

Pupil premium strategy statement – Toner Avenue Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	Sept 24 – Sept 27
Date this statement was published	Oct 25
Date on which it will be reviewed	July 26
Statement authorised by	N Fullard
Pupil premium lead	N Fullard/J Noy
Governor / Trustee lead	G Haley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,970
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£222,970

Part A: Pupil premium strategy plan

Statement of intent

At Toner Avenue our aim is to create independent, tolerant, resilient pupils who achieve well and care. We do this through our drive for improvement for all pupils, with a particular focus on the vulnerable groups of children in school. As Professor Becky Allen said 'great schools tend to be great schools for all children in school'. This quote is forefront in our planning to ensure Toner Avenue is the best school it can be for our pupils. Our pupil premium strategy is integral to our school improvement plan.

We use a tiered approach to spending. Our main focus is on developing high quality teaching, making sure an effective teacher is in front of every class, and that every teacher has the support to keep improving. Targeted academic support has a strong impact on learning and this is an important part of our strategy, with targeted support clearly evaluated for impact. We also consider wider barriers to learning specific to our school context and community.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Numbers of pupil premium pupils achieving Year 6 expected in R, W, M and SPAG is lower than non pupil premium.
3	Attainment of some groups of pp pupils across the school, although they are making progress they are still not performing at expected standards.
4	Behaviour and emotional issues for a small group of pupils mostly eligible for PP are having detrimental effect on their academic progress.
5	Limited parental support . This slows reading and writing progress. This can also impact the attendance levels of our pupils.
6	Many pupils come to school hungry and malnourished each day, this slows progress and impacts on levels of concentration, especially in the morning.
7	Lack of 'life skills' of many pupils and lack of real life experiences and therefore have lower cultural capital.

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
<p><i>Improve oral language including vocabulary across school to enable children to achieve, belong and thrive</i></p>	<p><i>Engage with Voice 21 project funded through NECA and consistent use of range of strategies across school</i></p> <p><i>Continued use of Drawing Club in Reception and Curious Quest in Year 1. Introduction of Curious Quest in Year 2.</i></p> <p>Consistent approach to oracy used across all foundation subjects</p> <p>Teachers introduce and use ambitious vocabulary in all areas of the curriculum.</p>
<p>Improve attainment and progress for pp pupils to enable children to achieve.</p>	<p>Data for 25/26 shows more pp pupils achieve the expected standard in reading, writing and maths.</p> <p>PP pupils achieve at least in line with national pp pupils in KS2.</p> <p>Progress measures for this group of pupils is at least in line with national.</p>
<p>Improve attendance for pp pupils to enable them to belong</p>	<p>Attendance is at least in line with national for all pupils and pp pupils.</p>
<p>Improve 'readiness for school' to enable pupils to belong</p>	<p>Pupils in school have good behaviour for learning and are ready to learn.</p> <p>Reduced number of suspensions and behaviour incidents.</p>
<p>All children have real life experiences which they can draw on to widen their knowledge of the world they live in to enable pupils to thrive.</p>	<p>School provide all pupils with first hand enrichment experiences both inside and outside of school to broaden their cultural capital and improve vocabulary.</p> <p>All pupils have an entitlement of experiences which they will have each year.</p>
<p>Parents feel a sense of belonging to the school community and are more likely to engage with school activities.</p>	<p>Well attended parents evenings</p> <p>Well attended open events for parents to work alongside their child in an area of learning - termly</p> <p>Parents feel listened to and their views valued. This further supports a sense of belonging where school and parents are working together for the good of the child.</p> <p>Yearly parent questionnaire and feedback</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 138998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding.</i>	EEF:- The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3, 4
<i>To provide quality CPD to all staff throughout the year including mentoring and coaching for all teachers – ECT support, Treetops, Paul Dix, Voice 21, ICT with MR P, HT reflection, NPQ's, Masters, apprenticeships, metacognition, recall</i>	As Above	1, 2, 3, 4
<i>Inbuilt teaching approaches throughout the day to support all children's progress, using specially trained support staff including pre teaching, same day intervention, reading plus, nesy, small group intervention, sensory circuits, RAG readers, forest school, super hero maths, maths daily 10</i>	EEF 5 principles to choosing intervention used:- Small group Structured interventions Deployment of TA's Intervention implementation guide used	2, 3, 7
<i>Platinum OPAL provision for all pupils during unstructured times</i>	Executive summary from OPAL find:- changing the attitudes and culture of the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play)	1, 4, 5, 7

	<ul style="list-style-type: none"> • altering the school grounds imaginatively and creatively in order to open up more possibilities for play • changing children’s play patterns, and encouraging greater variety of play behaviours and wider use of time, space and materials for child-initiated outdoor play • increasing children’s enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour • teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. 	
<i>Free breakfast for all pupils</i>	EEF:- Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year	6

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

Budgeted cost: £ 49000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nessy programme used for individuals at risk of reading difficulties</i>	After 6-9 weeks of use, students using Nessy Reading and Spelling scored 73.26% higher in Oral Reading Fluency (ORF) Students using Nessy Reading and Spelling also scored 14.4% higher in single word reading than non-Nessy users.	2, 3
<i>Targeted interventions to support language development using Talk boost in EYFS and KS1</i>	In a small randomized controlled trial that was conducted by Speech and Language UK, children made additional progress after the 9-week intervention, helping them to catch up with other children their age (Reeves et al., 2018). Research shows that 81% of children with behaviour problems have unidentified language difficulties. If children have poor language by the age of 5, they are 6 times less likely to get	1, 2, 3

	expected standard in English by age 11, 11 times less likely in maths.(Jean Gross)	
<i>Free after school club offered to all pp pupils</i>	Widen experiences of pupils and support with the financial pressures	1, 5, 7
<i>Targeted parent workshop in phonics, use of blue screen, brain development and oracy skills</i>	EEF:- Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 3, 5
<i>1:1 and small group support to assess children and create bespoke intervention plan</i>	EEF:- Intensive support with 1/1 or part of a small group can support pupils learning if provided in addition to, and explicitly linked with, normal lessons	2, 3
<i>Peer tuition for reading implemented across school from Y1-6</i>	Cross age tutoring EEF:- Used in reading based on research from Durham University with children paired based on academic reading ability.	1, 2, 3, 7

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

Budgeted cost: £ 42600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers fair	Careers education in schools positively impacts students by improving career readiness, increasing knowledge of the world of work, and broadening aspirations, especially for disadvantaged students. (Gatsby benchmark)	1, 2, 3, 7
<i>Sensory Diet for some pupils using Tree Tops assessments</i>	Evidence from school shows the use of these bespoke diets for some pupils enables them to maintain attention and focus for longer periods in the classroom	2, 3, 4, 6
<i>Bespoke forest school intervention for some pupils</i>	Jean Gross impact on behaviour	2, 3, 4, 7
<i>Counselling and ELSA support for some pupils</i>	Good mental health and wellbeing improves standards in schools and helps	2, 3, 4, 7

	<p>pupils achieve and thrive in education, setting them up well for life and work.</p> <ul style="list-style-type: none"> ● Good mental health and wellbeing helps pupils: <ul style="list-style-type: none"> ● attend school ● develop key life skills, particularly social and emotional skills ● engage in learning ● achieve academically ● have better longer term outcomes, such as future employment <p>Gov.uk July 25</p>	
<i>Subsidise costs for external visits and visitors into school</i>	<p>EEF:-</p> <p>schools should focus on high-quality enrichment activities, ensure their explicit connection to curriculum goals, and recognize pupil achievement to maximize positive academic and non-cognitive outcomes, according to the EEF</p>	7
<i>Full time Child and Family manager in place to address attendance concerns and work closely with vulnerable pupils to provide support. Provide support to wider community and parents</i>	<p>Evidence shows that Child and Family Manager (CFM) support in schools has a significant positive impact on children's attendance, engagement in learning, and overall educational outcomes, with benefits particularly strong for disadvantaged families.</p>	4, 5, 6

Total budgeted cost: £ £230,598

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP pupils KS2 data is above national pp pupils in reading, writing, maths and combined data. SPAG is slightly below for Pp compared to national (SPAG 54/59) - this will be a continued focus for 25/26 through quality first teaching and in class interventions. 2 of the children who are pp and did not pass SPAG are EAL and this impacted on their ability to identify some literacy features.

On entry data shows pp pupils enter significantly behind their peers and behind national. Through quality first teaching and targeted intervention across school more pp children are at age related expectations when they leave us in year 6 and are more in line with national figures.

Attendance of pp pupils is increasing and is above national 92.9% (national 2023 91.4%)

Small group intervention:-

Escape counselling is effective for 80% of pp pupils - making progress in accessing in class learning as a result of the support and all had improved attendance

Forest school is effective for 24% of pp pupils, and very effective for 59% of pp pupils in developing their social and emotional skills (as assessed in pivats) 2 of these pupils have also gone on to be a mentor in forest school and gain first aid qualifications to enable them to work with younger pupils outdoors.

ELSA emotional support, anxiety support and friendship support was effective for 55% of pp pupils accessing. Staff reported less issues in unstructured times as a result of the sessions and children's ability to explain their emotions in order to look for better ways of managing these emotions.

Triful was 60% effective in supporting pp children to be able to work in a group and manage their behaviour in unstructured times. This allowed 60% of the pupils to have full outdoor play during lunchtime due to the intervention and their ability to problem solve and manage their emotions. Some of the pupils need longer in the sessions which will continue next year.

Sensory provision and 'The Bridge' was effective in supporting children to be regulated and able to access lessons alongside their class. This successfully impacted on 93% of pp pupils attending the sensory room regularly and 100% of pp pupils accessing the bridge. This also enabled children to recognise dysregulation and use learnt strategies

to support (sometimes with guidance of support staff). This will continue for these children in 25-26.

Reduction is suspensions and exclusions – 1.5 days suspensions 24-25 due to the impact of interventions to support emotional regulation in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Reading Plus	Reading Plus LLC
Treetops	Treetops children's occupational therapy
Nessy	Nessy Reading and Spelling
Counselling	Escape counselling service
ELSA	ELSA support
Forest school	Private – Sarah Forster

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

24-25 no service children were identified

25-26 we have 4 service children in school - funding received £1400. These children will access forest school intervention during the year to support them with belonging to the school community and being able to work well in a group.

The impact of that spending on service pupil premium eligible pupils

24-25 - no impact as no children recorded

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.