

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	2018/19	Total PP budget	£224,400
Total number of pupils	1612 (7-11)	Number of pupils eligible for PP	240 (14.8%)

3. Spends summary		
Strand	Total spend 2018/19 <i>Budget. £224,000</i>	Projected spend 2019-20 <i>(Budget approx. £206,000)</i>
Quality of teaching for all	£201,007	£180,000
Targeted support	£18,470	£15,000
Other approaches	£4,040	£5,000

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 (2018/19)	59.5%	90.5%	64%
% achieving 5+ EM (2018/19)	40.5%	70.4%	42%
% achieving 4+ English (2018/19)	73.8%	94.9%	75%
% achieving 4+ Maths (2018/19)	61.9%	92.3%	70%
Progress 8 score average (2018/19)	0.013*	0.562*	TBC
Attainment 8 score average score (2018/19)	42.8	58.8	46

*P8 scores calculated based on 2017-18 school formula

4. Evidence based barriers to future attainment -NEW TARGETS 2019/20

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.	Reduction in at home resources and knowledge to complete independent study

5. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Reduction in class size <25 through addition of an extra class in year 11 E, M and science (EEF +3 months). Early intervention groups timetabled within the school day with use of in class mentors, small group maths sessions with a maths specialist, small group English sessions with an English specialist as well as lunchtime targeted support sessions across both Ks3 and 4.	Focused class teacher support. Increased English and maths attainment for PP students in line with non-pupil premium students.
B.	Development of a yearly overview to increase the number and awareness of enrichment opportunities across all key stages. DT to work alongside our careers adviser Fiona Farmer on ensuring all Key stage 4 students have early intervention to raise aspiration and post 16	All PP students to have increased cultural capital experiences to increase aspiration. All yr11 students to be suitably placed in education or training post-16. All students to have had work experience in year 11 and additional opportunities where available.
C.	Personalised and focused extended study timetable for all PP students supported by top quality sessions and attendance checking,	All PP students to attend at least 3 extended study sessions per week to receive additional subject specific support.
D.	Increased awareness of attendance dips and reasons behind these. Supporting parents in reducing attendance haps. Increase attendance rates for PP students	Increase attendance for all pupil premium students to 96%, in line with non- PP (95.8%) students by rigorous monitoring and weekly attendance meetings for all year teams. Reduce number of exclusions to inclusions if needed to ensure effective behaviour and academic work can be done during this time.
E.	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	2019/20
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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
Enhanced Engagement	<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>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.</p> <p>EEF reports +5 months when mastery learning is a focus.</p>	<p>A new curriculum starting at year 7, 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>
Focussed feedback on learning in classrooms	<p>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.</p>	<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 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</p> <p>Strategic lead.</p>
Developing Independence	<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.</p> <p>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.</p> <p>Staff have been given CPD on using the Knowledge Organisers and how to use these effectively in a lesson.</p> <p>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</p> <p>Strategic Lead of extended Study</p> <p>Hod</p> <p>Tutors</p>

PP students will be fully engaged in lessons. Staff will be able to closely monitor achievement and identify gaps.	Reduced class sizes for PP students <25 for as many subjects as possible.	Additional support will be given to students across all key stages. EEF research- +3 months through class size reduced to <25- High cost	Timetabling has planned for this from September 2019. 72% PP students in 2019-20 will be taught in at least 1 small class (<25). 84% of year 11 PP students will be taught in small classes	£100,000 approx.
Improved Literacy and numeracy progress across all key stages.	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.	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.	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.	Senior timetable lead staff Head of Ks4, HoDs, PP lead Subject mentors
Enhanced 1:1 support for literacy and numeracy	Small group and 1:1 literacy and numeracy lessons to take place during the school day for students who are ½ grade lower than target.	EEF +5 months with 1:1 intervention.	Lexia is completed in Sunset, Sunrise and English lessons	LS, SLT
Increased tracking and monitoring of progress to support students in achieving college entry grades of 6+ in chosen subjects and 4+ in EM.	Progress plus + scheme will allow identification of all students who may require additional funded support to narrow the achievement gap. 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.	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. EEF 4 months- small group tuition interventions.	Progress plus + relaunch in September 2019. Student numbers who are eligible for the funding will be monitored. 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.	HoDs PP lead Head of Ks3/Ks4

Access Arrangements	Access arrangement testing was conducted internally by trained staff over several days. This was done to ensure pupil premium students were fairly provided for when sitting their exams.	Ensure all students have fair access to support GCSE formal exams as well as internal assessments. Individual rooms with invigilators will be given for examinations where required. Vulnerable learners will have the exam conditions in which they can achieve the best result.	The designated AA staff member will monitor and test at key points to ensure students are having the access to support during the exam periods.	SENCO & AA Staff member
Total budgeted cost £180,000				

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
Early careers enrichment and careers linked mentoring	<p>Close collaboration with external providers, careers staff (Mrs Farmer) and pupil premium coordinator.</p> <p>Time will be spent seeking extra opportunities for careers enrichment and offered to PP students. Funding will be provided.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	PP lead, Careers advisor
Resource provision for academic support including holiday intervention and transport	Each underachieving PP student will be mentored. Through mentoring students who require additional revision material or funded transport will be identified and supported.	<p>Booster attendance for PP students is lower than non PP students due to transport issues. Revision material can provide students with home support. EEF research evidence suggests that on average pupils make an additional 2 months progress per year with holiday school and targeted intervention.</p>	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. Transport provision will be offered to students upon request to attend subject boosters and holiday intervention sessions.	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.	<p>We want to provide extra support to maintain high attainment. In 2018-18, 7.1% pp students in year 11 achieved 7+ EM (FFT20 – 11.9%).</p> <p>Small group English and maths interventions with highly qualified staff. EEF research -4 months through small group tuition interventions.</p>	<p>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.</p>	All staff Analysis PP lead

Total budgeted cost £15,000

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
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
Extended Study to be fully utilised by all students	Extended Study is available for all year groups ranging from academic and enrichment activities. Students can access these sessions from all subject areas at least four times a week, run by class room teachers.	Students will have extra quality teaching and learning in their chosen subject and support with homework set. EEF research +5 months for secondary homework	Monitoring of attendance to Extended Study overseen by a designated staff member who will monitor online registration and track attendance. Positive encouragement to attend Extended Study for PP students. Funding of transport home via taxis if required.	Strategic Lead of extended Study Pupil Premium lead
Vulnerable learner pupil mentoring	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				£5,000

7. Review of expenditure for 2018-19

i. Quality of teaching for all

Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Developing Independence	Students will use Knowledge Organisers, Revision Guides and their planners to become independent students who organise 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.	Staff and students have been given time to use these effectively to ensure knowledge retention is improved to have a continued positive impact. Revision guides assisted revision for students evidenced in homework being completed more efficiently with fewer negative behaviour incidences being recorded.	Planners £1,450 Revision Guides £1,950
Reduced class sizes (<25)	In 2018-19 70% of PP pupils across all years were taught in smaller classes including English, maths, science and MFL. 93% of 42 year 11 PP students taught in small classes.	40.5% PP students achieved level 5+ in English and Maths above the FFT20 target of 35.7%. Progress 8 score = 0.013* (*P8 based on 2017-18 school formula) <i>FFT20 PP p8 score 0.255.</i>	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.	£110,000 (approx.£680/year per student)
TA Support	TAs and mentors employed to work with PP pupils who also have SEN needs but not exclusively.	2 students given full time TA support to enable full access to lessons for 2 year 11 students. Enabling progress towards FFT20 predictions and reduced behavior incidences.	TA and in class mentors were effective in raising confidence and offering small group and 1:1 support when needed.	TA support 25,762 (Salary x2)
Lexia, Toe by Toe	1:1 literacy and numeracy provision for 22 pupil premium students across years 7-11. A total of 20 hours a week of intervention, over the school year .	All students who enrolled on the intervention completed the programs achieved their personalised targets.	We were very pleased with the impact of this intervention and will continue to proactively identify students who need this support to ensure it is as effective this year.	1:1 TA support- £11,045
Literacy & numeracy 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.	10 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. English 47.6% achieved a level 5+, 59.5% achieved at least a level 4. Maths:45.2% achieved a level 5+,	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.	EM intervention: £50,000 (Approx. £1500/student- 2hrs/week*25weeks)

	Additional English lessons within the school curriculum for students across year 7 and 8.	61.9% achieved at least a level 4.	We have added additional support into pupil's timetables and lunchtimes to lower the cost implications.	Funded from school staffing budget
Access Arrangements	Access arrangement testing was conducted internally by trained staff over several days. This was done to Ensure pupil premium students were fairly provided for when sitting their exams.	Ensure all students have fair access to support GCSE formal exams as well as internal assessments. Individual rooms with invigilators will be given for examinations where required. Vulnerable learners will have the exam conditions in which they can achieve the best result.	Access arrangements were given to 40% of pupil premium year 11 students. Although this is a large proportion the impact on the student's anxiety was observed. This level of provision will be maintained.	Designated Staff member (SM) £800
Total expenditure £201,007				
ii. Targeted support				
Desired outcome	Chosen approach	Impact:	Lessons learned	Cost
Early careers support & mentoring	<p>Close collaboration with external providers, careers staff (Mrs Farmer) and pupil premium coordinator.</p> <p>Provision of funding for enrichment opportunities linked to careers at the end of year 10 for all PP students</p> <p>Mentoring to support vulnerable students identify achievement needs.</p>	<p>Some students have no post 16 aspirations and historical evidence suggests PP students are more likely to be at risk of NEET (not in education or training status) post 16.</p> <p>Increase aspirations of students resulting in full attendance on both residential and non-residential university and college trips.</p> <p>All year 11 PP students were mentored by SLT or our PP coordinator.</p>	<p>Timely use of enrichment opportunities to support aspiration through university and college trips and work experience placements</p> <p>Funding the trip facilitated 100% attendance increasing enrichment opportunities and post 16 information acquisition for our year 10 PP students.</p>	<p>Careers Advisor time £1,206 (1/2 day x20 sessions)</p> <p>Trip costs: £3,175</p> <p>PP coordinator (PT time TLR 1b) £4,000</p>

<p>Ensure Yr11 students achieve the best possible GCSE results allowing for secure post 16 placements</p>	<p>Holiday School Revision session during October, December, February and April/May. Controlled assessment catch up for absentees and fully equipped, coursework support for practical subjects. Nearer the exams this had a focus on exam preparation and revision accessed by PP students but not exclusive.</p>	<p>59.5% PP students achieved level 4 (college entry) in English and Maths. 83% PP achieved 4+ in trilogy Science 80% PP 4+ in Geography 98% PP 4+ in Art</p>	<p>Raising staff awareness of PP students enables students to receive extra support as well as free resources. Taxis are arranged in advance to ensure students can attend booster and holiday sessions to support their learning and have a positive impact on achievement.</p>	<p>Taxis for holiday intervention: £800 Staffing of intervention (October, Christmas, February & Easter): (Total revision session cost £26,000 PP students 41/317= 12.9%) £3,354</p>
<p>Improved progress 7+ EM for high attaining pupils</p>	<p>Close tracking of attainment data for all HPA pp students.</p>	<p>We want to provide extra support to maintain high attainment. Small group English and maths interventions with highly qualified staff. EEF research 4+ months small group tuition interventions.</p>	<p>Extra teaching time and preparation time to enhance learning, Parents and students are invited to Intervention Evenings and meetings to highlight and engage both students and parents to the demands of KS4</p>	<p>Teaching small group support £5,000</p>
<p>Student behavior supported with timely intervention at placement.</p>	<p>Provision of a suitable well researched placement. Close tracking of success and mentoring.</p>	<p>Successful completion of placement for 1 PP student.</p>	<p>Placement details will be stored for future use if needed. Only used on an extreme needs basis in the best interest of the student.</p>	<p>Full PP provision spent £935</p>
<p>Total Expenditure £18,470</p>				

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. Whole School attendance figures 95.94% PP Whole School attendance figures 93.85%	School staffing costs & PP coordinator (accounted for above)
Vulnerable learner pupil mentoring	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	Termly report indicated improved emotional health and wellbeing of students involved. 6/42 yr11 pp students accessed CASY/HUB mentoring support. All students completed their GCSE exams successfully and remained engaged in school.	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 £4,040 (Salary £202/day * 20 days)
Extended study	Resources provided to aid revision. Weekly homework sessions ran 2x weekly.	All year 11 pupil premium student's attended extended study. 56% had regular attendance. Homework was completed more efficiently with fewer negative behaviour incidences being recorded.	Use peer mentoring within these sessions to offer more support for students on homework tasks.	School staffing costs
				Total Expenditure £4,040

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