

Pupil premium strategy statement Toner Avenue Primary School

School overview

Metric	Data
School name	Toner Avenue Primary School.
Pupils in school	398
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£181,470
Academic year or years covered by statement	Sept 22-August 23
Publish date	Sept 22
Review date	Dec 22
Statement authorised by	N Fullard
Pupil premium lead	N Fullard
Governor lead	
Detail	Amount
Pupil premium funding allocation this academic year	£181,470
School led tutoring funding	£19,237
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2019 -1.49 68% expected
Writing	2019 -1.81 73% expected
Maths	2019 -2.12 64% expected

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	2019 64%
Achieving high standard at KS2	2019 6%

Measure	Activity
Priority 1	<p>Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p> <p>Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculum</p>

Priority 2	<p>Higher rates of in year progress, especially in KS2 for pupils eligible for PP.</p> <p>95% of pupils pass phonics screening</p>
Priority 3	Triangulated monitoring demonstrates that more teaching is judged as consistently good or better and pupils retain information
Priority 4	Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.
Priority 5	<p>Number of behaviour incidents reduced– reducing the number of exclusions</p> <p>Improve pupil well-being and ensure they have all requirements to access learning at all times</p>
Priority 6	Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.
Priority 7	Improved % of pupils reading at home, and in school to improve outcomes in reading.
Barriers to learning these priorities address	<p>IN SCHOOL BARRIERS (Issues to be addressed in school)</p> <p>A. Oral language skills on entry into EYFS and vocabulary development are lower than national, especially for pupils eligible for PP. This slows reading and writing.</p> <p>B. Numbers of pupil premium pupils achieving Year 6 expected in R, W, M and SPAG</p> <p>C. The quality of teaching remains a key focus for the school as in a minority of areas, with recently qualified staff, it remains variable which impacts on outcomes for pupils. Improve teaching of memory so children retain knowledge and can recall from short and long term memory</p> <p>D. Attainment of some groups of pp pupils across the school are a cause for concern achieving expected standard, current year 3 (22/23)</p> <p>E. Behaviour and emotional issues for a small group pupils mostly eligible for PP are having detrimental effect on their academic progress and that of their peers.</p> <p>EXTERNAL BARRIERS (issues which also require action outside of school)</p> <p>F. Attendance rates for pupils eligible for PP are xx% This reduces their school hours and causes them to fall behind.</p> <p>G. Limited parental support with reading and homework across the school. This slows reading and writing progress.</p> <p>H. Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning.</p> <p>I. Impact of covid 19 on all pupils but greater for pp</p>
Projected spending	£200707

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 23
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 23
Progress in Mathematics	Achieve average KS2 Mathematics progress score	July 23
Phonics	Achieve national average expected standard in PSC	July 23
Other	Improve attendance of disadvantaged pupils	July 23
Recovery premium	Additional Part time teacher in Year 6	July 23

Targeted academic support for current academic year

Measure	Activity
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<p>Priority 1 - Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding.</p> <p>Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculum</p>	<p>Launchpad to literacy used as assessment tool for Nursery</p> <p>Reading plus vocabulary targeted support for KS2</p> <p>RAG approach to reading across school for all children</p> <p>Reading plus £3300 per year</p> <p>RAG readers – 30 mins daily all staff £5000</p> <p>Launchpad training release costs £1000</p>
<p>Priority 2 - Higher rates of in year progress, especially in KS2 for pupils eligible for PP. and in year 1 with phonics</p>	<p>Smaller class sizes in target year group(Y6, Y4)</p> <p>Additional support x6 (TA's in all year groups) for immediate, same day intervention</p> <p>£19237</p> <p>£99670</p>
<p>Priority 3 - Triangulated monitoring demonstrates that more teaching is judged as consistently good or better and pupils retain information</p> <p>Priority 4 - Accelerated rates of progress for low/ high prior attainment pupils eligible for PP so that more meet the expected standard in every year group and by the end of KS2.</p>	<p>Whole school on-going CPD – reading linked to EEF project</p> <p>Reading resources</p> <p>KS2 phonics intervention using Sounds write – all staff trained (ongoing)</p> <p>New reading introduced across KS2 – including poetry and non fiction focus</p> <p>Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage</p> <p>Literacy Shed writing programme introduced in Sept 21 – amended in light if gaps in Year 3</p> <p>Whole school on-going CPD – Maths mastery</p> <p>Staff training on high quality feedback.</p> <p>Memory intervention in all year groups and recall part of daily lessons</p> <p>Tracking in place for lowest 20% with clarity of additional support for each child in place</p> <p>£20000</p>
<p>Priority 5 - Number of behaviour incidents reduced– reducing the number of exclusions</p> <p>Improve pupil well-being and ensure they have all requirements to access learning at all times</p>	<p>SEN Team – SENCO with responsibility for behaviour, mental health and emotional well being, including SEN</p> <p>Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions.</p> <p>SEN support SLA from the LA</p> <p>Pupil trips and residential visits</p> <p>OPAL programme engaged with</p> <p>Elsa provision 0.7, After school clubs, Music provision, Art provision, DT provision</p> <p>£23000</p>
<p>Priority 6 - Attendance rates for pupils eligible for PP improve</p>	<p>C+F support manager employed from Jan 23</p> <p>Engagement with OPAL, After school clubs, Music provision, Art provision, DT provision</p>

resulting in academic outcomes improving.	Breakfast club £27000
Priority 7 - Improved % of pupils reading at home, and in school to improve outcomes in reading.	Parent workshops on support at home Reading plus assessments sent home half termly RAG readers across school £2500
Barriers to learning these priorities address	SEND children with complex needs taking priority with adults Due to covid and low starting points – many children need extra support
Projected spending	£200707

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve aspirations for all pupils
Priority 2	Improve skills of listening and speaking across school
Barriers to learning these priorities address	Lack of ambition of children 'switch' off to learning at a young age. Unaware of what job roles are out there for them. 'Softer' employability and skills for 'being a good citizen' developed across school
Projected spending	£0

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Effective use of CPD, twilights and inset day.
Targeted support	To ensure vocabulary development is evident in school : Oracy focus and policy implemented, CPD, timetable,	Regular monitoring and feedback Greater vocabulary use in writing

	celebrating subjects, walkthroughs	
Wider strategies	To have a consistent policy and yearly plan in place linked to career aspirations including visits and visitors to broaden horizons across KS2	Regular monitoring and feedback Career benchmarking audit tool, used to track progress

Review: last year's aims and outcomes 2021-2022

Aim	Outcome
Improve the progress and attainment of disadvantaged pupils in reading, writing and maths by the end of KS2	Gaps still in place Data from 2019 used as published data 2021/22 data unpublished but shows gaps Reading gap – 16% Writing gap – 16% Maths gap - +1% SPAG – 26%
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen	Gaps still in place Data from 2019 used as published data 2021/22 data unpublished but shows gaps Phonics gap -2%
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.	Gaps still in place Data from 2019 used as published data 2021/22 data unpublished but shows gaps EYFS -37%