

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Toynbee School
Number of pupils in school	1052
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 to 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Matthew Longden Headteacher
Pupil premium lead	Paul Lawrence Deputy Headteacher
Governor / Trustee lead	Sonia Taylor Chair of Learning & Teaching Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,875
Recovery premium funding allocation this academic year	£39,192
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£222,067

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core subjects of English and Maths.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will take into consideration the challenges faced by vulnerable pupils, such as those who have a social worker or have left care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is central to our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at Toynbee. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school improvement plans for education recovery, notably in its targeted support for pupils in core subjects whose education has been worst affected, including non-disadvantaged pupils.

Further to our strategy will be the focus on improving attendance to school for disadvantaged pupils, specifically those pupils classed as severely persistently absent.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>English (Reading):</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7 on average 40% - 50% of our disadvantaged pupils arrive below age-related expectations compared to 10% - 15% of their peers. Whilst this gap reduces during pupils' time at our school, a gap is still prevalent.</p> <p>Assessments (Scaled Scores) on entry to year 7 in the last 3 years indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers for reading. The average scaled scores of disadvantaged pupils is below the national average of 100 at 96.8, but their peers are above at an average of 106. The gap is an average of just under 10 scaled points.</p>
2	<p>Maths:</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers, and national data and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments (Scaled Scores) on entry to year 7 in the last 3 years indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers for Maths. The average scaled scores of disadvantaged pupils is below the national average of 100 at 98.9, but their peers are above at an average of 106. The gap is an average of just over 6 scaled points.</p>
3	<p>Recovery Curriculum:</p> <p>Assessments across the curriculum show that there are gaps in pupils' knowledge and understanding. These gaps need to be addressed so that pupils do not fall further behind their peers as progress through the curriculum is made. There is a definite need for subjects to adapt their curriculums in light of the pandemic so that pupils have a good knowledge foundation on which to build on.</p>
4	<p>Social and emotional needs: increased referrals</p> <p>Our assessments, through observations and discussions with pupils and families have identified increased social and emotional issues for many</p>

	<p>pupils. These issues include anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning, exams and future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the academic year 2022-23, teacher (internal) and external agency referrals (external) for support have markedly increased. 202 pupils (42 of whom are disadvantaged) were referred for additional support with social and emotional needs, 40 pupils (21 of whom are disadvantaged) received small group interventions.</p>
5	<p>Social and emotional needs: engagement and enrichment</p> <p>Our assessments, through observations and discussions with pupils and families have identified a significant reduction in the engagement and attendance in school enrichment activities by all pupils, including disadvantaged pupils during the last academic year.</p>
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-5% lower than for non-disadvantaged pupils.</p> <p>26%-50% of disadvantaged pupils have been 'persistently absent' compared to 6%-30% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4</p> <p>1,2,3</p>	<p>By the end of our current plan in 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score that shows a narrowing of the gap from 2019 results by 50%, with the ambition of it being equal to their peers. • an average Progress 8 score that shows a narrowing of the gap from

	2019 results by 50%, with the ambition of it being equal to their peers.
Improved reading comprehension among disadvantaged pupils across KS3. 1	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. 4,5	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Reduced referrals for social and emotional interventions and support, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. 6	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%. The absence rate for disadvantaged pupils to be within 3% of their peers, with the ambition of it being equal. • the percentage of all pupils who are persistently absent being below 15%. The persistent absence rate for disadvantaged pupils to be within 15% of their peers, with the ambition of it being equal.

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: £85,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toynbee Teaching and Learning Programme	<p>There is clear evidence that the most effective means to improve the outcomes for disadvantaged pupils is to continually raise standards of teaching by investing in improving teachers' understanding and practice of pedagogy. This is highlighted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	1,2,3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	<p>The continual development of the Toynbee Curriculum is a priority of the school, and for the Maths department, and this is rooted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	2

	<p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our English teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p>	<p>The continual development of the Toyneebe Curriculum is a priority of the school, and for the English department, and this is rooted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	1
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will allocate professional development time to focus on teachers' subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2,3

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

Budgeted cost: £47,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	1

who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Adopting a targeted teaching programme as a Maths intervention for disadvantaged pupils who need additional help to problem solve.	<p>Maths comprehension strategies can have a positive impact on pupils' ability to understand written Maths questions</p> <p>WWC Improving Mathematical Problem Solving in Grades 4 Through 8 (ed.gov)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>National Tutoring Programme and in school tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

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

Budgeted cost: £ 88,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the capacity within the Pastoral Team, specifically the recruitment of an Attendance Leader focused on improving the attendance of disadvantaged pupils.	<p>Embedding principles of good practice set out in DfE's Working together to improve school attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of hardship funding aside to respond quickly to needs that have not yet been identified.	4,5
Appointment of Pastoral Staff to build capacity in the Guidance Team to enable a focus on those pupils affected by Emotional Based School Avoidance	Embedding the principles of DFE Whole School Approach to promoting pupils mental health and wellbeing. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	4,5
Commission a counselling service to provide counselling in-school. Therefore increasing capacity for referrals related to social and emotional wellbeing	Concern over the length of CAMHS waiting lists and capacity in school to support pupils https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/01/occ-the-state-of-childrens-mental-health-services-2019-20.pdf	4
Develop a range of interventions and increasing staffing capacity that can be tailored to support disadvantaged pupils to improve their social and emotional engagement, learning and well-being.	EEF 'Improving behaviour in schools' Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) EEF T&L Toolkit: Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) Nurture Groups in Practice: Children; Classes; Schools NG-Lancaster-report.pdf (nurtureuk.org) HCC: ELSA Hampshire and Isle of Wight – ELSA Network	4
To focus on increasing the participation levels of disadvantaged pupils in extra activities	EEF T&L Toolkit: Physical Activity Physical activity EEF (educationendowmentfoundation.org.uk) EEF Art Participation Strategy: Arts participation EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £ 222,067

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there remains a gap between the performance of disadvantaged and other pupils. The 2023 results show that the 34 disadvantaged pupils achieved an Attainment 8 score of 34, compared to 45 achieved by other pupils; a gap of 11 points. This translates into a Progress 8 score of -0.52 for disadvantaged pupils compared to -0.28 of other pupils; a gap of 0.24. 24% of disadvantaged pupils were entered into the Ebacc compared to 43% of all pupils. 15% of disadvantaged pupils achieved the Ebacc at Grade 4+, and 9% at Grade 5+. This compares to 30% of other pupils achieving the Ebacc at Grade 4+, and 20% at Grade 5+. 38% of disadvantaged pupils achieved English and Maths at Grade 4+, and 21% achieved it at Grade 5+. This compares to 59% and 38% of other pupils in the same measure. This all suggests that there is continued work to be done to reduce this gap further.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The national picture overall suggests that the gap in achievement between disadvantaged pupils and others is '...at its highest level since 2011.' (DfE KS4 Performance Report). The data demonstrates that Toynbee is in line with this national picture, but in some cases doing better. The national Attainment 8 score gap between disadvantaged pupils and other pupils is 15.3 points, whereas Toynbee's is 11 points. Other key measures show a better performance at Toynbee than nationally, with the national gap between disadvantaged and other pupils for English and Maths at Grade 5+ is 27.2%, but at Toynbee it is 18%. The numbers entered into the Ebacc is much higher at Toynbee at 24% whereas nationally it is at 15.7%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of disadvantaged pupils remains a key focus. The attendance gap between disadvantaged and non-disadvantaged has increased by 1%, overall disadvantaged attendance remains broadly in line with the national average for this group. Further analysis suggests that KS4 disadvantaged attendance is below the national average and this will be a priority for the next academic year. In line with the increased local and national trend for rising suspensions, the number of disadvantaged pupils that have been suspended has doubled from 15 (2022) to 29 (2023). It is a

similar picture for non-disadvantaged pupils. We have seen a rise in the number of referrals to support pupil wellbeing to internal and external providers. 161 referrals were made to Childrens' Services, of which 45 were for disadvantaged pupils, a rise from the previous year.

Based on all the information above, while there were positives in terms of the performance of our disadvantaged pupils, they did not meet our expectations in terms of attainment. However, the national picture suggests the situation is a wider issue than just Toynbee. Also, the national context in terms of pupil attendance and behaviour has led to us revising our plan in these areas. We have set ourselves challenging targets and will continue to strive to achieve these within the timeframe of the plan.

Our evaluation of the approaches delivered last academic year indicates that it is no longer necessary to undertake CAT4 testing of pupils, the reason for this is that cohorts joining the school have Key Stage 2 scaled scores. We will supplement this data and the subsequent actions with a focus on reading tests and interventions. We have reviewed our approach to teaching and learning and how best to develop high quality teacher, and much of this approach is support by the research undertaken by the EEF. The English outcomes were not as expected and therefore a curriculum review will be undertaken, which will include external support. While the whole school approach to literacy has deepened staffs' understanding, the next stage is to give greater focus to improving the literacy skills of targeted pupils, specifically those that are disadvantaged. The National Tutoring Programme, whilst hard to measure the exact impact on outcomes, what cannot be underestimated is the confidence gained by the regular attenders. This was borne out by the excellent attendance to tutoring sessions and the academic reports filed by the Tutors. The targeted teaching programme delivered as a Maths intervention for disadvantaged pupils, whilst hard to measure the exact impact on outcomes, again, what cannot be underestimated is the confidence gained by the regular attenders.

The planned 'Wider Strategies' had a clear impact in a range areas, it became apparent that the challenges particularly in the area of attendance were significantly greater than anticipated. This has led to us reviewing our approach in this area. A range of interventions were implemented to support pupils who were/are experiencing social and emotional issues, we are continuing to develop our provision in this area. The Designated Mental Health Lead has raised awareness around Emotional Based School Avoidance (EBSA) and the impact of this remains unclear as it is in its infancy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

The Teaching and Learning focus for 2023-24 will be on the concept of increasing pupil participation in lessons through their high quality discussion, writing and reading.

Liaison with external support and providers to quality assure the English curriculum.

Introduce an extensive and targeted reading programme focused on improving the literacy of disadvantaged pupils. Teaching staff will be allocated ring fenced time to deliver this targeted intervention.

In light of the absence rates of a number of our disadvantaged pupils (this is a national issue), we have made the decision to review and update the 'Wider Strategies' section of our plan. The decision has been made to recruit an Attendance Leader to specifically focus on working with severely persistently absent pupils. The expectation is that they will have an impact on improving the attendance of disadvantaged pupils.

Due to the range of pupils experiencing social and emotional issues, it has become necessary to restructure the Pastoral Team to ensure that the Guidance Managers have increased contact time with targeted disadvantaged pupils, supporting with their social and emotional well-being and implementing the EBSA strategies.