

Pupil premium strategy statement review & planned expenditure

(Evidence based on the EEF- Education Endowment Foundation research)

1. Review summary information			
School	Toot Hill school		
Academic Year	2019/20	Total PP budget	£190,000
Total number of pupils	1553	Number of pupils eligible for PP	212 (14% PP)

3. Spends summary			
Strand	Total spend 2019/20	Projected spend 2020-21	
Quality of teaching for all	£167,980	£170,000	
Targeted support	£19,203.64	£17,000	
Other approaches	£2,505	£3,000	

3. Current attainment			
	<i>Toot Hill School Pupils eligible for PP</i>	<i>Toot Hill School Pupils not eligible for PP</i>	<i>National Statistics All students</i>
% achieving 4+ EM (2019/20)	TBC*	TBC*	TBC*
% achieving 5+ EM (2019/20)	TBC*	TBC*	TBC*
% achieving 4+ English (2019/20)	TBC*	TBC*	TBC*
% achieving 4+ Maths (2019/20)	TBC*	TBC*	TBC*
Progress 8 score average (2019/20)	TBC*	TBC*	TBC*
Attainment 8 score average score (2019/20)	TBC*	TBC*	TBC*

- No formal GCSE data due to COVID 19 – CAG TBC

4. Evidence based barriers to future attainment -NEW TARGETS 2020/21	
In-school barriers impacting attainment	
A.	Ks2 entry levels are lower for PP students nationally than non PP students in English and Maths making curriculum access more challenging resulting in a need for additional EM time within the school day, reducing chances for EBACC security.
B.	At times, engagement in learning reduced due to lack of desire to explore post 16 aspirations/ lack of confidence in achieving entry requirements
C.	Transport to attend extended study and enrichment for PP students has been low due to our increased catchment area
External barriers	
D.	Attendance of PP students is lower than non PP students. This reduces their school hours and causes them to fall behind on average.
E.	Lack of awareness of PP support available and at times a reduction in at home resources to complete independent study

5. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Reduction in class sizes (PP students) <25 (EEF +3 months). Early intervention groups timetabled within the school day, small group specialist led maths sessions, and small group specialist led English sessions in addition to externally sourced tuition for our more vulnerable learners.	Increased English, maths and science attainment for PP students in line with non-pupil premium students.
B.	Early introduction to post 16 planning at ks4. Secured post 16 plans following work experience in year 11.	All ks4 students to have had work experience in addition to increased cultural capital experiences to increase aspiration. All yr11 students to be suitably places in education or training post-16.
C.	Personalised and focused extended study guidance for all PP students supported by top quality sessions and attendance monitoring.	All PP students to attend at extended study sessions as indicated by our tracking systems.
D.	Increase attendance in line with non- PP students. Parents of PP students feel supported by the school and work with the school to raise pupil attendance.	Increase attendance for all pupil premium students to 96%, in line with non- PP. Reduce number of exclusions to ensure effective behaviour and academic work can be done during this time.
E.	Increased parental communication supportive effective provision of intervention. Confident independent students who are able to complete homework and revision at home or in our study support booster sessions.	All PP students fully utilizing knowledge organisers. Increased uptake of revision resources and attendance to extended study advertised and assisted by our new Progress Plus+ support scheme.

Academic year	2020/21			
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
Students will feel supported and challenged in lessons enabling rapid and sustained progress towards target levels.	<p>Reduced class sizes where possible for all PP students <20. Enabling more personalized teaching and support.</p> <p>Restructure of the curriculum providing more cultural capital and a greater learning experience.</p> <p>Students are aware and engaged with FIT (Focus Independent Learning) leading to mastery learning and will use this time effectively to work hard and improve their work.</p> <p>Knowledge organisers will be posted home for PP students. All revision resources will be provided.</p>	<p>Reduced class size to support provision of more personalized teaching and support. EEF research- +3 months through class size reduced to <25- High cost</p> <p>Students to develop mastery learning leading to better preparation for post 16 and beyond, rather than teaching to a set exam specification.</p> <p>Planned FIT demands self-discipline, resilience and independence. FIT should be when students have an opportunity to really think on their own and try challenging work.</p> <p>Having knowledge organisers at home will support student use of the resource. EEF reports +5 months when mastery learning is a focus.</p>	<p>Continued development of a new curriculum starting at year 7 and now to include years 9 and 12. Curriculum shaped in a timely manner by a wide range of professionals.</p> <p>A revised approach to QA with a greater focus on mastery learning beyond the specification. Careful planning to meet the needs of our students and to support our whole school priorities. Teaching & Learning mentors to discuss planning with their mentees.</p> <p>Increased departmental time to focus on planning, collaboration, challenge, differentiation and subject specific objectives</p>	<p>HOD</p> <p>SLT</p> <p>T&L mentors</p> <p>HOD</p>
Students will receive focused feedback on learning in classrooms	Staff given CPD on the importance of feedback on pupil achievement. PP students will be prioritized for this feedback and sat in key positions in the classroom to facilitate this. Feedback using	<p>Students work will be constantly reviewed in a live manner allowing rapid progression. Misconceptions will be challenged and corrected proactively.</p> <p>EEF reports 8+ months when feedback is used frequently to</p>	Staff will have additional CPD throughout the year on the use of feedback. Student work will be able to reflect the volume of feedback given, through use of the purple pen initiative. PP work will be audited on a termly basis.	<p>SLT</p> <p>Strategic lead.</p>

	online platforms will be encouraged supporting home learning.	support student progress.		
Students will be able to confidently complete remote learning alongside in school learning.	Students will use Knowledge Organisers every lesson in conjunction with their planners and revision material working towards becoming independent students who organize and plan their own time, in school and during the extended school day.	If knowledge retention is improved, this will have a positive impact on levels of attainment and achievement. It will increase confidence and develop a greater understanding of the skills needed to deepen learning. EEF reports +3 months when schools focus on parental engagement in school life	All PP students will have KO's posted home with an explanation of how to use them included. Parents will be invited to attend intervention evening where the KO's will be a focal discussion point. Staff have been given CPD on using the Knowledge Organisers and how to use these effectively in a lesson. Students have been given time in tutor set to understand the importance of the Knowledge Organisers and how to use them effectively.	SLT Strategic Lead of extended Study Hod Tutors
Students will be provided with additional English and maths support to ensure post 16 readiness.	Ks2 data collected from primary schools. During year 7, non-secondary ready students will be given an increased English focused curriculum (+2 extra periods of English). Students across KS4 will be placed in small focus groups to improve Maths and English. This will utilize flexible time on student's timetables and be targeted to students at risk of not achieving FFT targets. Small group and 1:1 literacy and numeracy lessons to take place during the school day for students	Literacy skills underpin success in future studies and post 16 choices. Areas of literacy were causing a barrier to GCSE courses beyond Ks3. Additional English time during KS3 can be replaced with more languages time when secondary ready threshold achieved. EEF- 5 months through reading and comprehension intervention. Increased EM provision will enable access to post 16 colleges. EEF +5 months with 1:1 intervention.	Key stage 2 data requested from primary schools. Data used to tier students prior to arrival ensuring students get additional English timetabled sessions in favour of MFL sessions. Additional sessions to be attended on a weekly basis by students as part of their timetable giving increased subject provision. RAG rating will be conducted by subject leads on a regular basis to ensure the correct students are targeted for intense intervention. Lexia is completed in Sunset, Sunrise and English lessons	Senior timetable lead staff Head of Ks4, HoDs, PP lead Subject mentors LS, SLT

	who are ½ grade lower than target.			
Students achievement will match that of non-pp students and challenge will be in place for all students.	<p>Progress plus + scheme will allow identification of all students who may require additional funded support to narrow the achievement gap.</p> <p>Achievement for all Progress plus+ students will be monitored throughout years 7-11 with timely interventions being put in place. Students who are ½ a grade or more from their target grades will be proactively supported.</p>	<p>EBACC allows more chance of post 16 success for students which will help raise aspirations. Non PP students currently are more likely to achieve the EBACC qualification than PP students.</p> <p>EEF 4 months- small group tuition interventions.</p>	<p>Progress plus + relaunch in September 2019. Student numbers who are eligible for the funding will be monitored.</p> <p>Achievement data and attendance to interventions by students tracked. Additional English and maths support within the school day. Targeted EM support for PP students in small class/ 1:1 settings.</p>	<p>HoDs PP lead</p> <p>Head of Ks3/Ks4</p>
Total budgeted cost £170,000				

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
Students eligible for Progress Plus+ will be proactively supported by classroom teachers and the achievement team	Appointment of a designated strategic leader to oversee PP provision working with parents, pupils and staff.	Strategic development of the schools PP provision will ensure PP students are proactively supported. Gaps in achievement will be identified and intervention needs addressed.	Data analysis of PP students will be conducted at regular points throughout the year. Data will be compared against projected targets.	PP lead
Raise attendance for pupil premium students to 96%	Designated staff member to oversee rigorous monitoring and tracking systems. Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students with PARS alert groups indicating drops in attendance throughout the day. First day response to be proactive in identifying a non-attender and making efficient use of home collection to raise attendance.	Pupil premium attendance figure will become in line with non- pupil premium figure of 96%. Less cases of persistent absence will be recorded.	Student services officer and Heads of Year
Early careers enrichment and careers linked mentoring	Close collaboration with external providers, careers staff (Mrs Farmer) and pupil premium coordinator. Time will be spent seeking extra opportunities for careers enrichment and offered to PP students. Funding will be provided. Mentoring to support vulnerable students identify post 16 aspirations.	Some students have no post 16 aspirations and national evidence suggests PP students are more likely to be at risk of NEET (not in education or training status) post 16. Increase aspirations of students by having a personalised post 16 focus.	Creation of a year overview for PP students focused on when enrichment opportunities can be added to the calendar. Followed by timely use of enrichment opportunities to support aspiration building. Use of Careers advisor to meet with students to create post 16 aspiration plans. This information will be shared with tutors to assist in motivating the student.	PP lead, Careers advisor

Home learning will be supported by provision of free revision materials PP students will not be held back in practical subjects where resources are needed.	Through mentoring students who require additional revision material or funded transport will be identified and supported. Extended Study is available for all year groups ranging from academic and enrichment activities.	Extended study attendance for PP students is lower than non PP students due to transport issues. Revision material can provide students with home support. EEF research +5 months for secondary homework	Attendance to extended study will be monitored using the online register system. PP coordinator to ensure all staff awareness of PP students is raised and revision material is given free of charge.. Positive encouragement to attend Extended Study for PP students. Funding of transport home via taxis if required.	PP lead & subject teachers
Improved progress for high attaining pupils in line with FFT20 targets (HPAs)	Close tracking of attainment data for all HPA pp students. Information sharing with teachers and close monitoring of achievement data throughout ks4 to ensure targets are being met.	We want to provide extra support to maintain high attainment. Small group English and maths interventions with highly qualified staff. EEF research -4 months through small group tuition interventions.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns.	All staff Analysis PP lead
Costs for academic enrichment will be removed to support increased uptake of PP students.	All PP students in year 8 will be given a free place on PGL adventure trip. STEM and subject enriching trips throughout the year will be sought and paid for. Places for all students who wanted to complete DofE will be covered.	We want to support students developing both academically and personally. We will therefore ensure all trips are positively discriminated towards PP attendance. EEF research- +4 months through outdoor adventure learning.	Attendance of PP students to enrichment trips will be monitored. Trips will be exclusive to PP students where possible.	Careers advisor Enrichment lead.
Total budgeted cost £17,000				

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
Students who require emotional health support will have access.	Personalised mentoring including CAMHS, School nurse, SLT senior staff, Heads of years, LAC team and TIME. CASY counselling to offer intense support to students who need it.	Last year's evidence suggested improved well-being, attendance and attainment based on in house well-being support. Trained members of staff fully utilising services available to best support a raised focus on mental health.	A designated Emotional Well Being staff member oversees the mentoring to ensure the waiting list is followed accurately. Valuable resource to ensure anxious learners are supported and relationships with school are maintained to enable post 16 Toot Hill college entry.	Designated staff member
				Total budgeted cost £3,000

7. Review of expenditure for 2019-20

i. Quality of teaching for all

Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Pupils will received more personalised learning from expert teachers.	Reduced class sizes (<25). In 2019-20 72% of PP pupils across all years were taught in smaller classes including English, maths, science and MFL (161 pupils). 85% of 42 year 11 PP students taught in small classes.	CAG data to be added on confirmation. No GCSE data due to cancellation of GCSE exams (COVID 19)	EEF reports on positive research on small class sizes and the GCSE data reflects that this was an effective use of money although the cost implications are exceptionally high.	£109,480 (approx.£680/year per student)
Improved Literacy and numeracy progress across all key stages.	One to one and small group tuition delivered by qualified teachers EEF research- 4+ months small group tuition interventions. Additional English lessons within the school curriculum for students across year 7 and 8.	60 yr 11 PP students were given English and Maths intervention in small groups and 1:1 sessions in Year 11. All year 11 students were given small group additional English and/or maths intervention during games time. No GCSE data due to cancellation of GCSE exams (COVID 19)	As we move forward with this intervention we hope to target students who need this intervention at the earliest possible stage to ensure maximum use of intervention. Through use of internal tracking data by classroom teachers, the cohort will be carefully selected to ensure maximum success. We have added additional support into pupil's timetables and lunchtimes to lower the cost implications.	EM intervention: £58,500 (2x£30 x 25 weeks x pupils (yr11-60pupils)) Funded from school staffing budget
Total expenditure				£167,980

ii. Targeted support				
Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
All pupil premium students will be aware of our schools Progress Plus+ scheme and have access to a mentor on a needs basis.	Pupil premium coordinator employed on a part time basis to oversee and strategically lead on the PP agenda. Mentoring on a needs basis to support vulnerable students identify achievement needs. Delivery of staff training on how to support PP students discretely in lessons.	The awareness of Progress Plus+ (our schools support package) continued to rise throughout the year. Year 11 PP students were proactively supported. Through communication from the PP coordinator awareness was raised to all staff of which students should receive additional tracking and support.	Year 11 PP students would benefit from a mentoring session weekly. Training for staff on how to support PP students should be on going.	PP coordinator (PT time TLR 1b) £4,000
Students will successfully enter post 16 education or training. No students classed as NEET on leaving Toot Hill school.	Proactive careers interviews for Ks4 students with our schools careers advisor. Provision of funding for enrichment opportunities linked to careers for all PP students.	All year 11 students received 1:1 careers guidance from a trained careers advisor. 50% PP students attended a careers evening to gain advice on careers post 16. 5 trips linked to careers ran throughout the year for ks4 (yr9 and 10) students.	Continue to look out for opportunities for careers enrichment for all year groups and book places proactively. Ensure all PP students know they can contact the school Post 16 to support students staying in Post-16 placements.	£2340.00
Ensure PP students achieve the best possible GCSE results allowing for secure post 16 placements	Provision of taxi support to ensure PP students benefit from the daily extended study sessions. Monitor attendance of PP students to sessions and mentoring to increase attendance.	In 2019-20- 83% PP students in year 11 attended at multiple extended study sessions. 49%- yr10 42%- yr9 71%- yr8 73%- yr7	Increase mentoring of years 9& 10 students to raise attendance to extended study in line with that of year 11 students. Ensure awareness of taxi provision is raised and taxis are arranged in advance to ensure students can attend extended study.	Taxi provision for PP students (Sept-March*) £5,807 *Covid 19 school closure in March
Students will prepare fully for	Provision of revision guides by classroom	Revision guides assisted revision for students evidenced in homework being	To ensure maximum effectiveness of revision resources, teachers must	£1980

GCSE and Ks3 examinations	teachers for all pupil premium students.	completed more efficiently with fewer negative organisation incidences being recorded	encourage the use of these resources during school lesson time. Revision books need to be provided by classroom teachers at the start of each academic year.	
Students will gain developed Independence	Students will be provided with Knowledge organisers and planners for free. This will enable home learning and increase attainment. Students studying practical subjects will have their resources paid for (art/DT/Textiles)	Planner audits showed effective use of the school planner for the majority of PP students. Staff and students have been given time to use these effectively to ensure knowledge retention is improved to have a continued positive impact. Students completing practical subjects were supported and completion of projects was not impacted by a lack of resource.	Ensure auditing of the use of planners is completed throughout the year and support provided by tutors when planners are not being used effectively. Ensure cost implications to not deter PP students from choosing practical subjects at GCSE.	£1394
PP students will attend enrichment opportunities to support with raising aspirations and well-being	All PP students in year 8 were given a free place on PGL adventure trip. STEM and subject enriching trips throughout the year were paid for. Places for all students who wanted to complete DofE were paid for.	80% of PP year 8 students attended PGL. 15 PP students attended STEM trips. 2 PP students attended a level7-9 History and politics trip. 1 student completed a flute exam paid for. 9 PP year 10 students enrolled in Duke of Edinburgh. 11 PP ks4 students attended 'An inspector calls' trip.	Ensure continued close collaboration with subject leads to ensure enrichment opportunities are sought and proactively offered to PP students.	£3682
Total expenditure: £19203.64				

iii. Other approaches				
Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Raise attendance for pupil premium students to 96%	Designated staff member to oversee rigorous monitoring and tracking systems. Use of home visits and home collections on first day response monitoring.	Attendance will be more closely monitored for PP students with PARS alert groups indicating drops in attendance throughout the day and ensuring parents and students are aware of current attendance percentage and impact on achievement. Use of home collection and monitoring will ensure greater attendance	Pupil premium students are more than likely to have lower attendance to school. Identification, monitoring and reward systems have had a positive impact on individual attendance and whole school figures.	School staffing costs & PP coordinator (accounted for above)
Students with emotional health or wellbeing concerns will be supported	The school will provide external well-being support programs to those students who need it (CASY/Nurse). A designated support area (HUB) will be staffed at all times to ensure students have a place to go if needed.	Termly report indicated improved emotional health and wellbeing of students involved. 4 students accessed the CASY mentoring support program. 21 PP students received weekly mentoring in the HUB)	Ensure all PP students are aware of both CASY and the HUB services at the start of each academic year.	£2505
				Total Expenditure £2505

8. Additional Detail

To see if your child is eligible for funding please visit: <http://www.nottinghamshire.gov.uk/learning/schools/school-dinners/free-school-meals/>

For an overview of previous years spends and summary documentation please see our website:

<https://www.toothillschool.co.uk/page.php?p=premium>

For questions regarding pupil premium funding please email our Pupil premium coordinator: cmorgan@toothillschool.co.uk