

Toft Hill Primary School Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Toft Hill Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022~2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Finance Committee
Pupil premium lead	Leanne Nesbitt
Governor lead	Amanda Majer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,240
Recovery premium funding allocation this academic year	£ 1,813
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 35,906

Part A: Pupil premium strategy plan

Statement of intent

At Toft Hill Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Ensuring that wider strategies adopted by the school provide pupils with skills to manage their own functioning in life and overcome hurdles to reach a goal.
- Make decisions based on detailed data analysis and respond to evidence from within our school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Phonics, Reading & Writing are those pupils who are eligible for the PP Grant
3	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Maths are those pupils who are eligible for the PP Grant.
4	Observations and discussions with pupils indicate that positive learning behaviours, particularly emotional resilience of pupils eligible for the PP Grant is often lower than their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
5	Our attendance data 2020-2021 indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. 42% of disadvantaged pupils have been 'persistently absent'

	compared to 12.5% of their peers during that period. This can be a significant barrier in progress and attainment.
6	Our observations, pupil surveys and discussions with pupils and parents indicate that reduced physical activity, heightened through lockdowns, has led to reduced core strength, balance and co-ordination. All have had an impact upon pupils gross and fine motor skills. (As a result, pupil handwriting and stamina for writing have also declined.) The physical location of the village and activities on offer in walking distance are very limited which reduces participation in physical activities outside of school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	A higher proportion of pupils eligible for Pupil Premium in EYs meet a Good Level of Development in C&L Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. (Linked with outcomes in reading and writing)
Improved attainment in reading and writing for pupils in receipt of the PP Grant	KS2 outcomes in 2024/25 show that more than 95% of disadvantaged pupils (without significant SEND) meet the expected standard in reading, GPS and writing.
Improved attainment in maths for pupils in receipt of the PP Grant	KS2 outcomes in 2024/25 show that more than 95% of disadvantaged pupils (without significant SEND) meet the expected standard in maths.
Improve positive learning behaviours and emotional resilience for all pupils through use of QFT & Targeted support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning and good learning behaviours for all pupils.
To improve (and sustain) attendance for all pupils, particularly our disadvantaged pupils.	Reduce the number of persistent absentees. Demonstrate an increased attendance % for pupils entitled to pupil premium.

<p>Increased purposeful physical activity that will result in improved gross and fine motor skills.</p>	<p>Lesson and breaktime observations will show pupils involved in purposeful active play and learning.</p> <p>More pupils in receipt of the PP Grant engaging in extra-curricular activities and curriculum enrichment activities</p> <p>Pupils will demonstrate improved gross motor skills (PE), core strength and fine motor skills (writing).</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff and resource Voice 21 Oracy initiative</p> <p>Further develop curriculum plans to include oracy and targeted vocabulary</p>	<p>Targeting vocabulary instruction and developing speaking and listening skills, along with the wider use of language can have a positive impact upon improving literacy skills (EEF Moving forwards and making a difference 2022-23)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	1,2,3
<p>Further CPD for staff and purchase additional resources to further develop phonics teaching throughout EYFS and KS1</p> <p>CPD for KS2 staff to further develop their knowledge and understanding of phonics to enable them to regularly revisit & review</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). Pearson Phonics Bug is a DfE accredited systematic synthetic phonics programme</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	1,2
<p>CPD and resources to effectively implement a consistent approach to teaching reading comprehension strategies</p> <p>Timetable opportunities to practise reading comprehension strategies</p>	<p>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 challenge (Phonics Bug and Accelerated reader allow for this) many approaches combine with collaborative learning techniques and phonics activities to develop reading skills. Both of which offer opportunities to accelerate progress.</p> <p>Reading and discussing books is also a key strategy for developing pupils Communication and Language in the Early Year (and KS1) where it can explicitly extend children's spoken vocabulary and develop thinking and understanding through language.</p>	1,2

	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit: Reading comprehension strategies - additional 6 months progress</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Early Years Toolkit: Communication and Language – additional 6 months</p>	
<p>CPD for KS1 staff from NCETM to effectively embed the Mastering number programme</p> <p>Use White Rose Maths for a progressive approach to mastery learning in maths</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</p> <p>Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery learning approaches – additional 5 months</p>	3
<p>Staff CPD to develop understanding of cognition and metacognition</p> <p>Implement strategies which are appropriate to cohorts following training.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2,3,4,
<p>CPD to develop staff understanding and competence in 5 a day approach (EEF)</p>	<p>Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. This includes high quality daily teaching: the 'five-a-day' approach;</p> <p>(EEF Moving forwards and making a difference 2022-23 - https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support)</p>	
<p>Staff CPD to increase staff competence and confidence in using</p>	<p>Recent evidence suggests some promising 'best bets' when it comes to developing, planning, and sustaining high quality teaching. This includes using diagnostic assessment to address learning gaps.(EEF Moving</p>	

diagnostic assessment to identify and address learning gaps	forwards and making a difference 2022-23) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff in using the TARGET approach to Targeted Academic Support	Most pupils will benefit solely from a focus on high quality, whole-class teaching. However, some children may require extra, targeted support that is tailored to their specific needs to get their learning back on track. The TARGET model, drawn from insights from a range of EEF interventions and programmes, offers a helpful summary of typical active ingredients of successful targeted academic support. (EEF Moving forwards and making a difference 2022-23) https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support)	1-6
Use Speech and Language Link to accurately assess and plan for intervention for those pupils identified to require it NELI Language Intervention	Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF Early Years Toolkit: Communication and language approaches – additional 6 months Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1,2
Targeted reading, intervention (focusing on the lowest 20%) Purchase of Rapid Phonics & Rapid Reading	Individual and small group intervention for reading. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Small group learning is another approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.	1,2,3

<p>programme & resources</p> <p>Reciprocal Reading</p>	<p>EEF Teaching toolkit: Phonics – additional 5 months Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Individualised instruction – additional 4 months Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Small group tuition – additional 4 months</p>	
<p>Structured, targeted interventions for maths and English with qualified Teachers/TAs (Groups of no more than 4 pupils)</p>	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Teaching toolkit: TA Interventions – additional 4 months Small group tuition/ collaborative learning – additional 4 months 1:1 Tuition – additional 5 months</p>	<p>1,2,3,4,</p>
<p>Structured, targeted Social and Emotional Learning & Behaviour Interventions</p>	<p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit: Social and Emotional Learning – additional 4 months</p>	<p>1,2,3,4</p>
<p>Structured, targeted Gross and Fine motor skill interventions</p>	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>6,2</p>

	EEF Teaching toolkit: TA Interventions – additional 4 months Small group tuition/ collaborative learning – additional 4 months 1:1 Tuition – additional 5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus to re-embed Gem Power approach to improving learning behaviours, a metacognitive approach and social and emotional learning	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation - additional 7 months progress Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1-6
Teach and embed Zones of Regulation	<p>It is key to help pupils to understand the connection between the sensory systems, their emotions and their ability to relate to the world. This promotes executive functioning and cognitive control of behaviours. These brain-based skills such as impulse control, sustaining attention, planning, problem solving and self-talk enable pupils to manage their own functioning in life and overcome hurdles to reach a goal. There is some evidence to suggest that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1-6

	<p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation - additional 7 months progress</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhance the PHSCE curriculum by implementing social and emotional well-being programmes</p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Teaching toolkit:</p> <p>Social and Emotional Learning – additional 4 months</p>	1-6
<p>OPAL - Develop school grounds/ resources to encourage more active breaktimes</p>	<p>Childhood has changed and we can no longer assume that any child is able to experience full and rich play opportunities outside of school. We believe that play teaches children all of the things that need to be learnt but cannot be explicitly taught. There are clearly lots of benefits to children from having lots of great play.</p> <p>Behaviour - happy children don't cause nearly as much trouble as bored children</p> <p>Self-regulation - children in OPAL schools learn to self regulate through practice, trust and freedom</p> <p>Physical activity - all children are significantly more active</p> <p>Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health</p> <p>Social and emotional development - Good play in the laboratory of life where relationships are practised</p> <p>Links to formal learning - Many OPAL schools report increased creativity, imagination and collaborative skills</p> <p>Attendance - children can't wait to come to OPAL schools because they have such fun</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	1-6
<p>Monitor and encourage increased participation in extra-curricular activities for pupil entitled to the PP Grant</p>	<p>Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and educational performance and learning, to boosting mood and reducing the risk of many lifestyle related diseases.</p> <p>Link to Public Health England Research</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or</p>	1-6

	<p>though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical development approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Increased levels of communication with parents regarding attendance by HT and staff.</p> <p>Rewarding increased attendance.</p>	<p>Parents are more likely to support schools approaches if there is a shared understanding of the impact of poor attendance. Verbal communication from staff reduces the opportunity for missed or mixed messages.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk) EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p>	5

Total budgeted cost: £ 35,906

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments show that the performance of pupils entitled to Pupil Premium has increased in Reading, Writing and Maths across the school. This is in comparison to the previous year (2020-2021) which was more severely impacted by the COVID19 pandemic and resulting school closures. However, this year (2021-2022) continued to be impacted by the pandemic, particularly in the Autumn and Spring terms where both pupil and staff absence continued to be a barrier to fully implementing the strategy to its full potential. For example; it was difficult to increase attendance whilst also advising families not to send children to school if they had any symptoms of COVID19, many of which were associated with other childhood illnesses.

Approaches to CPD and teaching reading comprehensions strategies evolved throughout the year, with the greatest changes taking place in the summer term. There is now a daily, 30 min, reading session dedicated to Early Reading skills or Comprehension with a consistent approach throughout school. This remains a priority and we hope to see further evidence of their success in the next academic year. School led tutoring also complemented the use of the PP grant in developing reading strategies, particularly in Key Stage 2.

Reading Data for Pupils in receipt of the PP grant indicates:

- All pupils in receipt of the PP Grant reached the 'Excepted Standard' at the end of EYFS in reading comprehension.
- In KS1 reading - the number of pupils, in receipt of the PP Grant, achieving the expected standard (50%) was in line with National (51%) but below national for Greater Depth standard.
- In KS2 reading – the number of pupils, in receipt of the PP Grant, achieving the expected standard (40%) was below the national (63%) but those achieving the higher standard (40%) was above national (17%) (All pupils who passed the SAT in KS2 achieved the higher standard)
- The Average Point Score for KS2 (101) was slightly below National Average (102). The IDSR shows that pupil progress in reading for the cohort was significantly above national average and in the top 20% of schools.
- Internal data shows that in other year groups, 67% of pupils in receipt of the PP Grant in KS2 are working at age related expectations whereas 38% of pupils in receipt of the PP Grant in KS1 are working at age related expectations.

- 84% of pupils in receipt of the PP grant are making at least good progress in reading and 23% are exceeding their progress target. (Not including pupils who have left the school).

Phonics

Staff received further phonics CPD in school and dedicated time is allocated to phonics for the first half an hour of every day in EYFS, Year 1 and for some pupils in Year 2.

Phonics data indicates that:

- In Year 1, the number of pupils in receipt of the pupil premium grant who passed the Phonics Screening check was below national
- In Year 2, the number of pupils in receipt of the pupil premium grant who passed the Phonics Screening check was above national. All pupils who took the test reached the required standard.

Maths

White Rose Maths, a mastery approach, has been consistently implemented throughout school from Reception Class to Year 6. EYFS and KS1 staff accessed additional CPD through the NCETM Mastering Number Project and this has been delivered throughout KS1 although this has not been as consistent as it needed to be for maximum impact. Pupils have accessed targeted interventions in maths where necessary. Again, consistency of this has been impacted by staff absence, particularly in the Autumn and early Spring terms. Maths data shows promising outcomes for pupils in receipt of the PP Grant. Maths data indicates that:

- All pupils in receipt of the PP Grant reached the 'Expected Standard' at the end of EYFS in both number and numerical patterns
- At the end of KS1 in Maths - the number of pupils, in receipt of the PP Grant, achieving the expected standard (50%) was above with National (41%) but below national for Greater Depth standard.
- At the end of KS2 in maths – the number of pupils, in receipt of the PP Grant, achieving the expected standard (60%) was above the national (51%) and those achieving the higher standard (20%) was above national (12%)
- The Average Point Score for KS2 (102.8) was slightly higher than National Average (101). The IDSR shows that pupil progress in maths for the cohort was significantly above national average and in the top 20% of schools.
- Internal data shows that in other year groups, 50% of pupils in receipt of the PP Grant are working at age related expectations. (Not including pupils who have left the school)
- Internal data shows that 77.3% of pupils in receipt of the PP grant are making at least good progress in maths and 32% are exceeding their progress target. (Not including pupils who have left the school)

The attendance of pupils in receipt of the PP Grant (92%) continued to be slightly below that of those not in receipt of the grant (94%). More detailed analysis will take place in May when national attendance statistics are released.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to deliver a structured approach to developing social and emotional wellbeing support for all pupils, and targeted interventions where required. Children have been able to reflect positively on their learning and explain key learning points from the programme. Pupils behaviour and attitudes to learning have improved significantly throughout the year with an extremely positive culture of behaviour for learning in the summer term which has continued. There were no suspensions or permanent exclusions. We intend to build on that approach in the coming academic year.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Phonics Bug, Bug Club, Rapid Phonics, Rapid Reader	Pearson
Zippy's Friends, Apple's Friends, Passport	Partnership for Children