



TOFT HILL PRIMARY SCHOOL
Pupil Premium Expenditure 2017 – 2018

Pupil Premium	
Total number of pupils on roll	186
% of pupils eligible	18%
Total amount of PPG received	£54,880
<p>Evaluation of 2016-17 spending:</p> <ul style="list-style-type: none"> • 67% of pupils entitled to Pupil Premium gained a Good Level of Development in Early Years (73% of all pupils gained a Good Level of Development) • 100% of pupils entitled to Pupil premium passed the Y1 phonics test • 100% of pupils entitled to Pupil Premium gained expected level in reading and writing. 50% of pupils entitled to Pupil Premium gained expected level in maths at end of KS1 (All pupils: reading – 77%, writing – 77%, maths – 85%) • 50% of pupils entitled to Pupil Premium gained expected level in reading, writing and GPS and 75% in maths at end of KS2 (All pupils: reading – 78%, writing – 78%, GPS – 85% maths – 85%) <p>Age Related Expectations (Years 1,3,4,5)</p> <ul style="list-style-type: none"> • 65% of pupils entitled to Pupil Premium are working at age related expectations or above in reading (78% of the pupils not working at ARE have SEND) • 58% of pupils entitled to Pupil Premium are working at age related expectations or above in writing (64% of the pupils not working at ARE have SEND) • 62% of pupils entitled to Pupil Premium are working at age related expectations or above in maths (70% of the pupils not working at ARE have SEND) <p>Enhanced impact</p> <ul style="list-style-type: none"> • Reading is now high profile within school and in homes. Children keen to read and in fact love reading. • Improved interventions used to impact upon pupil progress e.g. visual perception, working memory, visual memory skills • HLTAs and TAs used effectively to support interventions and ensure accelerated pupil progress • Support for pupils to develop the robust mental health and well-being of children • Increased access to extended school activities for some families in need of respite • Higher levels of engagement and motivation through more curriculum enrichment and enhancement opportunities 	

TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2017-2018
 Total allocation for year - £54,880

Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Evaluation (end of Dec, Apr, Jul)	Impact (end of academic year)
<p>Early Years writing to ensure children are ready for Year 1 expectations</p> <p>Cohorts entering are often below national averages. 2017 YR cohort came in roughly in-line. Poor speech on entry and lack of vocabulary impact upon progress made in writing that they often do not even out until upper key stage 2.</p> <p>Proportion achieving expected in writing is as near to 65% as possible (small cohorts make this difficult)</p>	<p>Increase opportunities for talk and vocabulary extension</p> <ul style="list-style-type: none"> Tales Toolkit CPD and resources for staff to develop speech and language, PSED and writing development <p>Speech & Language interventions</p> <ul style="list-style-type: none"> HLTA to deliver focused interventions to identified pupils. Apprentice will allow HLTA to focus on individuals and groups <p>Developing indoor and outdoor provision to provide opportunities for writing</p> <p>Staff will be more confident and skilled in developing children’s vocabulary impact will be seen in children’s willingness to write and in the quality of work produced.</p> <p>Evidence from the Education Endowment Foundation found:</p> <ul style="list-style-type: none"> 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>EYs apprentice £5500</p> <p>Tales Toolkit: £800</p> <p>Other resources: £1000</p> <p>Total spend: £7,300</p>		

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<p>WRITING Attainment in writing needs to improve</p> <ul style="list-style-type: none"> - Increase attainment in EYs from baseline of 46% - 67% of PP pupils (as opposed to 90% of non-PP) reached the expected level of reading by the end of Y2 - 67% of PP pupils (as opposed to 100% of non-PP) reached the expected level of writing by the end of Year 6. <p>Spelling continues to be a barrier and prevents some children from achieving the expected level.</p> <p>The difference in proportion of disadvantaged pupils achieving ARE at KS2 is more in line with proportion achieved by non-disadvantaged pupils) and progress measures improve from 2017 (0.4)</p>	<p>Improve staff expertise in spelling</p> <ul style="list-style-type: none"> • CPD for spelling for subject lead and 1 other class teacher • CPD for all staff from subject lead • Specialist CPD for all staff from Cognition & Learning team <p>Further develop staff expertise in formative assessment</p> <ul style="list-style-type: none"> • Identification of spelling errors • Analysis of whether it is a phonic or morphological error • Develop provision to improve spelling ability <p>Develop teachers ability to assess writing and identify next steps of learning</p> <ul style="list-style-type: none"> • Resources to exemplify expected and greater depth standards • CPD from subject lead for all staff on assessing writing • Support for staff with assessment • Internal moderation • External moderation <p>Further develop marking and feedback to impact upon progress</p> <p><i>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills. Small group and cohort provision allows staff to target pupils with more effective teaching and feedback</i></p> <p><i>Evidence from Education Endowment Fund research shows:</i></p> <ul style="list-style-type: none"> - <i>Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class</i> - <i>Small group tuition can improve attainment by up to +4 months, where groups are between 2</i> 	<p>CPD for subject leader + 1 other £500</p> <p>CPD from C&L team (see further on in report)</p> <p>Resources: £1000</p> <p>Total spend = £1500</p>		

	<p>to 3</p> <p>Marking & feedback:</p> <ul style="list-style-type: none"> <i>studies have identified positive benefits where the aim is to improve learning outcomes in reading or mathematics or in recall of information In general, studies focusing on formative assessment in schools indicates the gains are more modest, suggesting an improvement of about three months' additional progress is achievable in schools or nearer four months' when the approach is supported with professional development.</i> <p>Formative assessment:</p> <ul style="list-style-type: none"> <i>Formative assessment involves teachers using evidence of pupils' understanding and learning to make decisions, minute-by-minute and day-by-day, about the next steps in teaching and learning. This evidence could also be used when planning lessons or differentiating activities for individual pupils. When assessing formatively, the feedback given by teachers moves learners forward. Students are developed to be owners of their own learning and support each other to progress.</i> <p>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement</p>			
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<p>MATHS Development of thinking and reasoning skills</p> <ul style="list-style-type: none"> - Increase attainment in EYs from 50% baseline - 67% of PP pupils (as opposed to 86% of non-PP) reached the expected level in maths by the end of Y2. 0% (as opposed to 19% of non-PP) achieved the higher level in maths. - 0% of PP pupils (as opposed to 37% of non-PP) reached the higher level in maths by the end of Year 6. <p>Pupils achieved well in procedural aspects but did not do so well on reasoning papers. Stamina and ability to think and reason were barriers to completing the papers. Disadvantaged pupils did not achieve the higher levels</p> <p>The difference in proportion of disadvantaged pupils achieving ARE at KS2 is more in line with proportion achieved by non-disadvantaged pupils) and an increased proportion achieve greater depth.</p>	<p>Develop pupils' ability to think and reason outside of maths lessons.</p> <ul style="list-style-type: none"> • Chess teaching (weekly for one year) for Year 3 and 4 pupils • Weekly chess club • Philosophy for Children CPD for all staff • Implementation of P4C within all classes weekly <p><i>Pupils will develop their thinking in diverse ways which will impact upon their thinking in maths. Staff will be upskilled in ways of promoting better thinking through asking better questions (Socratic questions)</i></p> <p><i>Rosholm M, Mikkelsen MB, Gumede K (2017) Your move: The effect of chess on mathematics test scores. PLoS ONE 12(5): e0177257. https://doi.org/10.1371/journal.pone.0177257</i></p> <ul style="list-style-type: none"> • <i>Analysis of the effects of substituting a weekly mathematics lesson in primary school grades 1–3 with a lesson in mathematics based on chess instruction. Found positive effects, indicating that knowledge acquired through chess play can be transferred to the domain of mathematics.</i> • <i>There was a larger impact on unhappy children and children who were bored in school, perhaps because chess instruction facilitates learning by providing an alternative approach to mathematics for these children. The results suggest that chess may be an important and effective tool for improving mathematical capacity in young students.</i> <p><i>Education Endowment Foundation research into SAPERE's P4C</i></p> <ul style="list-style-type: none"> • <i>The evaluation found evidence that P4C had a positive impact on pupils' Key Stage 2 (KS2) progress in reading and maths. This is</i> 	<p>Chess instruction £1400</p> <p>P4C: £2500</p> <p>Total spend = £3900</p>		

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	<p><i>significant in that P4C was not explicitly focused on improving KS2 outcomes, yet managed to lift maths and reading attainment relative to 'business as usual'.</i></p> <ul style="list-style-type: none"> <i>It is also important to note that the gains in KS2 were greater in all subjects for students eligible for free school meals (FSM).</i> 			
<p>Special Educational Needs – some pupils who are PP are also SEND</p> <p>For most SEND pupils their low starting points and slow rates of progress mean they never reach expected or make accelerated rates of progress.</p> <p>Improved provision for pupils who are PP and SEND resulting in improved outcomes.</p>	<p>Expert advice in form of reports from C&L team</p> <ul style="list-style-type: none"> used for provision mapping and in SEN support plans. provision for accurately pitched increased progress being made <p><i>The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement</i></p>	<p>SLA C&L Team £1750</p>		
<p>PP pupils require additional teaching in order to make accelerated progress</p> <p>Teachers unable to close gaps between PP and non- PP pupils within lesson time</p> <p>TA to deliver small scale interventions (withdrawing children) to allow them to catch up to their peers (or at least close the gap)</p>	<p>Small group interventions focused upon:</p> <ul style="list-style-type: none"> Phonics and spelling Basic skills e.g. writing, reading and maths Visual perception Gross and fine motor skills Etc <p>Teaching and Learning Toolkit: <i>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. In this school we use TAs for specific support and we find the outcomes are good.</i></p>	<p>Staffing costs £152,585 30% = £45,755</p>		

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<p>Curriculum enrichment opportunities and extended school activities</p> <p>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</p> <p>Disadvantaged children to have access to all learning opportunities</p>	<p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> - Residential visits - School visits - Drama/art/music opportunities - After school clubs (when delivered by external providers) <p><i>Expanding access to afterschool and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success. And it will help reduce stress on many working parents to know their children are safe and supervised.</i> <i>—NEA President Dennis Van Roekel</i></p>	<p>£ 3000</p> <p>Total £3000</p>		
<p>Total pupil premium spending</p>		<p>£63,205</p>	<p>Additional costs in excess of pupil premium met from school budget</p>	

- Pupil premium spending is reviewed termly by Governors through Governing body meetings
- Evaluations are completed throughout the year and the impact of the strategy is reviewed at the end of academic year.