

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Toynbee School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	17%
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 2021
Date on which it will be reviewed	July 2022
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	£177,565
Recovery premium funding allocation this academic year	£35,050
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	£212,615

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.

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
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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 pupils. These issues include anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern</p>

	<p>about catching up lost learning, exams and future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the last academic year, teacher (internal) and external agency referrals (external) for support have markedly increased. 175 pupils (53 of whom are disadvantaged) were referred for additional support with social and emotional needs, 29 pupils (14 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 2021 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 2021 by 50%, with the ambition of it being equal to their peers.

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>1</p>	<p>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.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>4,5</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>6</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Review of Attainment Measures final.pdf (educationendowmentfoundation.org.uk)</p> <p>Using CAT4 from transition to GCSEs - GL Assessment (gl-assessment.co.uk)</p>	1,2,3
Developing Teacher 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>1. High-quality teaching 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	<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>	2

<p>in line with DfE KS3 and EEF guidance.</p>	<p>1. High-quality teaching 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> <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>KS2 KS3 Maths Guidance 2017.pdf (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 Toynebee 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>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	<p>1</p>
<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>	<p>1,2,3</p>

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

Budgeted cost: £91,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</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> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Adopting a targeted teaching programme as a Maths intervention for disadvantaged pupils who need additional help to problem solve.</p>	<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>	<p>2</p>
<p>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>	<p>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>	<p>1,2,3</p>

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

Budgeted cost: £ 61,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the capacity within the Pastoral Team, specifically increasing the training and capacity of the Guidance Managers, Attendance Officer and Pastoral Assistants to implement new procedures focused on improving attendance.	<p>Embedding principles of good practice set out in DfE's Improving 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
Appoint a Senior Leader to develop a Mental Health Strategy to support Pupil Wellbeing	<p>Embedding the principles of DfE Whole School Approach to promoting pupils mental health and wellbeing.</p> <p>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</p>	4,5
Commission a counselling service to provide counselling in-school. Therefore increasing capacity for referrals related to social and emotional wellbeing	<p>Concern over the length of CAMHS waiting lists and capacity in school to support pupils</p> <p>https://www.childrenscommissioner.gov.uk/wp-content/uploads/2021/01/occ-the-state-of-childrens-mental-health-services-2019-20.pdf</p>	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.	<p>EEF 'Improving behaviour in schools' Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF T&L Toolkit: Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Nurture Groups in Practice: Children; Classes; Schools NG-Lancaster-report.pdf (nurtureuk.org)</p>	4

	HCC: ELSA Emotional Literacy Support Assistant (ELSA) intervention Hampshire County Council (hants.gov.uk)	
To appoint Senior Leaders tasked with re-establishing our extra-curricular and enrichment activities, particularly focused on the inclusion of disadvantaged pupils.	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: £ 212,528

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our previous Pupil Premium Strategy focused on improving academic outcomes for disadvantaged pupils. Therefore, the main focus of our Pupil Premium Expenditure was support and further improve the progress and attainment of disadvantaged pupils, primarily in the Core Subjects of English & Maths. This took the form of additional small group teaching or through targeted support with individual pupils. In addition, due to the context of the Pandemic, some disadvantaged pupils required additional pastoral support.

Our Teacher Assessed Grades (TAGs) for 2021 demonstrated an attainment gap of 30% between PP (38 Pupils) and Non-PP (161 Pupils) for both 'Basics' measures, a 20% gap for Maths (4+) and a 30% gap for English Language (4+). It remains an aspiration to further reduce this gap. All Year 11 PP pupils transitioned to a college placement

The attendance gap between PP and Non-PP pupils increased to 5%. 25 PP pupils were issued with Fixed Term Exclusions in comparison with 34 Non-PP Pupils.

Targeted Year 7 pupils received key literacy, Maths and core skills in a nurturing and small group environment providing pupils with the confidence and skills to access the full curriculum and enabling a successful transition to Toynbee. Year 7 pupils made an effective transition to school. Tailored pastoral and nurture interventions were in place to support Year 7. Attendance for Non-PP Year 7 Pupils was 96% in comparison with 91% for PP Year 7 pupils.

Our Pupil Premium strategy was to provide additional social and emotional interventions to support pupils during the COVID pandemic. We saw a significant rise in pupil referrals during the academic year and are striving to develop capacity to support these pupils.