active</p> <p>Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health</p> <p>Social and emotional development - Good play in the laboratory of life where relationships are practised</p> <p>Links to formal learning - Many OPAL schools report increased creativity, imagination and collaborative skills</p> <p>Attendance - children can't wait to come to OPAL schools because they have such fun</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Monitor and encourage increased participation in extra-curricular activities for pupil entitled to the PP Grant</p>	<p>Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and educational performance and learning, to boosting mood and reducing the risk of many lifestyle related diseases.</p> <p>Link to Public Health England Research</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1-6</p>
<p>Increased levels of communication with parents regarding attendance by HT and staff.</p> <p>Rewarding increased attendance.</p>	<p>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.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	<p>5</p>

Total budgeted cost: £ 35,906

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 2022 to 2023 academic year.



Challenge 1 – Oral language skills and vocabulary

Speech and Language Link has been used to assess need and provide targeted intervention for pupils requiring additional support.

The English curriculum has been developed to further include a greater focus on the development of Oracy and vocabulary. The HT and English Subject Leader have used the English Subject Review and EEF guidance to further develop the curriculum and provide staff CPD. Resources from the Centre for Literacy in Primary Education (CLPE) Power of Reading Approach has been used to develop curriculum planning to incorporate a greater range of speaking and listening and drama approaches that are consistently taught throughout the school.

Impact:

EYFS Communication, Language & Literacy

	PP	Non PP
Listening & Attention	75% 	85.2%
Speaking	75% 	81.5%

Observations show that pupils' Oracy is improving throughout school and there has been a positive impact upon English Outcomes.(see data below)

Challenge 2 – Phonics, Reading & Writing

The developments in the teaching of phonics, early reading and reading comprehension strategies are now well embedded. There is a protected daily, 30 min, reading session dedicated to Early Reading skills or Comprehension with a consistent approach throughout school. This remains a priority and we hope to see further evidence of success in the next academic year. School led tutoring also complemented the use of the PP grant in developing reading strategies.

Staff have received further phonics CPD, particularly focusing on Rapid Phonics (Lower KS2 intervention). The staff are currently engaging in a Partnership Product Development programme with Pearson to further develop the phonics resources being used.

Impact:

EYFS

	PP		Non PP
Reading : Comprehension	75%	↓	85.2%
Reading: Word Reading	75%	↑	77.8%
Writing	75%	↓	70.4%

ASSESSMENTS

Item	Toft Hill Primary School (2426)		Local Authority - Durham		NCER National	
	Value		Value	Gap	Value	Gap
Specific Goals, Exp+	75.0%		49.3%	+25.7%	51.4%	+23.6%
Literacy Goals, Exp+	75.0%		52.0%	+23.0%	54.5%	+20.5%

75% of pupils entitled to PP achieved ELGs in Literacy. Above LA and National benchmarks.

Phonics Benchmark

2023

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	NCER National	131,230	4.0%	15.0%	6.8%	7.4%	30.8%	35.9%	29.8	0.0%	0.5%	3.6%	29.2%	66.7%
-	Local Authority	1,601	4.1%	15.0%	7.0%	8.2%	29.7%	36.0%	29.8	0.0%	0.6%	3.5%	30.2%	65.7%
2426	Toft Hill Primary School	2	0.0%	0.0%	0.0%	50.0%	50.0%	37.5	0.0%	0.0%	0.0%	0.0%	100.0%	

All pupils entitled to PP Grant achieved the expected standard in Y1 phonics screening check with a good average score of 37.5. Improvement on 2021-2022 data. Above LA and National benchmarks.

KS1

	PP		Non PP
Reading	50%	↑	77.3%
Writing	62.5%	↑	63.6%

Subject	Level	Toft Hill Primary School (2426)		Local Authority - Durham		NCER National	
		Value		Value	Gap	Value	Gap
Reading	≥EXS	50.0%		53.0%	-3.0%	53.9%	-3.9%
	GDS	0.0%		8.9%	-8.9%	9.1%	-9.1%
Writing	≥EXS	50.0%		44.4%	+5.6%	44.5%	+5.5%
	GDS	0.0%		3.3%	-3.3%	3.3%	-3.3%

Slightly below LA & NA in reading. Issue with number of pupils entitled to PP Grant achieving GDS. This is similar for pupils not entitled to PP grant in our school and is an area for development next year. A greater emphasis has been placed on increasing the number of pupils working at the expected standard for COVID recovery.

Slightly above LA & NA for writing. Similar issues with GDS in writing as in Reading.

The percentage of pupils, entitled to PP grant, reaching the expected standard in Reading and Writing has improved since 2021-2022.

KS2

	PP	Non PP
Reading	85.7%	90.5%
Writing	85.7%	76.2%
GPS	85.7%	95.2%

KS2 Attainment Summary List DfE		DfE 2023 Disadvantaged																
Estab. No.	School	Cohort	RWM*			READING			WRITING TA			MATHS			GPS			
			●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● Avg. SS	● <Exp	●● ≥Exp	● High
-	NCER National	184,650	44.1%	3.2%	102.4	38.7%	60.3%	17.5%	58.3%	6.6%	101.3	39.8%	59.0%	12.8%	102.1	39.9%	59.1%	18.5%
-	LA	2,159	43.3%	2.8%	102.5	38.2%	60.9%	16.2%	58.2%	6.7%	101.3	39.3%	59.4%	11.1%	102.1	38.7%	60.3%	17.9%
2426	Toft Hill Primary School	5	60.0%	0.0%	105.2	20.0%	80.0%	20.0%	80.0%	0.0%	100.6	20.0%	80.0%	0.0%	102.8	20.0%	80.0%	0.0%



%<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
 %≥Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
 %High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
 Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
 In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
 Cohort numbers across different subjects may vary from stated figure
 NCER National based on 637,119 pupils in 15,181 schools from 140 LAs

The proportion of pupils entitled to the PP grant achieving the expected standard is above LA and NA in Reading, Writing and GPS. The percentage of pupils, entitled to PP grant, reaching the expected standard in Reading, Writing and GPS has improved since 2021-2022.


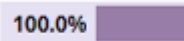


Challenge 3 - Maths

White Rose Maths, a mastery approach, has been consistently implemented throughout school from Reception Class to Year 6. EYFS and KS1 staff accessed additional CPD through the NCETM Mastering Number Project and this has been delivered throughout KS1 more consistently this year. The maths Subject Leader has further personalised the curriculum and provided staff CPD. The maths leader and KS1 teachers have accessed support through the Maths Hub.

Impact:


	PP	Non PP
Maths: Number	100% 	81.5%
Maths: Numerical Patterns	100% 	77.8%







ASSESSMENTS

Item	Toft Hill Primary School (2426)		Local Authority - Durham		NCER National	
	Value	Gap	Value	Gap	Value	Gap
Maths Goals, Exp+ 	100.0% 		59.1% 	+40.9%	63.7% 	+36.3%

Pupils entitled to the PP Grant performed better than pupils not entitled to it in Mathematics in EYFS this year. The proportion of pupils meeting the ELGs in maths was above LA and National Average.

KS1

	PP	Non PP
Maths	75% 	86.4%

Subject	Level	Toft Hill Primary School (2426)		Local Authority - Durham		NCER National	
		Value	Gap	Value	Gap	Value	Gap
Maths	≥EXS	75.0% 	+18.7%	56.3% 		55.9% 	+19.1%
	GDS	0.0% 	-7.2%	7.2% 		7.8% 	-7.8%

Above LA & NA in Maths. Issue with number of pupils entitled to PP Grant achieving GDS. This is similar for pupils not entitled to PP grant in our school and is an area for development next year. A greater emphasis has been placed on increasing the number of pupils working at the expected standard for COVID recovery.

The percentage of pupils, entitled to PP grant, reaching the expected standard in Maths has improved since 2021-2022.

Challenge 4 – Behaviour and Attitudes

Previous observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted after COVID-19. The impact was particularly notable for disadvantaged pupils. We have used pupil premium funding to deliver a structured approach to developing social and emotional wellbeing support for all pupils, and targeted interventions where required. Children have been able to reflect positively on their learning and explain key learning points from the programme. Pupils behaviour and attitudes to learning have improved significantly throughout the year with a positive culture of behaviour for learning. There were no suspensions or permanent exclusions. We intend to build on that approach in the coming academic year.

Challenge 5 – Attendance

The attendance of pupils in receipt of the PP Grant increased from 92% (2021-2022) to 94.2%. continued to be slightly below that of those not in receipt of the grant (95.2%). Further closing the gap this year. Overall absence, persistent absence and severe absence are all lower than NA. There were no cases of severe absenteeism for our school.

Overall Absence

Your school's Disadvantaged cohort of 27 enrolments have an **Overall Absence** of **6.4%**.

This is **0.9%** higher than the **national Non-Disadvantaged** cohort at **5.5%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has -- from -- in 2021/22, to +0.9% in 2022/23.

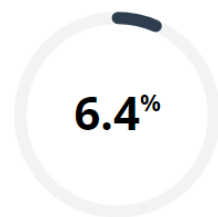
Your Disadvantaged cohort's **Overall Absence** has -- from - in 2021/22, to 6.4% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 19** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+0.9%
National: Disadvantaged	-2.2%
School: Non-Disadvantaged	+1.3%

SCHOOL: VALUE



Persistent Absence

25.9% of your school's Disadvantaged cohort are **persistently absent**, **7 pupils** out of 27.

This is **8.7%** higher than the **national Non-Disadvantaged** cohort at **17.2%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has -- from -- in 2021/22, to +8.7% in 2022/23.

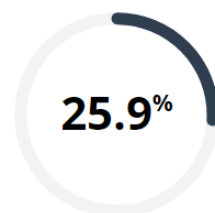
Your Disadvantaged cohort's **persistent absence** has -- from - in 2021/22, to 25.9% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 33** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+8.7%
National: Disadvantaged	-5.6%
School: Non-Disadvantaged	+10.4%

SCHOOL: VALUE



Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Phonics Bug, Bug Club, Rapid Phonics, Rapid Reader	Pearson
Zippy's Friends, Apple's Friends, Passport	Partnership for Children