

Pupil Premium Strategy Statement:

This statement details our Academy'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 in our Academy.

School Overview:

Detail:	Data:
School name	Tollbar Academy
Number of pupils in school	1967
Proportion (%) of pupil premium eligible pupils	388/1967 – 19.73%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 to 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss V Watts – Interim Principal
Pupil Premium Lead	Miss V Watts – Interim Principal & Mrs J Creese – Vice Principal
Governor / Trustee Lead	Mrs J Aukett – Safeguarding Governor

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£323180.00
Recovery premium funding allocation this academic year	£48285.00
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	£371465.00

Part A: Pupil Premium Strategy Plan

Statement of Intent:

- Tollbar Academy is an inclusive school which is part of the Tollbar Multi Academy Trust.
- The Academy has strong core values built around an ethos of Aspire, Endeavour and Excel. We believe all students, regardless of their backgrounds, should be given the opportunities to achieve excellent outcomes and progress in line with their individual ability.
- All students at the Academy should have access to a wide range of enrichment opportunities and our Academy will actively look to support students who require financial support to access these events.
- At Tollbar we have a large intervention team who proactively monitor students' performance and well-being. We use our assessment information carefully to ensure that the wider academic needs of our students are addressed consistently. We have built excellent open communication with our parents/carers which enables us to work together to support our students.
- The 'Quality First' teaching approach opens opportunities for all children to access their education and the Academy's ethos of professional development of its own staff helps remove barriers to learning.
- Monitoring of the implementation and impact of this plan will be ongoing.
- We recognise that early and consistent intervention is the most likely route to long term success – a student that understands the importance of their education performs better and achieves more.

Challenges:

This details the key challenges to achievement that we have identified amongst our Pupil Premium pupils.

Challenge Number:	Detail of Challenge:
1	Disruption to education throughout the last two years, due to Covid-19, has impacted on students' outcomes, communication skills, enrichment opportunities and social/emotional development. Challenging home lives, lack of effective role models, disruption to routines and difficulties with or desire to engage with online learning has exacerbated the gap between Pupil Premium and Non-Pupil Premium students.
2	The current Year 7 cohort has an average reading age of 11.7 years. Pupil Premium students have an average age of 11.1 yrs. 17% of Pupil

	<p>Premium students have a reading age below 9 years, compared with 7.5% of Non-Pupil Premium students. The discrepancy between the two groups, in many cases, leads to Pupil Premium students not being able to access academic texts and therefore having difficulty acquiring the knowledge expected of them. This is exemplified by the outcomes in the last external examinations. Pupil Premium students attained a progress score of -0.09 for English Language compared to +0.25 for Non-Pupil Premium students. The ability to read, process and address extended writing in questions posed in the Maths and Science curriculum has an impact. Outcomes are comparable in these subjects; Maths progress was -0.25 v +0.01 and Science was -0.27 v +0.5.</p>																					
3	<p>Safeguarding and welfare issues – family stress, disrupted domestic life and changing family dynamics are background difficulties evident in some students who are Pupil Premium. Currently, in the Academy 72.5% of children, for whom Child Protection concerns are active, are on the Pupil Premium register.</p>																					
4	<p>Inconsistent parental support can often lead to students becoming demotivated, not applying themselves, lacking in resilience and therefore not engaging with more rigorous or challenging tasks expected of them. A lack of parental engagement makes it more difficult for the Academy to enforce its ethos and implement effective intervention strategies.</p>																					
5	<p>Attendance over previous years indicates that our Pupil Premium students have higher absence rates than our Non-Pupil Premium. Please see the table below, based on 2020-2021.</p> <table border="1" data-bbox="370 1339 1407 1756"> <thead> <tr> <th>Year Group:</th> <th>Pupil Premium Attendance (%)</th> <th>Non-Pupil Premium Attendance (%)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>93.87</td> <td>95.38</td> </tr> <tr> <td>8</td> <td>89.23</td> <td>93.16</td> </tr> <tr> <td>9</td> <td>88.69</td> <td>92.95</td> </tr> <tr> <td>10</td> <td>87.45</td> <td>91.57</td> </tr> <tr> <td>11</td> <td>91.51</td> <td>93.75</td> </tr> <tr> <td>7-11</td> <td>90.06</td> <td>93.37</td> </tr> </tbody> </table>	Year Group:	Pupil Premium Attendance (%)	Non-Pupil Premium Attendance (%)	7	93.87	95.38	8	89.23	93.16	9	88.69	92.95	10	87.45	91.57	11	91.51	93.75	7-11	90.06	93.37
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6	<p>ECTs have had disruption in their ITT programmes; NQT+1 staff experienced extensive disruption in their NQT year. As a result, there may be gaps in their understanding regarding the socio-economic background of certain students; understanding regarding differentiation; lack of understanding of students' prior knowledge and how best to</p>																					

	<p>provide the scaffolding and modelling necessary to maximise potential in Pupil Premium students.</p> <p>Due to disruptions over the past two years, CPD training has been impacted with some sessions delivered online. However, the most effective CPD relies upon face to face contact and discussion, sharing of good practice, observation of other experienced professionals, and meeting experts in specific fields to aid understanding of new initiatives – all of which has been impossible to do throughout Covid-19.</p>
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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:
Improve outcomes – increase the proportion of Pupil Premium students that have a positive progress score.	% of Pupil Premium students with a positive progress score is as strong as Non-Pupil Premium students.
Improve proportions of students meeting end point expectations at KS3.	% of students reaching expectations at each point is in line with the wider Academy population.
Increased attendance.	Attendance for Pupil Premium students is in line with the national average and the number of Persistent Absentees is reduced.
Destinations.	All students have high expectations regarding post-16 pathways and there are no NEETS.

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: £70,000

Activity:	Evidence that supports this approach:	Challenge number(s) addressed:
<p>CPD to focus on 'Quality First' teaching including training on the delivery of Rosenshine's Principles in the classroom; training on Cognitive Load Theory; training on metacognition. Involvement of external speakers, locally and nationally, alongside NPQ courses and National College training.</p>	<p>There is a broad range of evidence to demonstrate that 'high-quality professional development for teachers has a significant effect on students' learning outcomes'.</p> <p>High quality, ongoing professional development for staff ensures that an effective teacher is in front of every class and every teacher is supported in maximising their potential and continually improving their practice.</p> <p>The EEF report 'Effective Professional Development' indicates that having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve their ability in that subject.</p>	<p>7</p>
<p>Whole-Academy CPD focusing on Reading initiatives – addressing students with below expected reading ages; Disciplinary Literacy; engendering a love for reading.</p>	<p>Nationally in 2019, over 120,000 Pupil Premium students made the transition from primary to secondary school below the expected standard for reading. Good literacy is key to academic success across the curriculum.</p> <p>The EEF Disciplinary Literacy document suggests that focus upon tier 2 and 3 vocabulary across subjects will develop a more</p>	<p>2, 4, 7</p>

	<p>consistent understanding across the Pupil Premium cohort of both subject-specific language and academic language.</p> <p>The EEF Guidance Report on Literacy at KS3/4 and the EEF Disciplinary Literacy document priorities high quality instruction in the classroom through explicit instructions, scaffolding, flexible grouping and cognitive and metacognitive strategies - these are key components of high-quality teaching and learning for students.</p> <p>The Rosenshine Principles of Instruction outline the fundamental components of effective classroom teaching.</p>	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £175000.

Activity:	Evidence that supports this approach:	Challenge number(s) addressed:
Targeted tutor time interventions led by specialist teachers in English Language, English Literature and mathematics.	<p>Using the tutor time slot provides an extension to learning time so that key skills in core subjects can be reinforced.</p> <p>The Ofsted Report (2014) states that 'Schools that are committed to 'closing the gap' and that have robust tracking systems are showing most improvement'. Through developing robust systems, focus groups can be targeted effectively, at key points of the year.</p>	1, 2

<p>Additional intervention sessions at KS3 and KS4 through rearrangement of the curriculum.</p>	<p>Small groups taught by specialists allow for targeted skills development and high-quality feedback, impacting on outcomes.</p> <p>The Sutton Trust found that ‘mastery learning’ had a ‘moderate impact for a very low cost’. By focusing on mastery and quality feedback (‘high impact for very low cost’) students at Key Stage 3 are able to focus on making progress against their own starting points, building deeper learning and skill development in preparation for GCSE study from Year 9.</p> <p>The EEF Toolkit suggests that high quality feedback is in an effective way to improve attainment.</p>	<p>1, 2</p>
<p>Additional groups in Maths and English</p>	<p>Focus upon class sizes so classes with a greater proportion of Pupil Premium students have fewer students in them is carried out.</p> <p>The Sutton Trust found that reducing class sizes through the addition of extra groups had ‘moderate impact’. It allows for an increase in targeted teaching and teacher contact.</p> <p>Taking this approach from Year 7 onwards is in line with Ofsted’s 2013 recommendation of taking ‘a long-term view’ rather than focusing only on Year 11 intervention(s).</p>	<p>1, 2</p>
<p>Reading tutorial: teacher-led interventions, with a focus upon specific texts.</p>	<p>Each reading tutorial is staffed by a specialist teacher and 2 teaching assistants, allowing for bespoke targeted support.</p> <p>The Sutton Trust ‘Recommendations for the Best Use of Teaching</p>	<p>2</p>

	<p>Assistants' suggests that 'it is important that TA's supplement, rather than replace, the teacher' and that, for maximum impact, TAs should be 'fully prepared for their role in the classroom.' This is done through strong Schemes of Learning, differentiated resources and defined, clear roles.</p> <p>The EEF Toolkit finds that teaching 'Reading Comprehension Strategies' has high impact for very low cost, based on extensive evidence.</p>	
Small Group Literacy Support (TA led)	<p>Small groups provide an opportunity for key skills to be reinforced and gaps to be identified and targeted.</p> <p>Small group interventions are found by EEF to have 'moderate impact for moderate cost'.</p>	1, 2
1:1 Literacy and Numeracy Support (TA)	<p>1:1 intervention prioritises skill development from entry to the end of KS3. This supports Ofsted's 2013 findings that: 'A strong focus on basic skills meant that pupils were able to gain the important mathematical skills and knowledge that they needed to reach higher levels.'</p> <p>Whilst the Sutton Trust found 1:1 and small group interventions had 'moderate impact for high cost', this is mitigated through using interventions with proven impact and research bases e.g. 'Lexia' and 'Small Steps'.</p>	1, 2
Revision Sessions: these take place in holidays, on weekends and during evenings and lunchtimes.	All sessions are run by specialist teachers and a timetable is composed so that a cross-section of subjects is offered.	1, 2, 5

	<p>A recent evaluation from the DfE concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of different additional sessions maximises attendance opportunities.</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impact (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Summer schools without a clear academic component are not usually associated with learning gains.</p>	
<p>Breakfast Energiser Revision: these sessions take place prior to all external examinations, with students being offered a selection of nutritious foods to eat, prior to each lengthy examination. Water is always available for all examinations.</p>	<p>All energisers are completed by subject specialists prior to each examination.</p> <p>A Cardiff University study reveals there is a link between eating breakfast and academic performance. Children who eat breakfast before school are twice as likely to score highly in tests and assessments than those who start learning on an empty stomach.</p>	1, 2, 3
<p>Academic Tutorial Sessions.</p>	<p>Targeted mentoring has a positive impact historically in the Academy. Academic Tutorial focuses on teaching learning skills.</p> <p>The Sutton Trust research found 'developing pupils' metacognition and self-regulation' resulted in 'high</p>	1, 2, 4, 6

	impact for very low cost, based on extensive evidence’.	
Intervention Manager time to facilitate a coordinated revision programme and relevant intervention strategies.	For maximum impact, interventions must be planned, reviewed, evaluated and coordinated. In a very large Academy, taking an overarching overview is essential.	1, 2, 4, 5

Wider Strategies (for example: related to attendance, behaviour, wellbeing)

Budgeted cost: £135000

Activity:	Evidence that supports this approach:	Challenge number(s) addressed:
Head of House allocated pastoral time.	<p>1:1 time with Pupil Premium students in addressing pastoral concerns is of immense value in building resilience and addressing low self-esteem issues in our students.</p> <p>Various case studies, in particular the Neale-Wade Academy case study, reflects on the importance of effective pastoral care and demonstrate that timely and vital pastoral interventions contribute to raising attainment.</p>	1, 3, 4
SEMH interventions, including the delivery of the Behaviour Modification programme; use of external agencies such as ‘Fortis’; the ongoing services of the Health and Wellbeing Practitioner in the Academy.	<p>Extensive support is offered to students with specific social, emotional and mental health needs, many of whom have complex backgrounds and require more specialist support; this necessity has increased post-Covid.</p> <p>Behaviour interventions are found in the EEF Toolkit to have ‘moderate impact for moderate cost’ based on extensive evidence.</p>	1, 3, 4

	<p>The Sutton Trust established that dedicated 'Social and Emotional Learning' had a moderate impact. Engaging with the needs of this cohort, through appropriately selected interventions with proven impact, builds resilience and self-esteem.</p>	
<p>Break Clubs; Upper School Lunch Club and Lower School Lunch Club</p>	<p>Staff manning lunch and break clubs for students to discuss any issues they may have.</p> <p>Overall, the evidence currently available through NGN and Ofsted suggests that nurture groups do have a positive impact on both students attending them and the whole school.</p>	<p>1, 3</p>
<p>Homework Club – offered daily.</p>	<p>Homework Club is available daily, targeting Pupil Premium students who may not have the resources at home to complete additional work.</p> <p>EEF rates homework as having a 'moderate impact for a very low cost' based on moderate evidence. Homework clubs help to structure and support this.</p>	<p>3</p>
<p>Dedicated EWO time.</p>	<p>Robust and targeted systems used to raise attendance is proven to have a positive impact on raising attainment through increasing students' access to education.</p> <p>The March 2016 DfE report shows the link between attendance and attainment at KS2 and KS4.</p>	<p>5</p>
<p>Music Tuition / Instrumental Loans</p>	<p>All Pupil Premium students are offered private music tuition with costs met by the Academy. The loaning of instruments is also part of this provision, as well as the costs of relevant music books and entry for</p>	<p>1, 3</p>

	<p>external music examinations e.g. Guild Hall, Trinity, ABRSM.</p> <p>Though the Sutton Trust rate ‘Arts participation’ as low impact for low cost, increasing enrichment and the range of experiences available to students, impacts on aspiration in the ‘long term’ (Ofsted 2013) as a strategy. Initiatives such as this can bring about the ‘raising [of] aspirations and broadening [of] experiences’ as detailed by case studies in the 2014 Ofsted report.</p>	
Additional Teaching Assistant time targeting Pupil Premium students	Teaching Assistants are deployed to maximise impact, in line with the EEF’s guidance in ‘Making the Best Use of Teaching Assistants’. This evidence suggests that TAs can have a positive impact on academic achievement.	1, 2
The CEIAG programme signposts routes into Further and Higher Education to ensure students have clear direction and are given appropriate guidance, so as to avoid classification as post-16 NEETs.	<p>Access to high quality careers advice and guidance forms a key part of the curriculum for less advantaged students, particular in terms of enabling better decision-making and involving parents and carers.</p> <p>ASCL Blueprint A Great Education for Every Child: ‘Disadvantaged students are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.’</p>	1, 3, 4
Re-establishing a whole-Academy approach to attendance recovery post pandemic,	The impact of Covid-19 on whole-Academy attendance, with the resulting impact on attainment and outcomes, is a concern. Increasing provision in the Attendance Team is a	5

<p>including increasing capacity in the Attendance Team.</p>	<p>vital tool to raise attendance percentages to pre-Covid days so that students are in the Academy acquiring the knowledge they require to maximise their potential.</p> <p>Increasing this capacity allows Home-School relationships promoting attendance to be built and to ensure any requests for EHE and referrals for CME are managed effectively.</p> <p>DfE documentation on 'Improving School Attendance' strategies.</p>	
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Total budgeted cost: £380000.

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.

Due to the disruption experienced in 2019-2020, the Academy invested considerably in Office 365, webcams and training for staff to deliver in person sessions to students. The Academy provided additional laptops and other equipment for student in receipt of Pupil Premium Funding. Due to this investment, when academies were faced with further disruption in 2021, it meant that students were able to participate lessons online and speak regularly to teacher. Pupil Premium students were allocated academic mentors during this period to provide continuity to minimise disruption.

Academic Progress in English and Maths.

The differences in student progress in English and Maths has narrowed slightly in 2020-2021 for year 11 students . TAG's in August 2021, indicate that outcomes of Pupil Premium students were close to non-pupil premium students. (English Progress was 0.18 for Non Pupil Premium students v 0.08 for Pupil Premium students.. In Maths the progress was 0.08 for PP students v 0.05 for Non PP students. This is possibly a reflection of the quality first teaching and intervention experienced by the students for the previous four years. The NTP programme, purchased through the Recovery Fund, planned for in person sessions but the lack of availability of local tutors meant that less desirable online sessions were employed. Year Group closures and staff absences limited the progress of students as quality first teaching was impacted.

Gap with literacy closing reading ages

Pupil Premium students identified as having a reading age below the level required to access the curriculum were given support in literacy during the Acaemic year. Those students in the lower two bands were given addition reading sessions and access to reading programmes such as Lexia. The Academy has invested in online books to promote learning and initiated a plan for a new library to promote a love for reading. Pupil Premium students will given special access to the library to promote their reading. Staff training has focused on disciplinary literacy and the curriculum modified to increase the access to academic based texts.

Raise attainment of high ability PP

High ability pupil premium students did not make the progress expected of them. Lack of quality first teaching in the classroom due to staffing issues and year group closures prevented students accessing intervention and undertaking stretch and challenge activities.

The outcomes of high ability non pupil premium students faced similar issues. In the next academic year intervention is required to focus on these students.

Attendance

Considerable strategies were employed to close the gap between the attendance of the two key groups. Ongoing Covid disruption resulted in the gap between Pupil Premium and Non Pupil Premium students continuing. Progress however, was made with the number of Persistent Absentee students; the percentage of those PP students that were deemed to have an attendance less than 10% was significantly lower than Non Pupil Premium students.

Externally Provided Programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Hegarty Maths	Hegarty Maths
Lexia	LexiaUK
SISRA	Juniper Education
FFT Aspire	Fischer Family Trust
The Skills Academy	National Literacy Trust

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure:	Details:
How did you spend your Service Pupil Premium allocation last academic year?	We used the Service Pupil Premium money to ensure all students had a named pastoral contact within the Academy – their Head of House.

	<p>They met regularly and they were monitored over the course of the year.</p> <p>The student's attendance was tracked and monitored weekly.</p> <p>Parents were encouraged to attend parents' evenings.</p>
<p>What was the impact of that spending on Service Pupil Premium eligible pupils?</p>	<p>There was no significant difference in the attendance of service pupil premium pupils. Their progress and attainment mirrored the outcomes of students with a similar academic ability.</p>

Further Information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.