

Pupil premium strategy statement review & planned expenditure

(Evidence based on the EEF- Education Endowment Foundation research- see footnote for more information)

1. Review summary information			
School	Toot Hill school		
Academic Year	2021/22	Total PP budget	£189,090
Total number of pupils	1447	Number of pupils eligible for PP	205 (14%)

3. Spends summary		
Strand	Total spend 2020/21	Projected spend 2021-22 <i>Budget: £189,090</i>
Quality of teaching for all	£109,240	£170,000
Targeted support	£19,482	£17,000
Other approaches	£4630	£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 (2020/21)	75%	88.8%	*
% achieving 5+ EM (2020/21)	50%	74.8%	*
Progress 8 score average (2020/21)	0.303	0.862	*
Attainment 8 score average score (2020/21)	46.6	60.3	*

*Currently unavailable via JCQ

4. Evidence based barriers to future attainment -NEW TARGETS 2021/22	
In-school barriers impacting attainment	
A.	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.
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 in-school hours resulting in reduced attainment.
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) <20. <i>Early intervention groups timetabled within the school day for English, maths and Science. Small group specialist led maths and English sessions in addition to externally sourced tuition for our more vulnerable learners.</i>	Increased English, maths and science attainment for PP students in line with non-pupil premium students.
B.	Secured post 16 plans following work experience in year 11. No PP pupils to be classed as NEET. <i>Early introduction to post 16 planning at ks4.</i>	All ks4 students to have had work experience in addition to increased cultural capital experiences to increase aspiration.
C.	All PP pupils to have support in attending extended study. <i>Personalised and focused extended study guidance for all PP students supported by top quality sessions and attendance monitoring.</i>	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. <i>Increased attendance communication through adopting a tiered support approach.</i>	Increase attendance for all pupil premium students to >96%, in line with non- PP. Reduce number of exclusions for PP pupils.
E.	Development of confident independent students who are able to complete homework and revision at home. <i>Increased parental communication in addition to supportive effective provision of intervention and physical support resources.</i>	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.

Academic year	2021/22			
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 grades.	<p>Reduced class sizes where possible for PP students <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>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 and planners will be free for PP students. All revision resources will be provided free of charge.</p>	<p>Reduced class size to support provision of more personalized teaching and support. EEF research- +3 months through class size reduced to <20.</p> <p>Students to develop mastery learning leading to better preparation for post 16 and beyond, rather than teaching to a set exam specification. EEF research- + 5 months when intervention used when gaps identified.</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 SLT T&L mentors HoD</p>

<p>Students will receive focused feedback on learning in classrooms</p>	<p>Staff given CPD on the importance of feedback on pupil achievement. PP students will be prioritised for this feedback and sat in key positions in the classroom to facilitate this.</p>	<p>Students work will be constantly reviewed in a live manner allowing rapid progression. Misconceptions will be challenged and corrected proactively. EEF reports +8 months when feedback is used frequently to support student progress.</p>	<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>	<p>SLT PP lead</p>
<p>Students will be able to confidently complete home learning alongside in school learning.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>SLT HoD Tutors</p>
<p>Students will be provided with additional English and maths support to ensure post 16 readiness.</p>	<p>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 focused intervention to improve maths and English. This will utilise games time on student's timetables and be targeted to students at risk of not achieving FFT targets. Students in ks4 will also be given online tuition using 'my tutor' in English, maths and science.</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. 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. EEF reports +8 months for increased feedback. EEF- 5 months through reading and comprehension</p>	<p>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 both small group and online intervention. Lexia is completed in Sunset, Sunrise and English lessons, attendance is tracked.</p>	<p>SLT SLT HoDs, PP lead Learning support</p>

	<p>Luicd screening for all ks3 pupils will identify pupils who have gaps in literacy attainment. Pupils will be given 1:1 literacy intervention in learning support (Lexia/Reading to dogs).</p> <p>All PP ks3 pupils will be peer-mentored by year 12 pupils during a peer reading scheme launching in September 2021.</p>	<p>intervention.</p> <p>EEF reports +5 months using peer-mentoring. EEF reports +5 months from oral language interventions.</p>	<p>NEW scheme launch in collaboration with the college and learning lounge</p>	<p>PP lead</p>
<p>Total budgeted cost £170,000</p>				

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. 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 supported in class. Funded revision resources will be provided to support home-learning.	EEF reports + 3 months for individualised instruction. This is made possible through early identification by the classroom teacher of PP pupils.	Data analysis of PP students will be conducted at regular points throughout the year. Data will be compared against projected targets in termly meetings with PP lead and the achievement teams.	PP lead Achievement coordinators
Raise attendance for pupil premium students to 96%	Designated staff member to oversee rigorous attendance 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. EEF reports +3 months for parental engagement which is linked to our close communications with parents by our achievement and year teams.	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	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.	PP lead, Careers advisor

	provided. Mentoring to support vulnerable students identify post 16 aspirations.	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.	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.	
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. Appointments of a G&T coordinator 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.	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 G&T 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 emotional health 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. EEF reports +4 months for social and emotional learning interventions.	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 2020-21

i. Quality of teaching for all

Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Pupils will receive more personalised learning from expert teachers.	<p>Reduced class sizes (<20). In 2020-21 64% of PP pupils across all years were taught in smaller classes including English, maths, science and MFL (143 pupils). 87% of 45 year 11 PP students taught in at least one small class.</p> <p>EEF +8 months for increased feedback</p>	<p>No GCSE data due to cancellation of GCSE exams (COVID 19) CAG data reports 50% of PP pupils achieved grade 5+ in English and maths.</p>	<p>EEF reports on positive research on small class sizes. The climate for learning in the small classes showed an increased level of engagement due to more time for 1:1 feedback from the teacher. In classes where numbers were reduced to <20, pupils showed a high level of engagement as a positive climate for learning was supported.</p>	<p>£97,240 (approx.£680/year per student x 143 pupils)</p>
Improved Literacy and numeracy progress across all key stages.	<p>One to one and small group tuition delivered by qualified teachers EEF research- 4+ months small group tuition interventions.</p> <p>Additional English lessons within the school curriculum for students across year 7 and 8.</p>	<p>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.</p> <p>CAG data reports 50% of PP pupils achieved grade 5+ in English and maths..</p>	<p>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 cohorts 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.</p>	<p>£12,000</p>
Total expenditure				£109,240

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 receive increased academic tracking by the achievement team.	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. 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 ks4 year 11 pupils and 40% of year 10 pupils received 1:1 career guidance from a trained careers advisor by July 2021.	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 Careers advisor salary (1/2 day per week focused on PP opportunities/ careers 1:1s)
Ensure PP students achieve the best possible GCSE results allowing for secure post 16 placements	Provision of taxi support to ensure PP students who need transport to access school during closure or to stay for extended study.	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.	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 £2,300
Students will prepare fully for GCSE and Ks3 examinations	Provision of revision guides by classroom teachers for ks4 all pupil premium students including a scientific calculator.	Revision guides assisted revision for students evidenced in homework being completed more efficiently with fewer negative organisation incidences being recorded. Ks3 pupils were able to complete tech and art lessons without impact of	To ensure maximum effectiveness of revision resources, teachers must encourage the use of these resources during school lesson time. Revision books need to be provided by classroom teachers at the start of each	Full year resource costings report: £ 7,000

	Provision of ingredient and equipment for practical lessons at ks3.	finances affecting resource availability.	academic year.	
PP students will attend enrichment opportunities to support with raising aspirations and well-being	Places for all students who wanted to complete DofE were paid for. All year 11 pupils were given a free place at the year 11 prom. Pupils in ks3 were offered music lessons.	7 pupils accessed Bronze DofE 13 pupils accessed Silver DofE 95% of year 11 pupils attended year 11 prom free of charge. 5 pupils accessed music lessons in ks3.	Ensure continued close collaboration with subject leads to ensure enrichment opportunities are sought and proactively offered to PP students.	£3842
				Total expenditure: £19,482

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.	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)

		Use of home collection and monitoring will ensure greater attendance		
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. In 2020-21 6 students accessed the CASY mentoring support program. 17 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.	£4630
Total Expenditure				£4630

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

All interventions used within our strategy planning have been taken from the education endowment foundations teacher toolkit. These interventions are therefore subject to change based on updated research into their effectiveness.

For more information on the 'teacher toolkit' please visit:

www.educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/