



PUPIL PREMIUM STRATEGY STATEMENT

2020 - 2021

| 1. Summary Information | | | | | |
|-------------------------------|-----------------------------|---|--|--------------------------------------|----------------|
| School | Toner Avenue Primary School | | | | |
| Academic Year | 2020 - 2021 | Total PP Budget | | Date of most recent review | September 2020 |
| Total Number of Pupils | | Number of pupils eligible for PP | | Date for next internal review | July 2021 |



2. Current Attainment

Due to COVID 19 and the disruption to the academic year 2019 / 2020, there is no official data for the KS2 children, however, based on teacher assessment as of March:

MATHS: 87% of PP children were on track to achieve at least their end of year target (based on KS1 result). This compares to 88% of non PP who were on track at that point.

25% of the PP children were on track to achieve ARE despite achieving WTS in KS1.

READING: 87% of PP children were on track to achieve at least their target when compared to their KS1 outcome with 13% of this group on track to exceed this target. This compares to 92% of non-PP children being on track or above.

WRITING:

74% of the PP children were on track to meet their end of year target, with 38% having already exceeded this target. 88% of the non PP children were on track to meet their target.

Attainment data based on March assessments showed:

READING:

50% of PP were WTS, compared to 21% of non PP, although several of these children were also SEND.

38% PP were achieving EXS compared to 33% of non PP, and 13% of PP were achieving GDS compared to 46% non PP.

MATHS:

13% of PP children were achieving PKS compared to 0% non PP.

13% of PP children were achieving WTS compared to 21% of non PP

63% of PP children were achieving EXS compared to 67% of non PP children and 13% of PP and 13% of non PP were achieving GDS



| | 2018 – 2019 | | 2017 - 2018 | |
|---|------------------------|----------------------------|------------------------|----------------------------|
| | Pupils Eligible for PP | Pupils not eligible for PP | Pupils Eligible for PP | Pupils not eligible for PP |
| % of children attaining the expected standard in Reading | 68 | 71 | 53 | 80 |
| Reading progress measure | 101 | 105 | 97 | 105 |
| Reading scaled score | -1.49 | -0.31 | -5.61 | -1.71 |
| % of children attaining the expected standard in Writing | 73 | 100 | 53 | 100 |
| Writing progress measure | -1.81 | 0.47 | -3.80 | 1.28 |
| % of children attaining the expected standard in Maths | 64 | 91 | 59 | 87 |
| Maths progress measure | -2.12 | -0.48 | -1.55 | -0.37 |
| Maths scaled score | 101.2 | 104.9 | 100.1 | 105.3 |



| 3. Barriers to future attainment (For pupils eligible for PP) | |
|--|--|
| <i>In School Barriers (issues to be addressed in school)</i> | |
| A | Children enter Reception with skills that are below average. |
| B | Low level of parental support for PP children, particularly with reading and speaking. Children’s vocabulary is limited. [Compounded by Covid Restrictions] |
| C | High numbers of disadvantaged families accessing support services (ELSA, SEMH Support, Early Help and CIN, CP Plans) [Compounded by Covid Restrictions] |
| D | Lack of enrichment opportunities for PP pupils. [Compounded by Covid Restrictions] |
| <i>External Barriers</i> | |
| E | Attendance of disadvantaged children is lower than that of other children |



| 4. Desired Outcomes (and how they will be measured) | | |
|--|---|---|
| | <i>Outcome</i> | <i>Success Criteria</i> |
| A | Improve the progress of disadvantaged pupils in each subject by the end of Key Stage 2 with a particular focus in mathematics. | Progress score is at least 0 in each subject. |
| B | 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, in particular in writing. | Gap narrowed from 27% to 10% at most. |
| C | Maintain the parity between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen. | Gap maintains at 0% |
| D | 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 age related expectations increases rapidly (by end of Autumn Term) and improves (by Spring and Summer Term) |
| E | 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. |



| Planned Expenditure | | | | |
|---|---|--|---------------------------------|--|
| Academic Year | | 2020 – 2021 | | |
| <i>i) Quality of teaching for all (Strategies focussed on priorities)</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” (P8, Education Endowment Foundation Guide to the Pupil Premium, 2019) | | | | |
| Desired Outcome A: | | Improve the progress of disadvantaged pupils in each subject by the end of Key Stage 2 with a particular focus in mathematics. | | |
| Action or Approach | Rationale | Implementation | Staff Lead | Monitoring |
| <ul style="list-style-type: none"> Teacher appraisal clearly states the teachers’ responsibility and accountability for the progress of the disadvantaged pupils. | <ul style="list-style-type: none"> High profile of disadvantaged pupils will allow teacher to focus on their specific needs through whole class planning and targeted intervention as per the provision maps. Monitoring and accountability of staff through appraisal means that consistency can be achieved across school and more formalised | <ul style="list-style-type: none"> Pupil Progress meetings have a focus in disadvantaged pupils’ progress and attainment. Feedback and discussion with Disadvantaged Governor to take place at least termly. | HT / DHT En Lead, Ma Lead | Pupil Progress meetings: 05.10.2020, 07.12.20 22.03.20 28.06.20 Performance Management Meetings: October, December, February and July Maths and English Monitoring at least termly. |



| | | | | |
|--|---|--|--|---|
| | support can be provided to help staff improve the quality of teaching. | | | |
| <ul style="list-style-type: none"> Provision maps and PP Strategy clearly identifies additional directed teacher time for disadvantaged pupils and specific targets based on assessment information | <ul style="list-style-type: none"> Effective use of assessment information highlights specific gaps unique to each individual child. Direct, quality first teaching to address these gaps will accelerate progress. | <ul style="list-style-type: none"> Reviewed Provision Plans completed half termly and evaluated by staff. Evaluations on provision maps triangulated to ensure accuracy. | DHT, En Lead, Ma Lead Link Governor | <p>Start Sept 2020</p> <p>Evaluated plans to DHT by:</p> <p>21.10.2020</p> <p>16.12.2020</p> <p>10.02.2020</p> <p>01.04.2021</p> <p>26.05.2021</p> <p>09.07.2021</p> <p>Triangulation to take place following these dates to ensure accuracy. (Headstart Tests, Book Scrutinies).</p> |
| <ul style="list-style-type: none"> Support staff deployed across school to allow teachers to focus on disadvantaged pupils in line with provision maps. | <ul style="list-style-type: none"> Additional adults in the room allow the Teacher to directly focus on specific tasks with the disadvantaged pupils. PPA on Fridays and the employment of apprentices allows greater capacity to provide high quality, timely intervention | <ul style="list-style-type: none"> Timetable support staff to ensure that each class teacher is able to work with the disadvantaged pupils to address their individual targets. | DHT, En Lead, Ma Lead | <p>English and Maths lead to drop in on interventions during Spring Term.</p> |



| | | | | |
|---|--|---|------------------------------|---|
| | and / or pre teaching to help narrow the gaps. | | | |
| <ul style="list-style-type: none"> Develop staff subject knowledge and confidence in delivering a 'mastery curriculum' | <ul style="list-style-type: none"> Improving the quality and consistency of teaching will have a positive impact on all groups of learners, including those who are disadvantaged. Improving the confidence and subject knowledge of support staff will ensure that children receive the best possible support at all times. | <ul style="list-style-type: none"> CPD to be arranged for members of staff who are relatively new to their careers (or those who require additional support). Arrangements made to cascade key points from each of these sessions to rest of staff. | Ma Lead | <p>Maths lead to monitor specific focus each two weeks.</p> <p>CPD link: https://docs.google.com/document/d/10vf2c9E9Y_wnY_k7Rm9agsH8DwY7YCmdqyv2QNVwtec/edit?ts=5f7cbc6e</p> |
| Desired Outcome B: | 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, in particular in writing. | | | |
| Action or Approach | Rationale | Implementation | Staff Lead | Monitoring |
| <ul style="list-style-type: none"> Teacher focus groups for whole class guided writing have staff clearly | <ul style="list-style-type: none"> Clear challenge for the more able disadvantaged pupils raises attainment and | <ul style="list-style-type: none"> Guided writing sessions monitored by English Lead and Local Authority English Lead to | HT / DHT En Lead, Ma Lead | <p>Pupil Progress meetings: Dates as above.</p> <p>Performance Management Meetings: October, December, February and July</p> |



| | | | | |
|---|--|---|----------------------|---|
| <p>focussed on the disadvantaged pupils, especially those who are working at greater depth.</p> | <p>progress.</p> | <p>ensure that challenge is evident and appropriate for the disadvantaged pupils.</p> <ul style="list-style-type: none"> Pupil books show challenge and progress for the more able disadvantaged pupils. | | <p>Maths and English Monitoring at least termly.</p> |
| <ul style="list-style-type: none"> Sharing good practice within school of effective challenge through questioning | <ul style="list-style-type: none"> Effective, timely feedback enables children to make rapid progress. | <ul style="list-style-type: none"> Lesson observations and book scrutinies show that feedback is having a positive impact on progress of disadvantaged pupils. | | <p>Triangulation of PP Evaluations (as dated above)</p> <p>Half termly monitoring will include an element about progress and the effective use of feedback.</p> |
| <ul style="list-style-type: none"> Sharing effective strategies to support acquisition of, and develop higher level vocabulary | <ul style="list-style-type: none"> Through research and professional learning, the most effective strategies can be assessed, shared with staff and implemented. Support from the NPQH in effectively implementing and evaluating | <ul style="list-style-type: none"> Research into gamification to support vocabulary teaching / acquisition/ QLA show that more pupils are achieving age related vocabulary targets Work scrutinies / pupil interviews / observations demonstrate | <p>DHT / En Lead</p> | <p>See English Monitoring Timetable</p> |



| | | | | |
|--|--|---|---------------------|---|
| | the impact these strategies have | greater depth of vocabulary being used. | | |
| Desired Outcome C: Maintain the parity between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen. | | | | |
| Action or Approach | Rationale | Implementation | Staff Lead | Monitoring |
| <ul style="list-style-type: none"> Teacher appraisal clearly states the teachers' responsibility and accountability for the progress of the disadvantaged pupils. | <ul style="list-style-type: none"> High profile of disadvantaged pupils will allow teacher to focus on their specific needs through whole class planning and targeted intervention as per the provision maps. Monitoring and accountability of staff through appraisal means that consistency can be achieved across school and more formalised support can be provided to help staff improve the quality of | <ul style="list-style-type: none"> Pupil Progress meetings have a focus in disadvantaged pupils' progress and attainment. Feedback and discussion with Disadvantaged Governor to take place at least termly. En Lead to ensure staff are assessing phonics and using the phonics tracker to identify areas of improvement for individual children. | HT / DHT En Lead | <p>Pupil Progress meetings: Dates as above</p> <p>Performance Management Meetings: October, December, February and July</p> <p>English lead to monitor Phonics teaching and progress at least termly.</p> |



| | | | | |
|---|--|--|-----------------------------|--|
| <ul style="list-style-type: none"> Embedding of the new 'Sounds Write' phonics programme. | <p>teaching.</p> <ul style="list-style-type: none"> A consistent approach to the teaching of phonics is required as the existing scheme was quite 'bitty'. There are staff who are new to Key-Stage 1, and the Sounds Write programme is rooted in research suggesting it effectively teaches phonics and raises attainment. Training has been carried out but staff have not yet taught all units. | <ul style="list-style-type: none"> EYFS and KS1 teachers to attend 4 days training to deliver the programme. En Lead to cascade training to teaching assistants and KS2 teachers to ensure a consistent approach is applied when addressing specific gaps for individual disadvantaged pupils. | <p>En Lead</p> | <p>Monitoring of effectiveness of implementation as per English Lead's monitoring schedule.</p> <p>HT and DHT to be trained in SoundsWrite to ensure accurate monitoring. Date to be confirmed once COVID restrictions lift.</p> |
| <p>Desired Outcome D: 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, Communication, and Language.</p> | | | | |
| <p>Action or Approach</p> | <p>Rationale</p> | <p>Implementation</p> | <p>Staff Lead</p> | <p>Monitoring</p> |
| <ul style="list-style-type: none"> Teacher appraisal clearly states the teachers' | <ul style="list-style-type: none"> High profile of disadvantaged pupils will allow teacher | <ul style="list-style-type: none"> Pupil Progress meetings have a focus in disadvantaged | <p>HT / DHT En Lead</p> | <p>Pupil Progress meetings: See dates above</p> |



| | | | | |
|--|--|--|--|--|
| <p>responsibility and accountability for the progress of the disadvantaged pupils.</p> | <p>to focus on their specific needs through whole class planning and targeted intervention as per the provision maps.</p> <ul style="list-style-type: none"> Monitoring and accountability of staff through appraisal means that consistency can be achieved across school and more formalised support can be provided to help staff improve the quality of teaching. | <p>pupils' progress and attainment.</p> <ul style="list-style-type: none"> Feedback and discussion with Disadvantaged Governor to take place at least termly. | | <p>Performance Management Meetings: October, December, February and July</p> |
| Total Budgeted Cost: | | | | |

ii) Targeted Approaches

“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.” (P8, Education Endowment Foundation Guide to the Pupil Premium, 2019)

| Action or Approach | Rationale | Implementation | Staff Lead | Monitoring |
|--------------------|-----------|----------------|------------|------------|
|--------------------|-----------|----------------|------------|------------|



| | | | | |
|---|--|--|---|--|
| <ul style="list-style-type: none"> Nursery and Reception staff to ECAT disadvantaged pupils as part of the baseline and make referrals to SALT. Blast 2 for targeted PP children with language and communication difficulties Using materials and resources from SALT, small groups of PP children are targeted by class teachers. Support staff to work with other children during this time. | <ul style="list-style-type: none"> SALT waiting lists are upwards of 12 months. Early screening and referral is essential to ensure support is provided if required. Blast has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is views as good practice in developing listening and speaking skills. SALT materials are tailored to individual needs and give repeated, structured practice at sounds and words which children find difficult. | <ul style="list-style-type: none"> Pupil Progress meetings are used to identify children who require these interventions and review the subsequent impact. | <p>HT, DHT, EYFS Lead, Class teachers</p> | <p>Pupil Progress meetings: See dates above</p> |
| <ul style="list-style-type: none"> Nurture groups provided for pupils with skills less than those expected in PSED. | <ul style="list-style-type: none"> Without adequate social skills the disadvantaged pupils will not be able to access the EYFS Curriculum. Rapid progress in PSED skills will allow greater success in acquisition of language and number skills. | <ul style="list-style-type: none"> Disadvantaged pupils 'tapestry' observations will focus on PSED skills and activities will be carefully planned to develop these skills. Progress towards GLD monitored through pupil progress meetings, | <p>HT, DHT, EYFS Lead and staff</p> | |
| <ul style="list-style-type: none"> Two further members of staff to become qualified Emotional Literacy Support Assistants (ELSAs) to improve capacity of support available within school. Develop close links with the 'Healthy Minds' team and the | <ul style="list-style-type: none"> Local Authority support for children in EYFS and KS1 with SEMH difficulties is extremely stretched and difficult to access. The sooner the intervention can be put in, the more successful it is likely to be. In school support allows for flexible approaches and consistency when working with pupils who have SEMH difficulties. | <ul style="list-style-type: none"> Two members of staff to complete ELSA accredited training and then start delivering group nurturing sessions or 1:1 sessions as appropriate. ELSA staff to advise on strategies and activities which could be used to develop social skills | <p>HT, DHT, ELSA staff, EYFS.</p> | <p>Pupil Progress Meetings as outlined above.</p> <p>Nurture groups to run half termly. (Evaluations monitored by SENDCO)</p> <p>ELSA to run 1:1 for half termly blocks. (Evaluations monitored by SENDCO)</p> |



| | | | | |
|--|--|--|-------------------------------|--|
| <p>‘Mental Health Trailblazers’ to provide a tiered approach to supporting children with Social, Emotional and Mental Health difficulties</p> | | <p>within the EYFS setting.</p> <ul style="list-style-type: none"> • Children in need of this additional support to be identified through Pupil Progress Meetings (or earlier if required). • Where ELSA is not appropriate, referrals to be made to the external Mental Health teams who can offer more specialised advice. | | |
| <ul style="list-style-type: none"> • Experience support staff deployed in EYFS to allow for dedicated, targeted support for PP pupils to focus on specific areas of learning (R,W, Number). | <ul style="list-style-type: none"> • Additional adults in the room allow the Teacher to directly focus on specific tasks with the disadvantaged pupils. | <ul style="list-style-type: none"> • Timetable support staff to ensure that each class teacher is able to work with the disadvantaged pupils to address their individual targets. | <p>DHT, EYFS Lead</p> | |
| Total Budgeted Cost: | | | | |

iii) Other Approaches

“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. (P8, Education Endowment Foundation Guide to the Pupil Premium, 2019)

| Action or Approach | Rationale | Implementation | Staff Lead | Monitoring |
|---|--|--|-------------------------------|--|
| <ul style="list-style-type: none"> • Senior Leader to monitor attendance and liaise with STC attendance team | <ul style="list-style-type: none"> • Working with parents to raise the profile of good attendance has been proven to be successful. | <ul style="list-style-type: none"> • Monitor PA of disadvantaged pupils and ensure that parents are contacted promptly when | <p>Office Staff, AHT.</p> | <p>Monthly review of disadvantaged pupils’ attendance. Track the number of disadvantaged</p> |



| | | | | |
|--|---|--|---|---|
| | | <p>attendance becomes an issue.</p> <ul style="list-style-type: none"> Use STC attendance team to chair meetings and issue warnings and fines as required. | | <p>pupils who have attendance of 97, 98, 99 or 100% over time to show impact of attendance strategies.</p> <p>Attendance to be discussed as part of pupil progress meetings, dates outlined above.</p> |
| <ul style="list-style-type: none"> Attendance Shop | <ul style="list-style-type: none"> Children need motivation to attend regularly. Whole class motivation is not as effective as individual motivation | <ul style="list-style-type: none"> Introduce half termly attendance shop where children can exchange 100% attendance weeks for stars to spend. | AHT | <p>Monitored through arrangements above.</p> |
| <ul style="list-style-type: none"> Broaden the lived experiences of the disadvantaged pupils. | <ul style="list-style-type: none"> Economic disadvantage is the driver of many symptoms of educational underperformance. Less exposure to books and vocabulary in early childhood, poorer vocabulary and limited background knowledge are just a few of these. | <ul style="list-style-type: none"> Timetable slots for each class to enjoy our Library - promote a love of reading and allow access to a range of quality books. EYFS parents to be invited weekly to come and share a book and choose one to take home. | En Lead EYFS Lead | <p>Monitor the number of PP parents who are attending half termly and encourage participation through incentives if needed. (Once Covid restrictions are lifted)</p> |
| <ul style="list-style-type: none"> Educate pupils to allow them to feel empowered and able to make positive changes in their immediate locality and beyond. | <ul style="list-style-type: none"> Whilst we acknowledge that aspirational interventions have limited impact on academic achievement and progress, we are mindful of the need to prepare our children for the next stage of their education and want them to be able to contribute effectively to the society in which they live. We know that some of our pupils do not have role models who work and aspirations of some families are low. | <ul style="list-style-type: none"> Use Welly Weeks and other enrichment opportunities (e.g visits out in the community linked to the Big Question) to develop language skills and vocabulary, allow children to experience different things within their local environment and teach them about the world around them. Welly Weeks and Big Question topics to include some aspects of community and parental engagement. | DHT Sc Lead PSHE lead Class Teachers | <p>Monitor quality of work in Welly Week and wider curriculum at least half termly.</p> <p>Pupil discussions show that they are able to speak about the positive contributions they make to school and the wider world.</p> |



| | | | | |
|-----------------------------|--|---|--|--|
| | | <ul style="list-style-type: none">• Provide opportunities for pupils to take responsibility for areas around school – e.g. Librarians, Buddies.• Timetable slots in Nurture room for each class to explicitly teach about healthy relationships and strategies to manage mental health difficulties at age –appropriate level. | | |
| Total Budgeted Cost: | | | | |