

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Toot Hill school
Number of pupils in school	1447
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	02-11-21
Date on which it will be reviewed	05-09-22
Statement authorised by	Dr C Eardley
Pupil premium lead	Mrs C Morgan
Governor / Trustee lead	Mrs Sarah Szulczewski

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,090
Recovery premium funding allocation this academic year	£28,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£217,945

## Part A: Pupil premium strategy plan

### Statement of intent

At Toot Hill School we believe our ambitious and broad curriculum is an entitlement for every student, regardless of their starting point, personal circumstance and previous life experience. Our curriculum empowers every student to dictate their own future and determine their legacy. By engaging with our offer, students experience a transformational learning journey over time that develops them into well-informed, confident and responsible young people who are intellectually curious and have a thirst for life-long learning, underpinned by the principle of being knowledge-led in both the academic and personal development curriculum.

Our inclusive curriculum remains as broad as possible for as long as possible for all students. The breadth of our curriculum offers a very well-rounded core education for all and will make it possible to follow diverse and ambitious pathways post-16 and 18. We believe that our curriculum is truly transformational and has the power to address social disadvantage.

All members of staff and the governing body at Toot Hill School accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

The taught curriculum is complemented by our wide-ranging extra-curricular offer. Our weekly extra-curricular programme is designed to both support our students' academic learning and enrich and broaden their experience, whilst remaining as accessible as possible to disadvantaged students. A balanced menu of extended study in the form of master classes, academic support sessions and Home Learning Hall, balances an extensive enrichment provision of Sport, Music, STEM, Cooking and Art to name but a few of the 60+ sessions that run each week after school.

At Toot Hill School, all students, from Year 7 to 13, engage with our Careers curriculum through our careers programme of active tutoring, career focused days, enrichment opportunities and subject specific links to career pathways. Similarly, our PSHCE programme is expertly planned to support the age appropriate needs of our students through the key stages.

Overcoming barriers to learning is at the heart of how we utilise Pupil Premium funding. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of Pupil Premium funding. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

When allocating Pupil Premium funding, our priorities are to ensure the following:

- All students receive high quality first teaching in every lesson
- The attainment gap between disadvantaged pupils and their peers is closed
- Targeted academic support is provided for students who are not making the expected progress
- We address non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Pupil Premium funding reaches the students who need it most

## Challenges

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

Challenge number	Detail of challenge
1	Ks2 entry levels are lower for PP students nationally than non-PP students in English and maths and this projected attainment gap has been further impacted by school closure. Lower entry levels making curriculum access more challenging.
2	At times, engagement in learning reduced due to lack of desire to explore post 16 aspirations/ lack of confidence in achieving entry requirements.
3	Transport to attend extended study and enrichment for PP students has been low due to our increased catchment area.
4	Attendance of PP students is lower than non-PP students. This reduces their in-school hours resulting in reduced attainment.
5	Lack of awareness of PP support available and at times a reduction in at home resources to complete independent study.
6	The recent COVID-19 impact on school opening and well-being of students may have impacted our pupil premium students and their engagement in school academics and home learning.

## 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
Broadening of an ambitious curriculum for all pupils. <i>Increasing the number of pupils completing MFL subjects and triple science.</i>	More pupil premium pupils completing the EBACC qualification.

<p>Lack of awareness of PP support available and at times a reduction in at home resources to complete independent study.</p> <p><i>Provision of IT resources during school closure and learning resources throughout the school year.</i></p>	<p>Increased subject attainment for PP students in line with non-pupil premium students.</p>
<p>Secured post 16 plans following work experience in year 11. No PP pupils to be classed as NEET.</p> <p><i>Early introduction to post 16 planning in all year groups through use of UNI frog and the careers team.</i></p>	<p>All students to have had careers guidance throughout their time in Toot Hill. Ks4 work experience in addition to increased ks3 and 4 cultural capital experiences to increase aspiration.</p>
<p>All PP pupils to have support in attending extended study.</p> <p><i>Personalised and focused extended study guidance for all PP students through mentoring supported by top quality sessions and attendance monitoring. Transport also facilitated to ensure attendance.</i></p>	<p>All PP students to attend at extended study sessions as indicated by our tracking systems.</p>
<p>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.</p> <p><i>Increased attendance communication through adopting a tiered support approach.</i></p>	<p>Increase attendance for all pupil premium students to &gt;96%, in line with non- PP. Reduce number of exclusions for PP pupils.</p>
<p>Development of confident independent students who are able to complete homework and revision at home.</p> <p><i>Increased parental communication in addition to supportive effective provision of intervention and physical support resources.</i></p>	<p>All PP students fully utilising knowledge organisers. Increased uptake of revision resources and attendance to extended study advertised and assisted by our Progress Plus+ support scheme.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reduced class sizes</b> where possible for PP students &lt;20 enabling more personalized teaching and support. Teachers to focus on awareness of PP pupils in lessons and identification on seating plans to allow personalised monitoring of achievement.</p> <p><b>Restructure of the curriculum</b> providing more cultural capital and a greater learning experience.</p> <p>Students are aware and engaged with FIT (Focus Independent Learning) leading to <b>mastery learning</b> and will use this time effectively to work hard and improve their work.</p> <p>Knowledge organisers and planners will be free for PP students. All <b>revision resources</b> will be provided free of charge.</p>	<p>Reduced class size to support provision of more personalized teaching and support. <b>EEF research- +3 months through class size reduced to &lt;20.</b></p> <p>Students to develop mastery learning leading to better preparation for post 16 and beyond, rather than teaching to a set exam specification. <b>EEF research- + 5 months when intervention used when gaps identified.</b></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, IT devices and physical resources at home will support student engagement. <b>EEF reports +5 months when mastery learning is a focus.</b></p>	<p>1, 5, 6</p>
<p><b>Staff given CPD</b> on the importance of</p>	<p>Students work will be constantly reviewed in a live manner allowing</p>	<p>5</p>

feedback on pupil achievement. PP students will be prioritised for this feedback and sat in key positions in the classroom to facilitate this.	rapid progression. Misconceptions will be challenged and corrected proactively. <b>EEF reports +8 months when feedback is used frequently to support student progress.</b>	
<b>Students will use knowledge organisers and learning steps</b> during lessons in conjunction with their planners and revision material working towards becoming independent students who organize and plan their own time, in school, during the extended school day and at home.	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. Students will confidently take learning home and be able to access the curriculum at home without barriers to learning. Parents will feel supported that students have all the resources they need as well as strong communication channels with staff. <b>EEF reports +3 months when schools focus on parental engagement in school life</b>	5. 6

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a <b>designated strategic leader</b> to oversee PP provision working with parents, pupils and staff. All staff to be made aware of their PP pupils and to provide in-class proactive support. Strategic development of the schools PP provision will ensure PP students are proactively	<b>EEF reports + 3 months for individualised instruction. This is made possible through early identification by the classroom teacher of PP pupils.</b>  Parents will feel supported that students have all the resources they need as well as strong communication channels with staff. <b>EEF reports +3 months when schools focus on parental engagement in school life</b>	1, 5, 6

<p>supported in class. Funded revision resources and IT resources will be provided to support home-learning and parent confidence in supporting students at home.</p>		
<p>Students will be provided with additional English and maths support to ensure post 16 readiness. This will take the form of online support through 'my tutor' as well as group intervention during the school day.</p>	<p>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. <b>EEF- 5 months through reading and comprehension intervention.</b> Increased EM provision will enable access to post 16 colleges. <b>EEF +5 months with 1:1 intervention.</b></p> <p><b>EEF reports +8 months for increased feedback. EEF- 5 months through reading and comprehension intervention.</b></p> <p><b>EEF reports +5 months using peer-mentoring. EEF reports +5 months from oral language interventions.</b></p>	<p>1</p>
<p>Close collaboration with external providers, careers staff (Mrs Farmer) and pupil premium coordinator.</p> <p>Time will be spent seeking extra opportunities for <b>careers enrichment</b> and offered to PP students. Funding will be provided. Mentoring to support vulnerable students identify post 16 aspirations.</p>	<p>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. <b>EEF reports Aspiration intervention within its teaching toolkit however, at present there is limited research on its effectiveness. We have found historically that a careers focus to positively impact behaviour within lessons.</b></p>	<p>2</p>
<p>Through mentoring students who require additional revision material or</p>	<p>Extended study attendance for PP students is lower than non PP students due to transport issues. Revision material can provide students</p>	<p>3</p>

funded transport will be identified and supported. <b>Extended Study</b> is available for all year groups ranging from academic and enrichment activities	with home support. EEF research +5 months for secondary homework	
Close tracking of attainment data for all <b>HPA pp students</b> . Information sharing with teachers and close monitoring of achievement data throughout ks4 to ensure targets are being met. Appointments of a <b>G&amp;T coordinator</b> to stretch pupils aiming for 7+ targets giving additional academic opportunities.	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.	1

<b>Catch up funding</b> Catch up funding will be used to provide online tuition for English, Maths and Science to those students most in need.	6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated staff member to oversee rigorous <b>attendance</b> monitoring and tracking systems.  Use of home visits and home collections on first	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.  EEF reports +3 months for parental engagement which is linked to our	4

day response monitoring.	close communications with parents by our achievement and year teams.	
All PP students in year 8 will be given a free place on PGL adventure trip. STEM and subject <b>enriching trips</b> 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. <b>EEF research- +4 months through outdoor adventure learning.</b>	3
Personalised <b>emotional health</b> 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. <b>EEF reports +4 months for social and emotional learning interventions.</b>	4

**Total budgeted cost: £ 190,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During 2020-21 11 students were given small group additional English and/or maths intervention during games time through use of YippeeYap tuition and 1:1 coaching from an expert English teacher. Our internal assessment data reports 50% of PP pupils achieved grade 5+ in English and maths. As we move forward with this intervention we hope to target students who need this intervention at the earliest possible stage. During July 2021 the Pupil premium cohort's internal assessment data was reviewed and from this pupils in need of small group English or maths were identified. We have also ensured that throughout year 10 78% of PP pupils have been given online tuition through mytutor.

The awareness of Progress Plus+ (our schools support package) continued to rise throughout the year. Through communication from the PP coordinator awareness was raised to all staff of which students should receive additional tracking and support. As part of our support program all of our ks4 year 11 pupils and 40% of year 10 pupils received 1:1 career guidance from a trained careers advisor by July 2021. Due to school closure extended study was unable to run in its full capacity during 2020-21. We however were able to support the attendance to small group catch up sessions and, in a few cases, a 1:1 session with taxi provision.

We continued to support extra-curricular activities when they were able to run and we had 7 pupils who accessed Bronze DofE. 13 pupils accessed Silver DofE. We also proactively supported 95% of year 11 pupils attended year 11 prom free of charge. 5 pupils also accessed music lessons in ks3.

Termly report indicated improved emotional health and wellbeing of students involved. In 2020-21 6 students accessed the CASY mentoring support program. 17 PP students received weekly mentoring in the HUB).

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Online- English, maths and science tuition	My tutor
1:1 English maths and science tuition – in school	YippeeYap