

Pupil premium strategy statement – Toot Hill School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1932 (including college) 1517 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	252 (Years 7-11) 16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	23 rd July 2024
Date on which it will be reviewed	4 th September 2027
Statement authorised by	Dr Chris Eardley
Pupil premium lead	Rachael Kenny
Governor / Trustee lead	Louise Norton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194, 063 (2023-2024)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£194, 063

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. Both teaching staff and support staff have volunteered themselves to be mentors for our pupils premium students from Years 7 – 11 to make sure we understand the individual needs of our cohort.

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 and academic support sessions 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 (which includes our Personal Development Curriculum – PDC – which is delivered by tutors) 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
- Providing mentorship from Years 7 – 11 for our pupil premium students

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. Lower entry levels making curriculum access more challenging.
2	At times, there is a lack of confidence and awareness to explore post 16 aspirations/ lack of confidence in achieving entry requirements
3	Attendance to extended study and enrichment for PP students has been low due to our large 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	Acknowledgement of the impact of COVID-19 on the fundamental learning years at primary school (KS1 and 2) and the effect this can still have on 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
<p>Reduction in class sizes (PP students) <20. This has become a KS3 strategy but also where possible, this has been adopted at KS4</p> <p>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.</p> <p>Use of the 'Study Centre' in school with a dedicated member of staff who is working with small groups of pupils to ensure academic success</p>	<p>Increased English, maths and science attainment for PP students in line with non-pupil premium students.</p>
<p>Early careers focus (from Year 7 onwards) all pupils e.g. funded careers trips to colleges, businesses and university trips</p> <p>Secured post 16 plans following work experience in year 11. No PP pupils to be classed as NEET.</p> <p>Early introduction to post 16 planning at KS4.</p>	<p>Uptake and priority of trips to careers destinations from a younger age to inspire pupils into a variety of different career and pathways.</p> <p>All KS4 students to have had work experience in addition to increased cultural capital experiences to increase aspiration.</p> <p>A high connection between Toot Hill School and Toot Hill College so staff know pupils and can help to support</p>
<p>All PP pupils to have support in attending extended study.</p> <p>Personalised and focused extended study guidance for all PP students supported by top quality sessions and attendance monitoring.</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 by knowing each child as an individual</p> <p>Increased attendance communication through adopting a tiered support approach.</p>	<p>Increase attendance for all pupil premium students to >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>Increased uptake of revision resources and attendance to extended study</p>

<p>Increased parental communication in addition to supportive effective provision of intervention and physical support resources.</p> <p>Mentors in school playing a role in knowing individual children and how they can access support for them, from KS3 onwards.</p>	<p>advertised and assisted by our Progress Plus+ support scheme.</p> <p>Year 11 pupils to have a tailored study revision session and support document from all subjects to outline the best way to revise for their subject along with access to tailor made revision material for their courses.</p>
<p>Full 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 audited for all PP students and resources sort to be shared with students in need of access at home.</i></p>	<p>Increased subject attainment for PP students in line with non-pupil premium students.</p> <p>Increased parental awareness and support which is available to pupil premium students</p>
<p>The continual updating of an ambitious curriculum for all pupils.</p>	<p>More Pupil Premium pupils completing the EBacc qualification.</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: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduced class sizes for KS3 classes and where possible at KS4 for PP students <20 enabling more personalized teaching and support. Teachers to focus on awareness of PP pupils in lessons and identification on</p>	<p>Reduced class size to support provision of more personalized teaching and support. This is also achieved through the study centre.</p> <p>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. In addition, all Heads of Department have considered careful planning where</p>	<p>1, 5, 6</p>

<p>seating plans to allow personalised monitoring of achievement.</p> <p>The use of the study centre for pupils on a targeted and individual pathway to ensure academic achievement in Maths, English and Science as a priority.</p> <p>Continual reviews of the curriculum providing more cultural capital and a greater learning experience. This includes a focus on the types of home learning set</p> <p>Structured Teaching and Learning to support individual learning through 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>possible on setting of classes with pupil premium students towards the highest quality teaching. EEF research: + 5 months when intervention used when gaps identified.</p> <p>Through structured teaching and learning which takes into account ambitious teaching for all in lessons. Homework will ensure improvements in organisation and accountability. For example, there will be a reduction in project work and instead, pre-teaching, reading, extending and practice will all be favoured as approaches. EEF reports +5 months when high impact homework is used</p> <p>Having knowledge organisers, IT devices and physical resources at home will support student engagement. EEF reports +5 months when mastery learning is a focus.</p>	
<p>Staff given CPD on the importance of feedback on pupil achievement. PP students will be prioritised for this feedback in the classroom to facilitate this. Teaching and</p>	<p>Students work will be constantly reviewed in a live manner allowing rapid progression. Misconceptions will be challenged and corrected proactively. Teachers' knowledge and understanding is secure of their pupil premium cohorts learning needs. EEF reports +8 months when</p>	<p>5</p>

<p>learning focuses on making sure targeted support, questioning and live feedback is done in the classroom. Staff are also given the time during directed time for understanding pupils individual needs</p>	<p>feedback is used frequently to support student progress.</p>	
<p>Parents will be prioritised for events such as parents' evenings. Tutors will be given the time to call home for pupils to ensure this can occur where possible. Students will use knowledge organisers and learning steps 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.</p>	<p>Improving parental engagement and understanding of school will help ensure a more holistic approach to education. 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. EEF reports +3 months when schools focus on parental engagement in school life</p>	<p>5. 6</p>

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

Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a designated strategic leader to oversee PP</p>	<p>EEF reports + 3 months for individualised instruction. This is made possible through early</p>	<p>1, 5, 6</p>

<p>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 with access to IT services in school to support home-learning and parent confidence in supporting students at home.</p>	<p>identification by the classroom teacher of PP pupils.</p> <p>Parents will feel supported that students have all the resources they need as well as strong communication channels with staff. EEF reports +3 months when schools focus on parental engagement in school life</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 as well as group intervention during the school day. The use of the study centre and personal invites to extended study.</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. High focus on Ks3 to provide timely intervention for them. 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.</p> <p>EEF reports +8 months for increased feedback. EEF- 5 months through reading and comprehension intervention.</p> <p>EEF reports +5 months using peer mentoring. EEF reports +5 months from oral language interventions.</p>	1
<p>Close collaboration with external providers, careers</p>	<p>Some students need support with their post 16 aspirations and national evidence suggests PP students are</p>	2

<p>staff (Mrs Farmer) and pupil premium coordinator.</p> <p>1-1 Careers interviews and guidance for all PP students. This will start earlier with KS3 including ties with universities.</p> <p>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.</p>	<p>more likely to be at risk of NEET (not in education or training status) post 16. This additional support will be provided for them.</p> <p>Increase aspirations of students by having a personalised post 16 focus. 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.</p>	
<p>Through mentoring students who require additional revision material or funded transport will be identified and supported.</p> <p>Extended Study is available for all year groups ranging from academic and enrichment activities</p> <p>All students audited for access to computer/laptop at home. Where possible space/chromebooks provided for students with no access to PC/Laptop to access Home Learning/Revision.</p>	<p>Extended study attendance for PP students is lower than non-PP students. Revision material can provide students with home support. Focus around pizza revision evenings to encourage and showcase the best ways to revise by subject experts. This session will also provide all material for pupils which they will need for their terminal exams</p> <p>EEF research +5 months for secondary homework</p>	3
<p>Close tracking of attainment data for all PP students. Information sharing</p>	<p>We want to provide extra support to maintain high attainment.</p>	1

with teachers and close monitoring of achievement data throughout ks4 to ensure targets are being met. Appointments of a More Able Coordinator to stretch pupils aiming for 7+ targets giving additional academic opportunities. This will be tied into the work with NACE as one of their priorities.	Small group English and maths interventions with highly qualified staff. EEF research +4 months through small group tuition interventions.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 165

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Bromcom 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.	4
STEM and subject enriching trips throughout the year will be sought and funded. Trust wide event for all PP students in Year 10 to network and	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.	3

<p>learn about future careers and soft skills Places for all students who wanted to complete DofE will be covered/subsidised.</p>		
<p>Personalised emotional health mentoring including CAMHS, School nurse, SLT senior staff, Heads of Year, CLA team and TIME. CASY counselling to offer intense support to students who need it. Support from the hub in school and a lead safeguarding non-teaching staff who prioritises LAC and PLAC</p>	<p>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.</p> <p>EEF reports +4 months for social and emotional learning interventions.</p>	<p>4</p>

Total budgeted cost: £232, 165

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the last academic year, pupils 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/Maths teachers. Some students have also made use of the study centre to have more tailored and supportive help.

59% of PP pupils achieved grade 4+ in English and Maths with English having a P8 score of +0.17 compared to a national average of 67% 4+EM. Maths had a P8 score of -0.33. The overall P8 score for PP pupils was -0.29. As we move forward with this intervention we hope to target students who need this intervention at the earliest possible stage. Some subjects excelled in their PP progress. For example, Media studies had a progress score of 0.90 and Art with 1.00. Based on our internal data snapshots, our PP pupils made progress throughout year 11. Following their 11.2 data, PP students were predicted a progress score of -0.43 and at 11.3 they were predicted -0.44 highlighting that our PP students did make progress throughout Year 11. Overall, 41% of PP students were entered for Ebacc subjects last academic year.

The awareness of Progress Plus+ (our schools support package) continued to rise throughout the year, including the new mentoring progress available for all pupils. 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 received 1:1 career guidance from a trained careers advisor.

Extended Study has been made available for all pupils. 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 as well as bus tickets for those pupils on the mainline route. We also offer a targeted 'How to revise' session for all PP students prior to their January mocks where all pupils are able taught in person the best way to revise for Maths, English and Science with all other subjects documenting their techniques. All resources are provided to pupils at this point if they have not already been given these provisions. 84% of our Year 11 pupils attended this event afterschool. We continued to support extra-curricular activities when they were able to run and we had pupils who accessed Bronze and Silver DofE.

A large focus for the last academic year was supports students with raising the profile around careers and learning beyond the classroom with fully funded and PP only trips. These include STEM trips and careers trips. There has been a larger focus on KS3 trips and starting this from Year 7. Our Year 7 cohort have been to view colleges and other post 16 pathways with many already expressing their interest in careers they did not know existed. We are aiming to extend this with our outreach partnership with the

University of Nottingham from 2024 where pupils can visit HE institutions from an earlier age and engage with workshops in school so they know how to access this pathway in the future. This supports the Trust's work with DANCOP where Year 10 pupils this year undertook an 'Empowering Potential' trip to Melton Vale College. Pupils had access to aspirational talks, activities, socialising and networking to support with future career pathways.

As this document highlights our new strategies, we are aware that there are still areas to focus on to improve over the coming years, especially in terms of achievement and working throughout all year groups and not just Year 11. The school has shown progress and high achievement in certain subject areas, especially English and the strategies used here will influence our decision making across the school going forwards. We will also use our inclusion CPL agenda for staff to continue working towards improving and raising attainment for pupils. In addition, the school have appointed a KS4 achievement lead who will oversee all pupils' achievement but with a focus on our more vulnerable groups. By having a more targeted approach, we are aiming to close the gap between our PP and non PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In line with Pupil Premium students

The impact of that spending on service pupil premium eligible pupils

See impact on Pupil Premium

Further information

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