

# Pupil Premium Strategy Statement Tollgate Primary School

1. Summary information					
<b>School</b>	Tollgate Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£215.800	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	452	<b>Number of pupils eligible for PP</b>	67 + 1 LAC	<b>Date for next internal review of this strategy</b>	September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	90%	51%
<b>% making progress in reading</b>	90%	64%
<b>% making progress in writing</b>	90%	67%
<b>% making progress in maths</b>	90%	63%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	To track the progress of middle attaining PP children in reading, to ensure that they reach greater depth at the end of KS2.
<b>B.</b>	To focus on the PP children who have been identified as lowest 20% (not SEND) in each cohort and ensure that they reach age related expectations or better by the end of the academic year.
<b>C.</b>	To identify and track the Pupil Premium children who are 'well below average' on entry to reception and ensure that the progress gap is closed in relation to the NPP children.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor living condition, Children living below the poverty line, temporary housing arrangement, Parents with mental health/Domestic violence issues.
<b>E.</b>	Track attendance rates of all PP children. Track attendance rates of PP SEND/ASD children in resource provision.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Middle Attaining children for reading achieve 'Greater Depth' at the end of KS2. This will be measured through in-house testing and end of key stage national tests.	50% of middle attaining PP children to achieve 'Greater Depth' in reading at the end of KS2.
<b>B.</b>	Improve language and communication and written skills for PP children in Reception classes.	GLD for PP children to be at 92% in speaking and listening and writing and reading skills at the end of Reception.
<b>C.</b>	To ensure that attendance rates for PP children are maintained.	Pupil Premium attendance rates are 96%+
<b>D.</b>	PP children to have similar opportunities/experiences during their time at primary school as those from affluent areas.	Pupil feedback, parental feedback, case studies, school council and pass survey.

5. Planned expenditure	
<b>Academic year</b>	<b>2018/2019</b>

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?
To diminishing the progress and attainment difference between PP children and Non PP children.	Intensive small group interventions in English and mathematics	There has been some difference of % and that pupils, should, through quality first teaching, learning and variation achieve the same outcomes as those not PP. The small group intensive work will ensure that there is parity between the attainment and progress of PP and non PP	-Tracking of the DTD in half termly Pupil Progress Meetings. -Teacher assessment analysis every ix weeks. -Termly tracking of standardised scores in English and mathematics. -Tracking of Wave 3 interventions.	Assessment Lead	Termly
All Pupil Premium Children to attain expected or greater	-Targeted booster sessions.	There is a differential in progress and attainment between PP and non PP.	- Tracking of the DTD in half termly Pupil Progress Meetings.	Assessment Lead SLT	Termly

depth at the end of each Key Stage.	-Targeted early intervention. -Smaller class sizes lead by a qualified teacher.	Targeted intervention and boosters will diminish the difference the groups.	-Teacher assessment analysis every ix weeks. -Termly tracking of standardised scores in English and mathematics. -Tracking of Wave 3 interventions.	Year 6 teachers.	
90% PP children to achieve expected or GD in <b>reading</b> at the end of each key stage.	-Smaller shared reading session for these children lead by a qualified teacher. - Early phonics interventions lead by Wave 3 TAs.	-Reducing class size year six/transition;  -To enable children to be taught in groups that provides bespoke teaching models.  -To provide first quality teaching to smaller class sizes.	- Lessons observations and learning walks by HT & SLT  - Half termly tracking/testing of phonics, reading, writing and mathematics.	HT SLT Yr 2 and 6 teachers.	Summer 2019
To maintain GLD AT 90%	-Teach daily phonics. - Continual CPD on the teaching of phonics.	To raise and maintain levels of CLL and CLE through quality first of speaking, listening, reading and writing.	-Lesson observations of Phonics and CLL by the EYFS Lead. -Careful tracking of on entry data. Half termly Pupil Progress Meetings. -Parents workshop.	EYFS Lead	Termly Tracking
<b>Total budgeted cost</b>					132,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To maintained and/or increase attendance rates of PP children	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling to ascertain why a child is absent	Attendance is the most crucial factor when raising attainment of vulnerable groups.	Through careful daily tracking of attendance we can: -monitor persistent absent. -When attendance drops below 90% this flags up home visits. -Parent meetings.	Attendance Lead. Family support worker. HT	Weekly attendance tracking.

PP children are able to access the curriculum in alternative ways. For example through the medium of music.	Music Therapist to work with PP children 3 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	Employ music support therapist and monitor through pupils reviews and progress meetings Termly observations of teacher practice	Inclusion Lead	Termly observations/tracking.
<b>Total budgeted cost</b>					54.000

### 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?
Learning through creative arts and theatre groups.	Gamalan project (year 2)	All pupils to make puppets and play Instruments for a performance related to Indonesian culture.	-SLT and Yr 2 teachers to monitor the quality of delivery and production. -End of project parent performance. -Pupil view feedback.	DHT Year 2 teachers	Autumn 1
	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.	HT DHT Year 6 Team	Summer 2
	EYFS Year 1 KS2 These cohorts to visit the theatre during the academic year	Year 1 - Gruffalo - December 2018. To support their work in English. EYFS - To visit Stratford Theatre - December 2018. To support language and writing skills within the curriculum. KS2 3-6 to attend The Globe to support learning on Shakespearian Texts.	Pupil Feedback. - Quality or writing outcomes are of a high standard due to children attending performances.	SLT Class Teachers.	Autumn 2

Ensuring physical and mental wellbeing	<p>Breakfast club</p> <p>Afterschool clubs</p> <p>Pastoral team and family support workers</p> <p>Residential opportunities outside of London for year 3,4,5,6</p>	<p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home</p> <p>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.</p> <p>Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported. 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>	<p>Termly safeguarding meetings</p> <p>Termly monitoring of clubs by learning mentor and SLT</p>	SLT	
<b>Total budgeted cost</b>					40'000

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2017/2018</b>
<b>i. Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All PP children to achieve age related expectations at the end of each Key Stage - national testing.	-Booster sessions. -Smaller class sizes lead by a qualified teacher. -Intervention support -Wave 1,2 and 3.	- <b>100%</b> of GLD PP children achieved GLD. - <b>90%</b> of PP children passed the phonics national test. - <b>90%</b> combined of PP children achieved the expected standard in reading, writing and mathematics at KS1. - <b>100%</b> of PP children achieved the expected standard in reading, writing and mathematics	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.  This will continue to be focus this year with ensuring same quality first teaching in all subject areas.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To maintain/increase rates of PP children attendance.	Family support worker employed to monitor pupils and follow up quickly on absences. First day response calling.	The annual attendance rate for PP chn in 2017/2018 was:	Careful tracking of the PP children attendance has ensured that any percentages that could fall below national are dealt with quickly.  This strategy has been integral to	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>PP children are able to access the curriculum in alternative ways. For example through the medium of music and music therapy</p>	<p>Music Therapist to work with PP children and SEND PP.</p>	<p>Music and Music Therapy has had a profound impact on the learning behaviours of the PP children.</p> <p>The have had the opportunity to access the curriculum</p>	<p>The impact of the alternative approaches to teaching aspects of the curriculum has impacted positively on the PP children's progress.</p> <p>This has been tracked on a half termly basis.</p>	
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**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above. Our full strategy document can be found online at: [school website]