

TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2020-2021

Total allocation for year - £43,370

Number of eligible pupils: 28 % of pupils eligible: 15%



TOFT HILL PRIMARY SCHOOL

Pupil Premium Expenditure 2019 – 2020

Pupil Premium	
Total number of pupils on roll	196
% of pupils eligible	14%
Total amount of PPG received	£44,880
Evaluation of 2019-20 spending:	
Due to Coronavirus pandemic, and the subsequent lockdown of schools, there were no end of year assessments and no opportunity to judge progress.	

Pupil Premium Plan 2020- 2021													
Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)										
<p>To ensure children make gains in their reading that have been lost or stagnated due to lock-down. Re-establish the high levels of engagement that children have with reading.</p> <p>Pupils have had mixed experiences during lock-down. Some have had benefit of parental support for long periods of time and have engaged fully with remote learning and have continued to read and be read to. Other pupils have not engaged with remote learning at all and may not have read anything since March.</p>	<p>Reading books delivered to home 6 times a year to encourage reading for pleasure and to develop parental support.</p> <p>Continue to increase high quality reading resource base including purchasing multiple copies of popular books to ensure all classes have their own library.</p> <p>Speech Link subscription - Speech Link is used to identify</p>	<p>28 pupils x 6 books per year = 168 books</p> <p>168 x £7 = £1176</p> <p>£1000</p> <p>£400</p>	<p>Pupil engagement and love of reading continues to be high.</p> <p>For some pupils, these books are the only books they have and are much appreciated.</p> <p>Reading outcomes for PP pupils</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Year group</th> <th style="width: 30%;">%</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>67</td> </tr> <tr> <td>1</td> <td>50</td> </tr> <tr> <td>2</td> <td>80</td> </tr> <tr> <td>3</td> <td>25</td> </tr> </tbody> </table>	Year group	%	R	67	1	50	2	80	3	25
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For those children living in vocabulary poor households their chances to develop the vocabulary they need to be effective readers has been severely hampered by 6 months absence from school.

PP children will have access to high quality texts and opportunities to develop their critical reading skills, vocabulary and develop a love of reading for pleasure.

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.

Key findings: DfE 2012
The evidence on reading for pleasure
Benefits of reading for pleasure:

- *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).*
- *Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).*
- *Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).*
- *There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).*
- *Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).*
- *International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).*
- *Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).*
- *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).*

Total = £2576

4	50
5	50
6	67

NB. Small pupil numbers per year group

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<p>Area for Development Barriers Proposed Impact</p>	<p>Strategy Rationale</p>	<p>Cost</p>	<p>Impact (end of academic year)</p>
<p>PP pupils require additional teaching in order to make accelerated progress closing the gaps that have opened up during lock-down.</p> <p>Some pupils have missed 6 months of learning. During lockdown some PP pupils have not maintained their reading and have fallen further behind their peers who have continued to read. Some Year 1 pupils returned to school in June meaning the gap between them and some of their peers got wider.</p> <p>TA/Teachers to deliver small scale/individual interventions to allow pupils to catch up to their peers (or at least close the gaps). Apprentice to support the class and allow class teacher and HLTA to target individuals.</p>	<p>Intervention within all classes based upon the development of basic skills of reading and writing:</p> <ul style="list-style-type: none"> • Phonics and spelling • 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>TAs/0.5 class teacher = £38,790</p> <p>Apprentice £2500</p> <p>Total = 41,290</p>	<p>Intervention within Early Years and Year 1 have led to good progress being made by pupils with the basic skills of reading and writing. This is still an ongoing area of development for these children as they are the ones that were most hard hit by lockdown.</p> <p>Other focused interventions have taken place across the school in e.g. visual perception, phonics, spelling etc. Gaps are closing and children are making progress.</p>
<p>Social Communication – some pupils require support and guidance to ensure they are ready and able to learn.</p> <p>Some children have not been in school for 6 months and may have spent the majority of that time with only close family members. Their well-being is of primary importance to ensure they are in the right place.</p> <p>Pupils access social communication support or intervention enabling them to access learning successfully.</p>	<p>Intervention for identified pupils from January onwards e.g Drawing & Talking, Therapeutic Storytelling</p> <p>Whole class intervention from September e.g. Getting Along, Talk About, Kapow PSHE 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 = £5,000</p> <p>Total: £5500</p>	<p>Y6 pupils responded positively to the Resilience workshop. Feedback showed they had developed strategies that were helping them to cope with lockdown and isolation.</p> <p>Getting Along used effectively in Year 1. Drawing and Talking not able to be implemented until Summer term but is being used effectively at the current time.</p>

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Area for Development Barriers Proposed Impact	Strategy Rationale	Cost	Impact (end of academic year)
Total pupil premium spending		£49,366	<i>Additional costs in excess of pupil premium met from school budget</i>

- 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.