



Pupil premium strategy statement

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	Toner Avenue Primary
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021, July 22, July 23, July 24
Statement authorised by	George Bone
Pupil premium lead	Claire Hutchinson
Governor / Trustee lead	George Bone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,230.00
Recovery premium funding allocation this academic year	£3776* approx.
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	£184,006



Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

We aim to provide a breadth of experience to our pupils and support them in understanding the world around them and how they can contribute positively to this world. We want our pupils to become confident and resilient both in learning and in their wider lives. Through sharply focussed additional precision teaching, we aim to accelerate the progress of our disadvantaged pupils, supporting them in achieving the best possible outcomes and being prepared when moving to the next stage of education.

Our current pupil premium strategy is based on the fundamental belief that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Staff training, to ensure that each class is taught by an effective teacher means that all children, including the disadvantaged pupils, achieve the best possible outcomes.

Ensuring classes have additional support means that the class teacher is able to provide additional, targeted teaching sessions to the disadvantaged pupils several times a week. Targets are selected for all disadvantaged pupils, ensuring the more-able are stretched and challenged. Structured interventions address these targets and are evaluated half termly to ensure that progress is sustained.

Work to support the mental health of our pupils is also key. We have three staff members trained in delivering Emotional Literacy Support (Our ELSAs). These staff work either 1:1 or in small groups to provide children with support and strategies to deal with challenges they face. This forms a structured, graduated support pathway which can be used to identify children in need of a higher level of intervention from the Healthy Minds Team.



Challenges

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

Challenge number	Detail of challenge
1	Children traditionally enter school with skills that are below average in PSED, communication and knowledge and understanding of the world. (This will be confirmed once the Baseline Assessments are completed).
2	A significant proportion (around 30%) of children who are eligible for PP are also supported with SEND action plans or access nurture provision within school or external services (Early Help, CIN plans etc).
3	Low level of parental support for PP children, particularly with reading and speaking. Children's vocabulary is limited.
4	Lack of enrichment opportunities for PP children.
5	Attendance of disadvantaged pupils is lower than that of other children and below national average.

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
Improve the progress of disadvantaged pupils in reading, writing and maths by the end of KS2.	Progress score is at least 0 in each subject.
Further narrow the gap at the end of Key Stage 2 in reading, writing and maths between attainment of disadvantaged pupils and non-disadvantaged pupils.	Gap in reading decreases from 2% (2021) to 0% 2022 and maintains at 0%. Gap in writing (21% in 2021) diminishes to 10% in 2022 and 0% in 2023
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.	Gap between PP and non PP to be 15% maximum by 2022, and 0% by 2023. (2021 gap was 30%)
For Reception, those disadvantaged pupils who enter with skills significantly below those that are typical for their age catch up quickly so that they can access the Early Years' Curriculum. Particular focus on Personal, Social, Emotional Development and Communication and Language.	Termly data captures show the percentage of disadvantaged pupils working within those typical for their age increases rapidly (by end of Autumn Term) and improves (by Spring and Summer Term).
Improve the attendance of disadvantaged pupils and reduce persistent absenteeism	Percentage of disadvantaged pupils with attendance of 97 – 100% increases over time. Disadvantaged persistent absenteeism reduced to at least national average for this group.

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: £35, 645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that additional support staff are recruited to maintain consistent support within classes.	Putting Evidence to work: A school's Guide to Implementation, EEF Guidance <i>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."</i>	1 and 2.
Ensure that all staff are trained in, and use (through coaching, shared practice etc) cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.	EEF Guide to supporting school planning: a tiered approach to 2021.	2,3



Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 112, 853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that accurate next step targets are identified for all disadvantaged pupils. These targets are to be addressed through additional small group targeted support, provided by the class teacher.</p> <p>(Recovery Fund to be used to fund additional 1:1 or small group sessions with UPS Teacher)</p>	<p>High quality teaching is crucial to maximise progress. Effective use of assessment to identify gaps and next steps helps support assessment. Accurate formative assessment accelerates progress.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/#eef-summary</p>	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35, 645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that time is provided for the ELSA team to work with target groups or individuals to support with mental health and wellbeing</p>	<p>Good mental health is paramount to being able to make the most progress possible. A significant number of our pupils find it difficult to regulate their emotions or are facing challenges within their lives at home.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/#eef-summary</p>	2
<p>Ensure that the curriculum offers meaningful enrichment opportunities and supports parents in participating with school (Projects, visits, visitors)</p>	<p><i>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes."</i></p> <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	1, 3, 4



Raise the profile of attendance through 'Attendance Shop"	We know that a 'carrot and stick' approach is needed to improve attendance. By ensuring children are purposefully and tangibly rewarded for regular attendance, we have seen children be more motivated to attend school. Use of the Local Authority to support with attendance issues and, where required, issues penalty notices has also helped parents understand the importance of regular attendance.	5
---	---	---

Total budgeted cost: £ 184,143



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Y1 – Phonics Screen (Based on teacher assessed predictions)

- Phonics predictions for Y1 were well below NA (School 59% and NA 2019 82%) and the gap between PP and non PP had increased. (24% PP and 54% non PP) This cohort also were well below average in reaching the ELGs. To address this and improve phonics and the consistency of teaching across school we brought in a new scheme October 2019 and although massive progress was made initially, 7 months of missed in school due to Covid hindered the rapid progress the children were making. All support staff are now trained in delivering SoundsWrite and we purchased a number of pupil texts to ensure that consistency is achieved. In addition to this, the 'Welcome Back Curriculum' which ran from March to July 2021 focussed on consolidating the remote learning and moving through the units.

KS1 – Reading (Based on teacher assessed data/2019 SATS)

- Non PP outperformed PP in reading and the gap has widened (40% of PP children gained EXS or above, compared with 57% non PP)

KS1 – Writing (Based on teacher assessed data)

- 30% of PP children achieved EXS, 36% of non PP children achieved EXS or above. A 6% variation.

KS2 – Reading (Based on in school SATs)

- Non PP outperformed PP in reading but the gap has reduced to a 2% variation. (75% PP reached EXS or above, 77% Non PP reached EXS or above)



KS2 – Writing (Based on teacher assessment)

- Non PP outperformed PP in writing and the gap was wide at 21% but this has reduced by 8% since last year. (2021 - 60% PP, 81% Non PP)

KS2 – Mathematics (Based on teacher assessment)

- Disadvantaged pupils outperformed non PP pupils (82% PP achieved EXS or above compared to 79% Non PP)

The overall attendance for disadvantaged pupils was below national average, at 92%.

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
N/A	N/A

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A