

Pupil Premium Impact Statement 2019/20						Allocated: £133,865 (146 Pupils eligible FSM in the last 6 years & 14 Service Children)			
Actual Spend: £129,273									
Location of Funding and targeted Disadvantaged Pupils	Actions Taken	Intended Impact	Monitored by	Date	Impact				
QTS Maths & English Tutors <i>Pupils not making expected progress in Maths/English</i> £30,402.63	Additional English and Maths lessons (in a small group setting) were offered to Year 11 Disadvantaged Pupils who were not making expected progress. (These sessions were delivered by subject specialists with QTS)	Improved performance of Disadvantaged students in Core Subjects.	Core Hods & SLT	All Year	GCSE Results for 25 Disadvantaged pupils in 2018/19 cohort:				
					Progress 8 Score: -0.61 (25 Pupils)				
					Basics (E&M): 24%				
						9-5	9-4	P1	
					English	24%	41%	-1.35	
English Lit	28%	44%	-1.59						
Maths	40%	68%	+0.06						
Literacy & Numeracy Lead Practitioners <i>Pupils not making expected progress in Maths/English</i> £11,388.26	Lead Practitioners delivered staff training aimed at further developing Literacy & Numeracy teaching across all subjects. This included a targeted approach to improve the Literacy & Numeracy teaching of Disadvantaged Pupils.	Teachers are able to confidently deliver Literacy & Numeracy skills across the curriculum	Ds, Ka, Progress Directors	All Year	Through TIG training , staff are more confident in teaching literacy/numeracy concepts. (See TIG work and impact presentations)				
	Lead Practitioners embedded and evolved the programmes of Current Affairs, focusing on both literacy and SMSC, and weekly literacy/numeracy moments.	Improved progress and confidence of Disadvantaged pupils.			Pupils have greater confidence in deploying and using key literacy/numeracy techniques				
	Literacy/Numeracy Leadership Programmes were delivered through Pupil to Pupil support sessions facilitated by Lead Practitioners	Improved progress and confidence of Disadvantaged pupils.			Pupil to Pupil support sessions have helped to build the confidence and knowledge of lower ability Disadvantaged pupils in Year 7.				
Learning Support Assistants (LSAs) <i>Pupils not making expected progress in Maths/English</i> £9,366.54	Recruitment of graduate LSA considering a career in teaching. LSA to provide additional English and Maths support with targeted small groups of Disadvantaged pupils focusing on developing core literacy & numeracy skills.	Improved progress and confidence of Disadvantaged pupils.	SENCO, Progress Directors	All Year	Pupils have greater confidence in deploying and using core literacy/numeracy techniques by receiving targeted small group interventions.				

Guidance Managers <i>Pupils requiring emotional & social support</i> £40,008.97	<p>The Guidance Pastoral Support Team is now established with 1 GM leading each Year Group.</p> <p>Each GM is now responsible for the guidance, well-being and welfare of all Disadvantaged Pupils within their Year Group.</p> <p>GMs work closely with Disadvantaged pupils in their year group and provide them with Pastoral Support and 1:1 mentoring. GMs also provide an open communication channel with Parents of Disadvantaged pupils.</p>	<p>Decreased number of exclusions and improved attendance levels for Disadvantaged Pupils</p> <p>Learning is supported through a more thorough and nurturing approach.</p> <p>Pupils are motivated and engaged with high aspirations to achieve well at school.</p>	Guidance Managers overseen by Progress Directors & SLT	All Year	<table><tr><td></td><td>2018/19</td></tr><tr><td>Whole school</td><td>95%</td></tr><tr><td>PP attendance</td><td>91.47%</td></tr><tr><td>Exclusions</td><td>56</td></tr><tr><td>PP Exclusions</td><td>22</td></tr></table> <p>There has been improved communication with parents due to accessibility of Guidance Managers. More time has been devoted to the Pastoral needs of Disadvantaged pupils; this has had a positive impact on attendance, reduced exclusions and progress in lessons.</p>		2018/19	Whole school	95%	PP attendance	91.47%	Exclusions	56	PP Exclusions	22										
	2018/19																								
Whole school	95%																								
PP attendance	91.47%																								
Exclusions	56																								
PP Exclusions	22																								
Transition Programme <i>Pupils transitioning from Primary to Secondary School</i> £10,431.94	<p>The Year 7 GM & Progress Director have led an extensive programme for Transition Programme to ensure pupils made a successful transition to Toynbee.</p> <p>This included:</p> <ul style="list-style-type: none">- Year 7 Nurture Group- Early Year 6 Transition Project (6-2-7)- Targeted support and PSPs for key pupils to support their transition.- Pupil Case Conferences with Staff- Individual Pupil Mentoring & Support delivered by Guidance Managers & Progress Director	<p>Targeted Pupils develop key literacy and core skills in a nurturing and small group environment providing pupils with the confidence and skills to access the full curriculum.</p>	GM Y7 overseen by Progress Director KS3 & SLT	All Year	<table><tr><td></td><td>Attendance</td><td>% English EP</td><td>% Maths EP</td></tr><tr><td>Year 7 PP</td><td>93.6%</td><td>97%</td><td>100%</td></tr><tr><td>Year 7 Nurture Group</td><td>96.9%</td><td>88%</td><td>100%</td></tr><tr><td>Year 7 Lower Band</td><td>93.9%</td><td>100%</td><td>100%</td></tr><tr><td>6-2-7 Pupils</td><td>94.7%</td><td>91%</td><td>100%</td></tr></table> <p>Disadvantaged pupils made a successful transition to Toynbee. (See Nurture Report/Evaluation for further details)</p>		Attendance	% English EP	% Maths EP	Year 7 PP	93.6%	97%	100%	Year 7 Nurture Group	96.9%	88%	100%	Year 7 Lower Band	93.9%	100%	100%	6-2-7 Pupils	94.7%	91%	100%
	Attendance	% English EP	% Maths EP																						
Year 7 PP	93.6%	97%	100%																						
Year 7 Nurture Group	96.9%	88%	100%																						
Year 7 Lower Band	93.9%	100%	100%																						
6-2-7 Pupils	94.7%	91%	100%																						
Progress Director KS3 & KS4 <i>Pupils not making expected progress</i> £12,050.37	<p>Progress Directors undertook monitoring, mentoring and oversight of the progress and interventions for Disadvantaged students.</p>	<p>Improved levels of progress and attendance and reduced exclusions for PP students.</p>	SLT (Lw & Kw)	All Year	<p>Improved Attendance & Exclusion figures and meticulous monitoring of progress and interventions for Disadvantaged pupils across the school (see Leadership Forum & Guidance Manager Monitoring Minutes)</p>																				

<div>Curriculum Support</div> <div>Pupils who need support accessing the curriculum</div> <div>£6,198.20</div>	Accelerated Reader Scheme (Years 7-9) Staff Reading Mentors - dedicated curriculum time (Year 9 selected students) Extra library lessons and curriculum time for reading (Year 7) Specific monitoring of PP data and reading scores through on-line standardised assessment software package (Years 7-9) Improved tracking of reading data and PP reports (Years 7-9)	Improved Normalised Referenced Standardised Scores (NRSS) & therefore improved literacy levels and improved levels of progress. Pupils are able to access more areas of the curriculum.	Associate Senior Leader for Literacy	All Year	<div>Disadvantaged pupils continue to develop literacy skills:</div> <table><tr><th>Year Group</th><th>% of pupils who are at/above the benchmark level (NRSS)</th></tr><tr><td>Year 7 PP</td><td>43%</td></tr><tr><td>Year 8 PP</td><td>61%</td></tr><tr><td>Year 9 PP</td><td>49%</td></tr></table>	Year Group	% of pupils who are at/above the benchmark level (NRSS)	Year 7 PP	43%	Year 8 PP	61%	Year 9 PP	49%
Year Group	% of pupils who are at/above the benchmark level (NRSS)												
Year 7 PP	43%												
Year 8 PP	61%												
Year 9 PP	49%												
	PP Pupils provided with access to GCSE Pod Revision Guides for Y11 FSM Pupils Curriculum materials, equipment and resources provided for FSM Pupils (e.g Technology) Uniform provided for FSM Pupils where appropriate. Ipads issued where appropriate to support Exam Access Arrangements Funding provided for FSM Pupils to access enrichment trips. PP Pupils offered Music lessons.	Pupils are prepared for school and able to participate and access lesson, leading to improved levels of progress.	HODs, SENCO & Progress Directors	All Year	Revision guides & GCSEpod access provided to Disadvantaged pupils by departments, enabled pupils to prepare for exams more thoroughly. 3,276 GCSEPods streamed by PP pupils, PP Pupils provided with ipads for AA FSM pupils were offered equipment & uniform (as required) enabling them to access the curriculum and make progress. (PP Tracking Spreadsheet provides detailed breakdown of resource allocation)								
<div>Alternative Provision</div> <div>Pupils not engaging in mainstream education</div> <div>£9,426.24</div>	Appropriate Alternative Provision (PRU or College) commissioned for Disadvantaged pupils who were not engaging in mainstream education.	Raised aspirations and engagement from pupils. Pupils are engaging in learning.	SLT (Lw) with Progress Directors	All Year	Pupils were able to access education. (See individual case studies)								

PP – Pupil Premium GM – Guidance Manager PDL – Progress Development Learning PRU – Pupil Referral Unit AA – Access Arrangements
 ELSA – Emotional Literacy Support Assistant FEIPS – Framework for Enhanced Pastoral Support SLT – Senior Leadership Team