

Pupil premium strategy statement Tollgate Primary School

1. Summary information					
School	Tollgate Primary School				
Academic Year	2017/2018	Total PP budget	£256,080	Date of most recent PP Review	September 2017
Total number of pupils	488	Number of pupils eligible for PP	110 + 1LAC	Date for next internal review of this strategy	September 2018
Pupil premium numbers last three years/allocation of money	2014-2015	228	£300,200		
	2015 -2016	245	£323,400		
	2016-2017	148	£278,520		
	2017-2018	110 + 1LAC	£256,080		

2. Current attainment				
	Pupil progress scaled score (dis)	Average scaled score	% Reaching Expected Standard	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			89%	79%
% making progress in reading	102	105	89%	79%
% making progress in writing	92% EXP/IGD		92%	89%
% making progress in maths	107	108	92%	89%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Impact of low on entry starting points in oracy in Reception . Levels tend to be lower for PP pupils than for other pupils. This slows progress in reading in Reception and

	Year 1	
B.	Focus group lowest 20%(not SEND) in ks2 classes who are making less progress than other PP pupils in KS2. Diminishing the difference in attainment in reading, writing and maths	
C.	Ensuring that high ability pupils who are eligible for PP that are making slower progress in KS2 in years 5/6 are provided with further supports.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates of groups of pupils especially those with PP-pupils additional vulnerabilities and PP Attendance rates of pupils with complex needs in the schools resource provision	
E.	Housing issues-including overcrowding, poor living conditions, risk of evictions ,temporary housing arrangements	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	All pupil to achieve national averages and above in reading writing and maths	PP children to achieve in line with non PP at 92% at expected and 40% achieves above expected in RWM
B.	Improved oral and written language skills for PP pupils in reception classes	GLD for pp pupils to be at 90% in speaking and listening and writing and reading skills at the end of Reception
C.	Increased attendance rates for pupils eligible for pupil premium	PP pupils to attend at national averages of 95%
D.	Pupils to have similar opportunities/experiences (enrichment) during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.

5. Planned expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
Diminishing the difference DD between FSM children and Non FSM children.	Intensive small group support in reading and maths	There has been a difference of % and that pupils should through quality first teaching and variation achieves the same outcomes as those not PP	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff cpd	SLT	Summer 2018
All FSM children to achieve end of key stage expected outcomes	Booster sessions to support all learners. To raise attainment and achievement across the school for	DDbetween FSM children and Non identified FSM children.	Intervention support. Wave 3 Literacy, Numeracy and Phonic support	DHT	Summer 2018
93% of children to achieve end of year targets	To raise attainment and achievement across the school for DA pupils with identified SEN.	Enable key pupils the opportunity to build stronger meta cognition skills & learning to learning strategies.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff cpd	SLT	Termly
To maintain phonics results to 95% pass rate	Staff training and CPD Box clever speech and language programme Monitoring by EYFS lead EYFS Phonics development and training	To raise CLL and CLE through speaking and listening programs. To increase staff knowledge and strategies To increase children's spoken language opportunities. To provide resources that supports the development of language and communication.	Classroom observations Case studies Pupil progress meetings Termly monitoring	DHT	Termly Summer 2018
Total budgeted cost					132,000
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
90% of year six PP children achieve expected or higher outcomes for RW and M	Reducing class size year six/transition To enable children to be taught in groups that provide bespoke teaching models To provide first quality teaching to smaller class sizes.	Aim Higher, challenging more able FSM pupils. To target key cohorts including boys, year 5 girls and DA pupils.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff cpd	SLT	Termly
Increased attendance rates	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling	We can't improve attainment for pupils if they are not in school.	Through briefing of support worker about existing issues. PP DHT, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings	SLT	Reviewed termly in safeguarding meetings
Total budgeted cost					84,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children able to access learning in a calm manner to support development of communication and interaction through music	Music Therapist 2 days a week	Specialised support for children in music and communication number of pupils with early mental health issues identified as pp and with Complex needs have specific programmes to increase sensory awareness and engagement in learning.	Employ music support therapist and monitor through pupils reviews and progress meetings Termly observations of teacher practice.	DHT	Termly

Arts participation theatre groups	Gamalan project (year 1	All pupils to make puppets and play Instruments for a performance related to Indonesian culture.	SLt to monitor End of project parent performance Pupil view feedback	SLT PASS survey	Spring 1
	West end in schools - (whole school)whole school performance Story telling from around the world. Shakespeare festival (whole school) with whole school production of midsummer's night's dream.	Pupils have limited experiences of the arts in London- very few attend the theatre and musical performances outside the local area due to financial constrictions local project with globe theatre to give pupils opportunities to see and perform plays in the globe theatre in London	SLt observations Parent feedback Pupil feedback End of project performance	SLT PASS survey	Summer 2018
	Brick Lane music hall (Year 6) professional performers will help develop children's performance skills for the end of term show	Local partnership with Brick lane Music hall give children the opportunity to work with and produce arts performance over 4 weeks to produce high quality performance with professional musicians and actors	SLt observations Parent feedback Pupil feedback End of project performance	SLT PASS survey	Summer2018
Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs Pastoral team and family support workers Residential opportunities outside of London for year 3,4,5,6	Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home After school provision of 16 clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including dodgeball, football, dance and inter school sports. Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported.	Termly safeguarding meetings Termly monitoring of clubs by learning mentor and SLT	SLT	Termly at ELT meetings

		<p>Families supported have access to parenting classes and ESOL classes</p> <p>A decline in access to mental health wellbeing for primary aged pupils and a rise in pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This is in conjunction with parents support has seen a decline in ongoing behavioural issues across the whole school.</p>			
Total budgeted cost					£40,000

6. Review of expenditure 2016/17				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
DD between FSM children and Non FSM children	<ul style="list-style-type: none"> To continue to provide intensive input on key skill learning To enable catch up for pupils . Reinforce and rehearse key skills in spelling, grammar and comprehension. 	<p>In EYFS 100% of all pupils reached GLD who are identified as PP</p> <p>In KS1 92% PP achieved the expected standard in reading ,writing and Maths</p> <p>In KS2 92% of PP achieved the expected standard in RWM</p>	<p>This has been an effective tool in raising attainment through whole class quality first teaching with the additional support in KS2 of booster classes when appropriate.</p> <p>This will continue to be focus this year with ensuring same quality first teaching in all subject areas.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
90% of year six PP children achieve expected or higher outcomes for RW and M	<ul style="list-style-type: none"> To provide first quality teaching to smaller class sizes. To enable children to be taught in a group that provides bespoke teaching models to meet need. 	In KS2 93% of PP achieved the expected standard in RWM	<p>The impact of small groups is clearly evident through monitoring reports and data collection..</p> <p>This will continue to be focus this year with ensuring same quality first teaching in all subject areas.</p>	
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
Mandarin teachers as an enrichment opportunity	<p>raising skills in a key language.</p> <ul style="list-style-type: none"> • To reinforce the basic skills already acquired and to be able to apply the skills. • Access to and introduction to the economic language of the world. 	<p>All pupils passed the key word levels for their age group.</p> <p>All pupils at the end of the year sat the tests supplied by the</p>	<p>This has been a fantastic initiative for pupils across the school and children are very enthusiastic about this aspect of the curriculum.</p> <p>Monitoring the impact has enabled us to see how pupils are able to make connections across languages which as we know really strengthens their understanding of all literacy skills.</p> <p>Due to the expansion of the docklands business area we really believe that pupils will have enhanced employability if they have key skills in mandarin. This is something we will continue.</p>	