



TOFT HILL PRIMARY SCHOOL
Pupil Premium Expenditure 2018 – 2019

Pupil Premium	
Total number of pupils on roll	193
% of pupils eligible	12%
Total amount of PPG received	£44,880
Evaluation of 2018-19 spending:	
<ul style="list-style-type: none"> • 50% 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 • 67% of Y2 pupils entitled to Pupil Premium gained expected level in reading, writing and maths. (All pupils: reading – 74%, writing – 78%, maths – 74%) • 33% of Y2 pupils entitled to Pupil Premium gained higher standard in reading (All pupils: reading – 30%, writing – 19%, maths – 19%) • 100% of Y6 pupils entitled to Pupil Premium gained expected level in reading, 86% in writing, GPS and maths at end of KS2 (All pupils: reading – 83%, writing – 86%, GPS – 79% maths – 86%) • 43% of pupils entitled to Pupil Premium gained the higher standard level in reading, 43% in writing, 57% in GPS and 43% in maths at end of KS2 (All pupils: reading – 28%, writing – 21%, GPS – 38%, maths – 24%) 	

TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2019-2020
Total allocation for year - £44,880

Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)
<p>To continue to maintain the current good achievement in reading and high levels of engagement that children have with reading.</p> <p>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.</p> <p>PP children will have access to high quality texts and opportunities to develop their critical reading skills and develop a love of reading for pleasure.</p>	<p>Reading books delivered to home 6 times a year to encourage reading for pleasure and to develop parental support.</p> <p>Lexia (3 year licence) Lexia helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All pupils, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support allowing for timely purposeful intervention.</p> <p>Continue to increase high quality reading resource base including: high interest, low readability books and comprehension materials.</p> <p>Speech Link subscription - Speech Link is used to identify and support children with developmental speech sound difficulties. It helps identify children who need to be seen by a Speech and Language Therapist and those at risk of literacy difficulties. Provides support for staff to work effectively with children's common speech sound errors.</p> <p>Key findings: DfE 2012 The evidence on reading for pleasure Benefits of reading for pleasure:</p> <ul style="list-style-type: none"> <i>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</i> <i>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</i> 	<p>24 pupils x 6 books per year = 144 books</p> <p>144 x £7 = £1008</p> <p>£4643</p> <p>£1200</p> <p>£400</p> <p>Total = £7251</p>	

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	<ul style="list-style-type: none"> • <i>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</i> • <i>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</i> • <i>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</i> • <i>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).</i> • <i>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</i> • <i>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).</i> 		
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<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"> • Phonics and spelling • Basic skills e.g. writing, reading and maths • Visual perception • Gross and fine motor skills Etc <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>Total = £25,000</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>Pupils access social communication support or intervention enabling them to access learning successfully.</p>	<p>Intervention for identified pupils e.g Drawing & Talking, Therapeutic Storytelling, Getting Along, Talk About etc</p> <p>Specific resilience work for pupils in Y6 – Rainbow’s End</p> <p>Staffing costs to deliver intervention programmes</p> <ul style="list-style-type: none"> - Drawing & Talking - Talk About - Getting Along <p><i>Research commissioned by gov.uk recognises the importance of supporting pupils in this area in order for effective learning to take place.</i></p>	<p>Resilience workshops £500</p> <p>Staffing = £10,000</p> <p>Total: £10500</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 and visitors • Drama/art/music opportunities • After school clubs (when delivered by external providers e.g Forest Schools) <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. — NEA President Dennis Van Roekel</i></p>	<p>Total = £3,000</p>	
<p>Total pupil premium spending</p>		<p>£45,751</p>	<p><i>Additional costs in excess of pupil premium met from school budget</i></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.