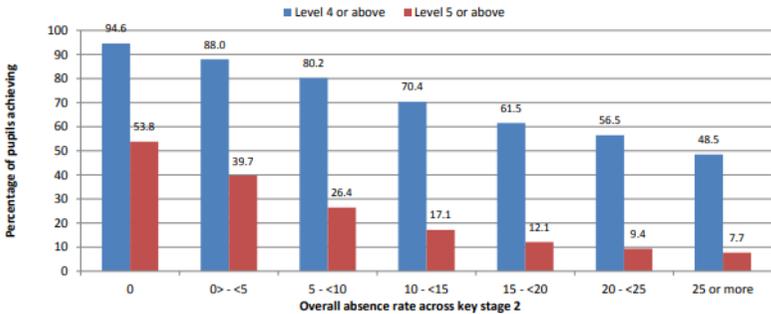




**TOFT HILL PRIMARY SCHOOL**  
**Pupil Premium Expenditure 2018 – 2019**

Pupil Premium	
Total number of pupils on roll	202
% of pupils eligible	16%
Total amount of PPG received	£50,660
Evaluation of 2017-18 spending: <ul style="list-style-type: none"> <li>• 50% of pupils entitled to Pupil Premium gained a Good Level of Development in Early Years (81% of all pupils gained a Good Level of Development)</li> <li>• 100% of pupils entitled to Pupil premium passed the Y1 phonics test</li> <li>• 33% of pupils entitled to Pupil Premium gained expected level in reading, writing and maths. (All pupils: reading – 61%, writing – 71%, maths – 79%)</li> <li>• 63% of pupils entitled to Pupil Premium gained expected level in reading, 88% in writing and GPS and 75% in maths at end of KS2 (All pupils: reading – 76%, writing – 86%, GPS – 82% maths – 76%)</li> <li>• 25% of pupils entitled to Pupil Premium gained the higher standard level in reading, 13% in writing, 25% in GPS and 13% in maths at end of KS2 (All pupils: reading – 29%, writing – 14%, GPS – 38%, maths – 10%)</li> </ul>	

**TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019**  
**Total allocation for year - £50,660**

Area for Development <b>Barriers</b> Proposed Impact	Strategy <i>Rationale</i>	Cost	Impact (end of academic year)																								
<p>Attendance – data for 1<sup>st</sup> 2 terms of 2018- 2018 show 6.5% of PP pupils are classed as Persistently Absent as opposed to 1.5% of non-PP pupils.</p> <p>If PP pupils are not in school then they are missing vital learning opportunities.</p> <p>Proportion of PA for PP pupils decreased.</p>	<ul style="list-style-type: none"> <li>Rewards and incentives for all pupils to encourage regular school attendance.               <ul style="list-style-type: none"> <li>✓ Certificates termly for 96%+</li> <li>✓ End of year £5 reward for 100% attendance</li> <li>✓ 'Spot' prizes of £10 for weekly attendance of 100%</li> </ul> </li> </ul> <p><b>Evidence from the Department of Education shows clear link between attendance and achievement.</b></p> <p>Figure 1: Percentage of pupils in state-funded mainstream schools achieving stated levels at the end of KS2 in 2013/14 academic year by overall absence rate across KS2</p>  <table border="1"> <caption>Data for Figure 1: Percentage of pupils achieving stated levels at the end of KS2 in 2013/14 academic year by overall absence rate across KS2</caption> <thead> <tr> <th>Overall absence rate across key stage 2</th> <th>Level 4 or above (%)</th> <th>Level 5 or above (%)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>94.6</td> <td>53.8</td> </tr> <tr> <td>0 &gt; - &lt; 5</td> <td>88.0</td> <td>39.7</td> </tr> <tr> <td>5 - &lt; 10</td> <td>80.2</td> <td>26.4</td> </tr> <tr> <td>10 - &lt; 15</td> <td>70.4</td> <td>17.1</td> </tr> <tr> <td>15 - &lt; 20</td> <td>61.5</td> <td>12.1</td> </tr> <tr> <td>20 - &lt; 25</td> <td>56.5</td> <td>9.4</td> </tr> <tr> <td>25 or more</td> <td>48.5</td> <td>7.7</td> </tr> </tbody> </table>	Overall absence rate across key stage 2	Level 4 or above (%)	Level 5 or above (%)	0	94.6	53.8	0 > - < 5	88.0	39.7	5 - < 10	80.2	26.4	10 - < 15	70.4	17.1	15 - < 20	61.5	12.1	20 - < 25	56.5	9.4	25 or more	48.5	7.7	<p><b>Total = £200</b></p>	<p>Absence for all pupils: 3% (first 2 terms 2018/19)          Absence FSM: 4.3%</p> <p>PA for all pupils 7.6%          PA FSM: 10.2</p> <p>No pupil in receipt of FSM achieved 100% attendance.</p>
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TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019  
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Area for Development <b>Barriers</b> <b>Proposed Impact</b>	Strategy <b>Rationale</b>	Cost	Impact (end of academic year)																		
<p>Progress in maths to be improved. Specifically, pupil premium pupils to exceed year group expectations as they progress through KS2.</p> <p>By time pupils reach year 6 many gaps are closing and PP pupils attain as highly as non-PP.</p> <p>PP pupils to achieve greater depth earlier in KS2.</p>	<p>Focus on mental/oral skills e.g. multiplication tables; calculation strategies.                      Identification of year group non-negotiables.</p> <p>Resources for teachers to support effective planning and teaching</p> <p>CPD for maths lead</p> <p>CPD for staff on further developing thinking and reasoning; mastery teaching; use of stem sentences to support thinking and reasoning.</p> <p><i>Staff highly confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills. Smaller 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"> <li>- <i>mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</i></li> <li>- <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.</i></li> <li>- <i>Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.</i></li> </ul> <p><i>TIMS (Trends in International Maths &amp; Science) data shows Confucian Countries higher position than UK (11<sup>th</sup>) in world mathematics.</i></p>	<p>Resources = £3000</p> <p>CPD = £300</p> <p><b>Total: £3,300</b></p>	<p><b>Standards</b></p> <table border="1" data-bbox="1413 363 2085 451"> <thead> <tr> <th>FSM pupils school</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>86</td> <td>43</td> </tr> </tbody> </table> <table border="1" data-bbox="1413 480 2085 568"> <thead> <tr> <th>FSM pupils National</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>68</td> <td>16</td> </tr> </tbody> </table> <p><b>Progress</b></p> <table border="1" data-bbox="1413 651 2085 738"> <thead> <tr> <th>FSM pupils school</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>1.8</td> <td>-0.7</td> </tr> </tbody> </table>	FSM pupils school	Expected	Greater Depth	Maths	86	43	FSM pupils National	Expected	Greater Depth	Maths	68	16	FSM pupils school	School	National	Maths	1.8	-0.7
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TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019  
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Area for Development <b>Barriers</b> <b>Proposed Impact</b>	Strategy <b>Rationale</b>	Cost	Impact (end of academic year)																														
<p><b>Need to continue to improve achievement in reading. Specifically attainment at end KS1 and progress at end of KS2.</b></p> <p><b>Change of culture, increase in number of working parents has resulted in lack of support for younger pupils with their reading whilst at home. Vocabulary poor households mean children do not develop the vocabulary they need to be effective readers.</b></p> <p><b>The proportion of PP pupils achieving expected at end of KS1 will increase (2018 – 50%). The proportion achieving greater depth at the end of KS1 will increase (2018 – 0%) Proportion achieving expected attend of KS2 will increase (2018 – 63%)</b></p>	<p>CPD for English subject lead to ensure he is able to effectively support all staff to develop teaching and learning.</p> <p>Continue to increase reading resource base. High interest, low readability books and comprehension materials.</p> <p>Teachers' resource books to enable comprehensive teaching of specific reading domains.</p> <p>Reading books delivered to home 6 times a year to encourage reading at home and developing parental support.</p> <p>Junior Language Link yearly subscription - used to identify and support children with mild to moderate SLCN. focusing on vital higher level language skills such as making inferences, complex grammar and figurative language.</p> <p>Teaching assistants to support with the delivery of intervention programmes and support in class for targeted pupils.</p> <p><i>Evidence from the Education Endowment Foundation states:</i></p> <p><i>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.</i></p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. 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,</i></p>	<p>CPD = £300</p> <p>Reading books = £1200</p> <p>Teaching resources = £500</p> <p>33 x 6 = 198 198 x £6 = £1188</p> <p>LL = £425</p> <p><b>Total = £3,613</b></p>	<p><b>Standards</b></p> <table border="1" data-bbox="1525 400 2085 488"> <thead> <tr> <th>KS1 FSM pupils school</th> <th>Expected</th> <th>Higher Standard</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67</td> <td>33</td> </tr> </tbody> </table> <table border="1" data-bbox="1525 517 2085 632"> <thead> <tr> <th>KS1 FSM pupils National</th> <th>Expected</th> <th>Higher Standard</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62</td> <td>14</td> </tr> </tbody> </table> <table border="1" data-bbox="1525 724 2085 812"> <thead> <tr> <th>KS2 FSM pupils school</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100</td> <td>43</td> </tr> </tbody> </table> <table border="1" data-bbox="1525 841 2085 957"> <thead> <tr> <th>KS2 FSM pupils National</th> <th>Expected</th> <th>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62</td> <td>17</td> </tr> </tbody> </table> <p><b>Progress</b></p> <table border="1" data-bbox="1525 1050 2085 1137"> <thead> <tr> <th>FSM pupils school</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.0</td> <td>-0.6</td> </tr> </tbody> </table>	KS1 FSM pupils school	Expected	Higher Standard	Reading	67	33	KS1 FSM pupils National	Expected	Higher Standard	Reading	62	14	KS2 FSM pupils school	Expected	Greater Depth	Reading	100	43	KS2 FSM pupils National	Expected	Greater Depth	Reading	62	17	FSM pupils school	School	National	Reading	3.0	-0.6
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*challenge.*

**Evidence from Language Link as to impact of the programme on language development.**

**How did the experimental group's language skills change?**

Number of children scoring within expected range for their age before and after the Language Link Intervention

Category	Before	After
Concepts Understanding	4	12
Grammar Understanding	10	13
Information Expressive	10	18
Grammar Expressive	6	17

TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019  
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Area for Development <b>Barriers</b> <b>Proposed Impact</b>	Strategy <b>Rationale</b>	Cost	Impact (end of academic year)
<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 from Cognition &amp; Learning team</p> <ul style="list-style-type: none"> <li>Support for teachers to discuss individual pupil needs</li> <li>CPD for staff on specific aspects of teaching and learning e.g reading comprehension; vocabulary development</li> </ul> <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&amp;L Team £2000</p> <p>Total: £2000</p>	<p>Assessments by external agencies took place in timely manner because FSM funding was made available to fund this. There was a positive impact upon individuals as teachers received guidance and support quickly and this impacted upon classroom practice and achievement.</p>
<p>PP pupils require additional teaching in order to make accelerated progress</p> <p>QFT is not sufficient to close some gaps between PP and non- PP pupils within lesson time.</p> <p>TAs to deliver small scale interventions (withdrawing children) to allow them to catch up to their peers (or at least close the gaps).</p>	<p>Small group interventions focused upon:</p> <ul style="list-style-type: none"> <li>Phonics and spelling</li> <li>Basic skills e.g. writing, reading and maths</li> <li>Visual perception</li> <li>Gross and fine motor skills Etc</li> </ul> <p><i>Education Endowment Foundation 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 £162,000 16% = £26,000</p> <p>Total = £26,000</p>	<p>The majority of the funding is used to fund TAs. Small group, or individual, interventions that are timely and well-focused have impacted upon pupils achievements and mean that gaps are closed, misunderstandings are rectified and pupils are returned to whole class teaching as soon as possible. This continues to be an effective use of funding – outcomes for all year groups show the success of academic interventions.</p>
<p>Social Communication – some pupils require support and guidance to ensure they are ready and able to learn.</p> <p>A wide range of social communication issues and the resulting barriers to learning for some disadvantaged pupils.</p>	<p>CPD for key staff member in Listening Matters.</p> <p>Staffing costs to enable staff member to access training.</p> <p>Intervention for identified pupils e.g Drawing &amp; Talking, anxiety and anger groups, Getting Along, Talk About etc</p> <p>Specific resilience work for pupils in Y6</p>	<p>CPD = £900</p> <p>Staffing costs £300</p> <p>Resilience workshops £500</p>	<p>Y6 resilience workshop is highly effective in reinforcing the whole school development of resilience and ensuring pupils are in a positive frame of mind for end of KS2 SATs. Outcomes show that pupils were resilient.</p> <p>Pupils have responded positively to therapeutic interventions delivered by TAs enabling them to better access learning across the curriculum.</p>

**TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2018-2019**  
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<p><b>Pupils access social communication support or intervention enabling them to access learning successfully.</b></p>	<p>Staffing costs to deliver intervention programmes</p> <ul style="list-style-type: none"> <li>- Drawing &amp; Talking</li> <li>- Talk About</li> <li>- Getting Along</li> <li>- Rainbow's end resilience work</li> </ul> <p>Support of counsellor for pupils with emotional/behavioural barriers to learning.</p> <p><b>Research commissioned by gov.uk recognises the importance of supporting pupils in this area in order for effective learning to take place.</b></p>	<p>Staffing = £10,000</p> <p>£1500</p> <p><b>Total: £13,200</b></p>	<p>Pupils receiving support from experienced counsellor for emotional issues have achieved success and were able to develop strategies to cope with their issues or deal with specific problems.</p>
<p><b>Curriculum enrichment opportunities and extended school activities.</b></p> <p><b>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</b></p> <p><b>Disadvantaged children to have access to all learning opportunities</b></p>	<p>Subsidised enrichment opportunities for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• Residential visits</li> <li>• School visits and visitors</li> <li>• Drama/art/music opportunities</li> <li>• After school clubs (when delivered by external providers e.g Forest Schools)</li> </ul> <p><b>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. — NEA President Dennis Van Roekel</b></p>	<p><b>Total = £3,000</b></p>	<p>No FSM pupil disadvantaged:</p> <ul style="list-style-type: none"> <li>• After school care costs covered for families needing respite or child care to enable parents to work.</li> <li>• PP funding used to enrich the curriculum providing experiences that would not usually be possible e.g. Brass Band, Forest Schools after school club</li> <li>• PP funding used to subsidise visitors into school e.g. Sarah McAllister for cookery.</li> </ul>
<p><b>Total pupil premium spending</b></p>		<p><b>£51,313</b></p>	<p><b>Additional costs in excess of pupil premium met from school budget</b></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.