



TOFT HILL PRIMARY SCHOOL  
Pupil Premium Expenditure 2016 – 2017

Pupil Premium	
Total number of pupils on roll	182
% of pupils eligible	20.5%
Total amount of PPG received	£59,540

Impact upon outcomes of PP spending for 2015 - 2016

**Age related expectations**

- 64% of pupils entitled to Pupil premium are working at age related expectations or above in reading (57% of pupils not working at ARE have SEND)
- 54% of pupils entitled to Pupil premium are working at age related expectations or above in writing (47% of pupils not working at ARE have SEND)
- 69% of pupils entitled to Pupil premium are working at age related expectations or above in maths (67% of pupils not working at ARE have SEND)

**Enhanced Impact**

- Improved support for families to develop the emotional wellbeing & behaviour of children
- Increased access to extended school activities
- Respite support from us of wrap around School Care Club
- High quality resources purchased for teaching English & Maths (but especially focused to resourcing interventions)
- Children have access to more small group intervention time
- Higher levels of engagement & motivation through more curriculum enrichment and enhancement opportunities

Area for Development <b>Barriers</b> Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)
<p>Early Years - There is a difference in attainment between disadvantaged pupils and other pupils. Although not a significant difference (due to low numbers in each cohort) some pupils do not reach the standards expected.</p> <p>Cohorts entering school are very different. They are often below national averages. 2016 YR cohort came in roughly in-line. S&amp;L difficulties impact upon progress made in phonics, reading and writing that often do not even out until upper key stage 2.</p> <p>Proportion of pupils making good progress from starting points improves.</p> <p>The differences from starting points between disadvantaged and other pupils' narrows.</p> <p>Pupils who access intervention from adults show increased rates of progress.</p>	<p><b>Increase opportunities for talk and vocabulary extension</b></p> <ul style="list-style-type: none"> <li>HLTA &amp; EYs apprentice to engage children in purposeful conversation, modelling good practice</li> </ul> <p><b>Speech &amp; Language interventions</b></p> <ul style="list-style-type: none"> <li>HLTA to deliver focused interventions to identified pupils</li> </ul> <p><b>Development of fine motor skills (to improve pencil grip and therefore physical ability to write)</b></p> <p><b>Continue to focus on improving basic skills provision</b></p> <ul style="list-style-type: none"> <li>Deliver a systematic <b>daily phonics programme</b> – teachers and TAs used to provide targeted phonics teaching for range of abilities.</li> <li>Phonics App for iPads</li> </ul> <p><b>Improve the frequency of reading</b></p> <ul style="list-style-type: none"> <li>Use of adults to support pupils who are not supported at home</li> <li>Purchase of library books to encourage parents to read with children</li> </ul> <p><i>Children entering Reception may not be able to read or have experience of regular reading at home. HLTA can be targeted to adult-directed tasks to focus on talk, early language reading and phonics.</i></p> <p><i>Evidence from the Education Endowment Fund research shows:</i></p> <ul style="list-style-type: none"> <li><i>Teachers and TAs trained in early talk and approaches to talking impacts on attainment by up to six months.</i></li> <li><i>Early literacy approaches have a positive effect on early learning outcomes. (an average impact of +4 to +6 months' progress)</i></li> <li><i>Best practice shows a range of strategies need to be put in place.</i></li> </ul>	<p>Elklan S&amp;L training £1200</p> <p>Bug Club subscription £500</p> <p>EYs apprentice £7000</p> <p>Phonics based reading resources £385</p> <p><b>Total spend: £9085</b></p>	<p><b>Reading.</b></p> <p>At the start of the school year there was difference of 42% between disadvantaged and all other children. By the end of the year this gap had narrowed to 18%.</p> <p>Children are ready to access Y1 curriculum.</p>

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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>READING</b>                      Attainment in reading needs to improve</p> <ul style="list-style-type: none"> <li>- EYs baseline</li> <li>- 67% of PP pupils (as opposed to 91% of non-PP) reached the expected level of reading by the end of Y2</li> <li>- 50% of PP pupils (as opposed to 78% of non-PP) reached the expected level of reading by the end of Year 6.</li> </ul> <p><b>Writing and GPS continued to be high in 2016 and a greater proportion of pupils achieved expected standards in KS1 than when they left EYFS. However pupils are not reading often enough or widely enough, or developing reading stamina, in and out of school, in order to reach the new demanding standards.</b></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 2016 (-0.2)</p>	<p><b>Improve the range of resources for reading</b> to impact on reading at home and pupil engagement – Accelerated Reader</p> <p><b>Improve staff expertise in reading and mastery teaching</b></p> <ul style="list-style-type: none"> <li>• <b>CPD in Reading</b> – for subject lead and disseminate to all staff – to embed high quality practice in teaching and learning</li> <li>• <b>Mastery CPD</b> - to develop staff understanding of stretch &amp; challenge</li> </ul> <p><b>Further develop marking and feedback to impact upon progress</b></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 Evidence from Education Endowment Fund research shows:</i></p> <ul style="list-style-type: none"> <li>- <i>Phonics approaches are consistently found to be effective in supporting younger readers to master the basics(up to +4 months gains)</i></li> <li>- <i>A focus on reading comprehension can improve learning with up to +5 months gains</i></li> <li>- <i>One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment</i></li> <li>- <i>Teaching assistants who target individuals and small groups show positive benefits where this supplements teaching in class</i></li> <li>- <i>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</i></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>Purchase of Accelerated Reader <b>£4500</b></p> <p>CPD for subject leader Reading <b>£250</b></p> <p>Mastery CPD for staff – <b>£1000</b> (Osiris)</p> <p>Additional TAs to allow for focus intervention in all classes <b>£17100</b></p> <p><b>Total spend = £22850</b></p>	<p>Small numbers of Pupil Premium children in cohorts (e.g. 2 or 3 pupils) makes some of our data unreliable.</p> <p><b>KS1</b>                      All Pupil Premium children reached expected standard in reading.</p> <p><b>KS2</b>                      Again, 50% of pupils reached the expected standard. Progress measure for reading in 2017 did improve from -0.2 to 2.3.</p>

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<p><b>MATHS</b>                      Attainment in maths needs to improve</p> <ul style="list-style-type: none"> <li>- EYs baseline</li> <li>- 67% of PP pupils (as opposed to 86% of non-PP) reached the expected level of reading by the end of Y2</li> <li>- 50% of PP pupils (as opposed to 80% of non-PP) reached the expected level of reading by the end of Year 6.</li> </ul> <p><b>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</b></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><b>Continue to improve staff expertise in maths and mastery teaching</b></p> <ul style="list-style-type: none"> <li>• <b>CPD in maths</b> – leaders and all staff – to embed high quality practice in teaching and learning</li> <li>• <b>Resources</b> – Shanghai Maths to support teachers delivering the bar model</li> <li>• <b>Planning review</b> –Autumn term focus on basic skills: place value, calculation and fractions</li> </ul> <p><i>Staff will feel more confident and skilled in delivering whole class teaching and interventions focused on pupil need, especially in basic skills.</i></p> <p><i>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> <li>- <i>Research has shown feedback has positive effects on all types of learning across all age groups</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>Additional maths resources – <b>£170</b>                      (to include online resources)</p> <p>Mastery CPD for staff – <b>£1000</b>                      (see above)</p> <p>Additional TAs to allow for focus intervention in all classes  <b>£17100</b></p> <p><b>Total spend = £17270</b></p>	<p>Small numbers of Pupil Premium children in cohorts (e.g. 2 or 3 pupils) makes some of our data unreliable.</p> <p><b>KS1</b>                      50% of Pupil Premium children reached expected standard in maths.</p> <p><b>KS2</b>                      75% of pupils reached the expected standard in maths                      However, 0% achieved Greater Depth</p>

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<p><b>Social &amp; Emotional needs – some pupils require support and guidance to ensure they are reading and able to learn.</b></p> <p><b>A wide range of social and emotional needs are barriers to learning for some disadvantaged pupils resulting in poor behaviour, attitudes, actions and emotions.</b></p> <p><b>Pupils access wellbeing support or intervention enabling them to access learning successfully.</b></p>	<p><b>CPD for a range of staff members</b> - to raise awareness off and confidence in identifying: social and emotional wellbeing, mental health in children, resilience etc</p> <p><b>CPD for all staff from Dr Tom Robson</b> - Developing an understanding of meta-cognition and developing resilience in pupils -</p> <p><b>S&amp;E Intervention programme for identified pupils</b></p> <p><b>Intervention for identified pupils</b></p> <p><b>Staffing costs to deliver intervention programmes</b></p> <ul style="list-style-type: none"> <li>- Drawing &amp; Talking</li> <li>- Zippy's Friends</li> <li>- Getting Along</li> <li>- Relax Kids etc</li> </ul> <p><b><i>Research commissioned by gov.uk recognises the importance of supporting pupils in this area in order for effective learning to take place.</i></b></p>	<p><b>CPD £800</b></p> <p><b>CPD £1000</b></p> <p><b>Training and materials for Zippy's Friends £800</b></p> <p><b>Resources £300</b></p> <p><b>Additional TAs to allow for focused intervention for identified pupils £10394</b></p> <p><b>Total £ 13294</b></p>	<p>Pupils were better equipped to deal with the stress and anxiety of tests. Children are developing positive mindsets; are increasingly resilient and are able to cope with the challenges of learning. Through the work of Dr Tom Robson we are developing pupils as independent learners.</p>
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<p><b>Curriculum enhancement and enrichment opportunities</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><b>Subsidised enrichment opportunities for disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>- Residential visits</li> <li>- School visits</li> <li>- Drama/art/music opportunities</li> <li>- After school clubs (when delivered by external providers)</li> </ul> <p><b>Subsidised after school care &amp; breakfast club</b></p>	<p><b>£ 2500</b></p> <p><b>Total £2500</b></p>	<p>Disadvantaged pupils were able to access the residential visits e.g. Lockerbie Manor and Beamish camp arranged by school. For some families subsidised breakfast club and after school care provided respite in difficult times. Visitors into school: Play in a Day; Brass Band etc provided enrichment for the curriculum and targeted more able Pupil Premium pupils.</p>
<p><b>Total pupil premium spending</b></p>		<p><b>£64,999</b></p>	<p><b><i>Additional costs in excess of pupil premium met from school budget</i></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.