

**TOFT HILL PRIMARY SCHOOL – PUPIL PREMIUM STRATEGY 2021-2022**

**Total allocation for year - £37,555**

**Number of eligible pupils: 23**

**% of pupils eligible: 12%**



**TOFT HILL PRIMARY SCHOOL**

**Pupil Premium Expenditure 2020 – 2021**

Pupil Premium	
Total number of pupils on roll	185
% of pupils eligible	12%
Total amount of PPG received	£37,555
Evaluation of 2020-21 spending:  Reading outcomes across the school are good. Roughly 55% of children are achieving end of year expectations. Pupils from Y2 to Y6 were able to access Accelerated Reader quizzes during the Jan to March lockdown and teachers were able to monitor how much children were reading. Bug Club allowed class teachers to provide reading comprehension tasks for younger or less experienced children. This enabled teachers to intervene and provide support in a timely manner via Zoom meetings, telephone calls or doorstep visits. Children have loved having their half termly book deliveries. They are having access to high quality texts at their reading level. By this point, pupils will have built up a small collection of books personal to them. Therapeutic intervention continues to be an area of increasing need as does the need to have a comprehensive PSHE programme.	

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Pupil Premium Plan 2021- 2022

Area for Development <b>Barriers</b> Proposed Impact	Strategy  <i>Rationale</i>	Cost	Impact (end of academic year)
<p>PP pupils require additional teaching in order to make accelerated progress closing the gaps that have opened up during lock-down.</p> <p><b>Pupils have missed various amounts of focused learning. Some pupils accessed quality remote learning and were supported by parents to do so. Some pupils accessed very little remote learning.</b></p> <p><b>Youngest pupils suffered most in lockdown and have made less progress in reading, writing and maths and other areas such as physical development.</b></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).</p>	<p>Intervention within all classes based upon the development of basic skills of reading and writing:</p> <ul style="list-style-type: none"> <li>• Phonics and spelling</li> <li>• 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>Teacher £5,000</p> <p>TAs £30,235</p> <p><b>Total = 35,235</b></p>	
<p>PSHE – all pupils require support and guidance with emotional wellbeing to ensure they are ready and able to learn.</p> <p><b>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.</b></p> <p>Pupils access social communication support or intervention enabling them to access learning successfully.</p>	<p>Additional staff member trained in Drawing and Talking</p> <p>Staff trained in Apple’s Friends and Passport PSHE programmes</p> <p>Resources to deliver whole class intervention from September Apple’s Friends and Passport</p> <p>Resilience workshop for Y6 pupils from Rainbow’s End</p> <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>£270</p> <p>£96</p> <p>£320</p> <p>£500</p> <p><b>Total: £1186</b></p>	

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<p>Metacognition – Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge.</p> <p><b>Pupils’ levels of independence, self-reliance and resilience have dropped over various periods of lockdown. Parental over-support has impacted negatively upon their ability to think about their learning and become deeply involved in thought.</b></p> <p>Staff become skilled in the supporting their pupils ability to plan, monitor and evaluate their learning.</p>	<p>CPD for all staff on metacognition.</p> <p>Resources that support teachers to develop metacognition.</p> <p>Appropriate challenge for pupils to develop/regain their self-reliance.</p> <p><i>Evidence from the EEF suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months’ progress when used well.</i></p>	<p>£1,000</p> <p><b>Total: £1,000</b></p>	
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<b>Total pupil premium spending</b>	<b>£37,421</b>	<b>Additional costs in excess of pupil premium met from school budget</b>
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- 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.