

Tollerton pupil premium strategy statement for 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Tollerton Primary School	4-11 years
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	12/199 6.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 23
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs K Smith
Governor / Trustee lead	Annette Beaumont/ Sue Jaques

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,900
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17900

Part A: Pupil premium strategy plan

Statement of intent

Our broad and overarching objective for disadvantaged pupils at Tollerton is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.

Challenges

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

Challenge number	Detail of challenge
1	As a group, Pupil Premium Pupils' academic starting points for 2023-2024 are below non-Pupil Premium pupils in school. Summer 2023 EXS+ figures: Reading – 4/ 11 Writing – 3/ 11 Maths – 7 / 11 (Note: 4/11 PP pupils are also SEND)
2	Typically limited early reading and language experience prior to joining school affect attainment in ks1 (phonics), which can impact later progress in KS2.
3	Typically limited early maths experiences prior to joining school affect attainment in KS1, which can impact later progress in KS2.
4	In writing, 4/11 Pupil Premium pupils working at age-related expectation in Summer 2023.
5	Typically, disadvantaged pupils do not access the wide range of enrichment and beyond-school experiences that non-PP pupils access.
6	Typically, some disadvantaged children have had lower attendance than non-disadvantaged.

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
Children meet national standards in phonics.	National standards met
Children meet national standards in Y2 reading.	National standards met
Children meet national standards in Y6 reading.	National standards met
Children meet national standards in maths.	National standards met
Children meet national standards in Writing.	National standards met
Barriers to learning are identified and staff work with the pupils and their carers to support the breaking down of the barriers.	Children meet targets in reading, writing and maths as a result of specific intervention approaches.
Children experience a broad range of enrichment and extra-curricular school events.	PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity.
Attendance of PP pupils rises.	PP pupil attendance is above national attendance for all pupils.

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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment of dyslexia training and package £500	Identifying problems with decoding or single word reading and/or poor reading fluency and poor spelling (Dyslexia Association / Lowell 2014) is core to ensuring the correct intervention is chosen for each pupil and can be key to why RWI does not work for specific pupils	1 & 2
CPD for ALL staff on early maths pedagogy – Mastering Number Programme	EEF-Improving mathematics in early years and KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths (Recommendation 1)	1, 3
Coaching for Maths lead to support QFT in Maths across school.		1, 3
Whole school CPD on effective instruction strategies to promote knowledge retention – Rosenshine’s Principles of Instruction	EEF Research – High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1-4
Participation of Teaching and Learning Champions in Trust PDP (Pedagogical Development Programme) and follow up support from Teaching and Learning Lead.		

CPD for teachers on effective strategies for teaching writing. Support from Local Writing consultant	EEF Research – https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1637857731 (Recommendation 4 and 5)	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Echo reading</i>	Research demonstrates that Echo reading supports fluency and confidence.	2
<i>Additional phonics provision for pupils in LKS2 who did not pass phonics screener</i>	EEF Research – phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
<i>Nessy provision</i>	https://www.nessy.com/uk/research-testimonials/research-evidence/	2
Maths / Writing interventions with a teacher	EEF research puts teacher intervention time at 5+ months for individual tuition (ours will be a mix of individual and small group). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence shows 30 min sessions 3 x a week is the most effective	3
<i>Social and emotional coaching with a TA / ELSA</i>	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	1/6
<i>Staff support to access external provider for emotional</i>	https://www.nu.edu/resources/social-emotional-learning-sel-why-it-matters-for-educators/	5

<i>wellbeing and resilience (Boots and Brambles.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training in school – to support whole school emotional literacy and wellbeing. A licensed practitioner to be trained and school to buy in the Thrive Online package.	EEF- improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1-7
ELSA training to develop a specialist in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1-7
Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
<i>Train some children to be playground leaders – This programme will continue annually</i>	EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5
Working with disadvantaged families to encourage attendance at after school clubs	Social Mobility Commission:	5

£500	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
Promote a culture where attendance at school is prioritised and cherished	Evidence https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	6
Rock Kidz workshop – celebrating difference and diversity.		5&6
Year 6 project focusing on resilience in order to get children secondary ready.		5&6

Total budgeted cost: £ 17500

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 22/23 academic year.

The table below has been taken from our 22/23 pupil premium strategy and it identified the targets we set ourselves at the start of the academic year. An evaluation against each target has been added and colour coded to identify performance against the target. Green = met / amber = almost met

Intended outcome	Success criteria
Children meet national standards in phonics.	National standards met <i>(July 23 = 1/1 Y1 and 0/2 Y2 met)</i>
Children meet national standards in Y2 reading.	National standards met <i>(July 23 = 0/2 Y2 met)</i>
Children meet national standards in Y6 reading.	National standards met <i>(July 23 = 3/4 met)</i>
Children meet national standards in maths.	National standards met <i>(July 23 Y6 3/4 met, Y2 0/2 met)</i>
Children meet national standards in Writing.	National standards met <i>(July 22 Y6 3/4 met, Y2 0/2)</i>
Barriers to learning are identified and staff work with the pupils and their carers to support the breaking down of the barriers.	Children meet targets in reading, writing and maths as a result of specific intervention approaches. Reading (Y1, 3, 4, 5) *includes 2 SEND: <i>(July 23 – 7/15 EXS. 1 non-SEND at WTS)</i> Writing (Y1, 3, 4, 5): <i>(July 23 – 6/15 EXS 3 non-SEND at WTS)</i> Maths (Y1, 3, 4, 5): <i>(July 23 – 9/15 EXS – 1 non-SEND pupil below EXS)</i>
Children experience a broad range of enrichment and extra-curricular school events.	PP children have taken part in enrichment activities as part of school curriculum and have accessed extra-curricular activity. <i>(July 23 – all PP children took part in school enrichment activities; a greater number attended after school clubs but this remains a focus to encourage all PP children to attend clubs.)</i>

Attendance of PP pupils rises.	PP pupil attendance is above national attendance for all pupils. <i>(July 22 - PP 93.4% attendance – above national PP 91.7%. Just below national all pupils 93.8)</i>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Brilliant Project to support emotional well being and resilience
What was the impact of that spending on service pupil premium eligible pupils?	Children developed confidence and self esteem ready for secondary transition.

Further information (optional)

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