

# Pupil premium strategy statement Toner Avenue Primary School

## School overview

Metric	Data
School name	Toner Avenue Primary School.
Pupils in school	416
Proportion of disadvantaged pupils	43%
Pupil premium allocation this academic year	£202,105
Academic year or years covered by statement	Sept 23-August 24
Publish date	Sept 23
Review date	Dec 23
Statement authorised by	N Fullard
Pupil premium lead	N Fullard
Governor lead	
Detail	Amount
Pupil premium funding allocation this academic year	£202,105
School led tutoring funding	£22,518
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	55% met exp standard
Writing	55% met exp standard
Maths	77% met exp standard

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	

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	Higher rates of in year progress, especially in KS2 for pupils eligible for PP.
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	Number of behaviour incidents reduced– reducing the number of exclusions  Improve pupil well-being and ensure they have all requirements to access learning at all times
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 we strive for all lessons to be outstanding for all pupils. Continue to develop and improve teaching 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 6 writing (22/23), Y4 and 5 writing and maths (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 92.01% (22/23) 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. Ongoing impact of covid 19 on all pupils but greater for pp</p>
Projected spending	£225398

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 24
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 24
Progress in Mathematics	Achieve average KS2 Mathematics progress score	July 24
Phonics	Achieve national average expected standard in PSC	July 24
Other	Improve attendance of disadvantaged pupils	July 24
Recovery premium	Additional teacher in Year 6 and year 4	July 24

### 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. 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 Reading plus vocabulary targeted support for KS2 RAG approach to reading across school for all children Reading plus £3300 per year RAG readers – 30 mins daily all staff £5000 Launchpad training release costs £1000 Drawing club introduced in Reception £500  Oracy policy in place and CPD for all staff - ongoing peer review and pen free day celebrated cost £1000</p>
<p>Priority 2 - Higher rates of in year progress, especially in KS2 for pupils eligible for PP and more able pupils</p>	<p>Smaller class sizes in target year group(Y6, Y4)  Additional support x6 (TA's in all year groups) for immediate, same day intervention, pre teach and bespoke intervention  Bottom 20% policy  TA agreements using EEF research in place from Sept 23  £33328 £99670</p>
<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.</p>	<p>Whole school on-going CPD – reading, oracy, drawing club (EYFS) Reading resources KS2 phonics intervention using Sounds write – all staff trained (ongoing) Revised reading strategy in place across KS2 – including poetry and non fiction focus Engagement with Kirsty Page (SALT) and Launchpad to literacy document to provide further intervention and support across foundation stage Literacy Shed writing programme amended to suit needs of pupils Grammarsaurus training and new SPAG focus introduced by SLT to be rolled out to all staff Spring term Whole school on-going CPD – Maths mastery, Y2 engagement in ‘talk, think, learn’ project Continued staff training on high quality feedback and long term memory strategies. Recall part of daily lessons in all classes Tracking in place for lowest 20% with policy providing clarity of additional support for each child in place  £20000</p>
<p>Priority 5 - Number of behaviour incidents reduced– reducing the number of exclusions  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  Additional EP time bought in to support pupils/ provide specific and targeted support/ interventions.  SEN support SLA from the LA</p>

	<p>Pupil trips and residential visits - passport entitlement OPAL programme engaged with</p> <p>Elsa provision 0.3, After school clubs, Music provision, Art provision, DT provision, sensory space for intervention</p> <p>Consistent behaviour policy and focus on school values</p> <p>£23000</p>
Priority 6 - Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	<p>C+F support manager in place</p> <p>Links with LA for attendance</p> <p>Engagement with OPAL, After school clubs, Music provision, Art provision, DT provision</p> <p>Breakfast club</p> <p>£27000</p>
Priority 7 - Improved % of pupils reading at home, and in school to improve outcomes in reading.	<p>Parent workshops on support at home</p> <p>Reading plus assessments sent home half termly</p> <p>RAG readers across school</p> <p>£2500</p>
Additional focus	<p>Free clubs for a half term offered to all PP pupils</p> <p>£1100</p> <p>Careers policy to improve aspirations - all children have passport of entitlement</p> <p>£8000</p>
Projected spending	£225398

### 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	<p>Lack of ambition of children 'switch' off to learning at a young age. Unaware of what job roles are out there for them.</p> <p>'Softer' employability and skills for 'being a good citizen' developed across school</p>
Projected spending	£0

### Monitoring and Implementation

Area	Challenge	Mitigating action
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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, celebrating subjects, walkthroughs	Regular monitoring and feedback Greater vocabulary use in writing
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 2022-2023

Aim	Outcome
Priority 1 - Improve outcomes for pupils in Reception, especially in CLL – speaking, listening and understanding. Improve vocabulary use and understanding across the school by explicitly teaching vocabulary across the curriculum	Listening and attention outcome 22/23 79%, Speaking 86% - average 82% - higher than national of 80%
Priority 2 /4- Higher rates of in year progress, especially in KS2 for pupils eligible for PP. and in year 1 with phonics	Increase in all subjects for all pp pupils across Y2-6 22/23 Y1 phonics 22/23 = 83% (national 79%) Av = 35.4 40/40 = 41% Y2 phonics 22/23 92% (national 87%)
Priority 3 - Triangulated monitoring demonstrates that more teaching is judged as consistently good or better and pupils retain information	Teaching in school. 22-23 was at least good - embed new staff into T+L policy and processes to ensure consistency
Priority 5 - Number of behaviour incidents reduced– reducing the number of exclusions Improve pupil well-being and ensure they have all requirements to access learning at all times	Number of PEX increased - 3 children PEX Number of suspensions decreased 22-23 Behaviour is at least good across school
Priority 6 - Attendance rates for pupils eligible for PP improve resulting in academic outcomes improving.	Attendance 21/22 was 90.54% Attendance 22/23 was 92.01%

<p>Priority 7 - Improved % of pupils reading at home, and in school to improve outcomes in reading.</p>	<p>Year 2 22/23 - Reading on entry 57%, on exit 68% +11%</p> <p>Year 3 22/23 - Reading on entry 52%, on exit 60% +8%</p> <p>Year 4 22/23 - Reading on entry 34%, on exit 61% +26%</p> <p>Year 5 22/23 - Reading on entry 62%, on exit 67% +5%</p> <p>Year 6 22/23 - Reading on entry 44%, on exit 68% +24%</p>