

## Torridon Infant & Nursery School Pupil Premium Report 2017-18

1. Review of expenditure				
<p><b>Aims:</b>                      To enable disadvantaged pupils to make accelerated progress and attain as well as all other pupils nationally in all core subjects.                      To consistently monitor pupil progress to ensure social factors aren't a barrier to good attainment.</p>		<p><b>Previous Academic Year Desired Outcomes:</b>                      Increased attendance percentage for pupils eligible for Pupil Premium (PP).                      Improved communication and language skills for pupils eligible for PP.                      Increased parental participation effectively supports learning.                      Targeted and tailored interventions meet pupils' needs.                      Pupils have access to a range of enrichment experiences.</p>		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
<p>Improved communication and language skills for pupils.</p> <p>Targeted and tailored interventions to meet pupils' needs.</p>	<p>Staff training on developing speech, language and communication skills.</p> <p>Identify targets and in class actions to accelerate the progress of pupils.</p>	<p>Training has been delivered by SALT and 'Speech Bubbles' practitioners. Some strategies taught are evident in practice through monitoring of teaching and learning, for example, word wall displays.</p> <p>PP pupils have been in focus during whole school monitoring and pupil progress meetings. A proforma for recording identified targets and actions has been introduced and regularly reviewed in light of progress. Support staff have been effectively deployed according to their skillset.</p> <p>The percentage of disadvantaged pupils achieving a Good Level of Development at the end of EYFS has increased from 2017, closing the gap by 13.6%. The percentage of pupils attaining at the expected + standard in reading, writing and maths combined in the 2018 SATs has increased from 2017, closing the gap by 13%.</p>	<p>Repeat training for all new staff. Continue to work closely with external agencies to draw on their expertise and to provide further training on current strategies to support pupils further to develop improved communication and language skills. Embed in practice. Link to extended vocabulary-Destination Reader Strategies.</p> <p>Continue to develop data gap analysis to identify next steps and potential barriers to pupils learning. Establish a provision map for across the whole school which encompasses the needs and interventions for all pupils.</p>	<p>£21,000</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
Improved communication and language skills for PP pupils.	Small group provision for communication and drama intervention.	Improved communication and language skills and increased confidence in individuals. 'Speech Bubbles' assessment evidences pupil progress in attention, receptive and expressive language skills.	Develop more stringent methods to assess impact of interventions.	
Targeted and tailored interventions meet pupils' needs.	Ensure all disadvantaged pupils have access to quality interventions and events through whole school provision mapping, identify what will help each pupil make the next steps in their learning. e.g-weekly small group interventions in English for higher attaining pupils.	A whole school provision map was compiled to ensure all disadvantaged pupils had access to appropriate and quality interventions led by experienced staff.	Complete further data analysis to ensure interventions are targeting pupils' needs and potential barriers to future progress. Continue to monitor the impact of interventions using pre and post data.	
Pupils have access to a range of enrichment experiences.	Planned enrichment activities providing new experiences with follow up learning opportunities e.g-Practical sessions enabling pupils to learn how to care for a dog and baby, Trips to Santa and the Theatre.	Positive impact on pupils self-confidence, self-esteem and emotional well-being. Developments in pupils recognising their own abilities and potential and adopting a 'can do' attitude.	Continue to build on and research further enrichment activities.	
		Outcomes for disadvantaged pupils are comparable to non-disadvantaged pupils at the end of KS1 in reading and maths. The percentage of disadvantaged pupils achieving a Good Level of Development and at expected + at the end of KS1 in reading and maths is above national.	Focus on strategies to improve writing outcomes for disadvantaged pupils.	
				£70,000
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact	Next steps	Cost
<p>Increased attendance percentage for pupils eligible for PP.</p> <p>Increased parental participation effectively supports learning.</p>	<p>Rapid response systems to address poor attendance. This includes staff contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.</p> <p>Provide workshops for parents modelling strategies used in school that enable parents to effectively support home learning. Provide new materials for parents to support current learning. E.g. Fun Family Learning/Phonics w/shops Provide weekly homework club (lunchtime and/or after school), to target those pupils in year 2 who do not get opportunities to complete tasks at home on a regular basis.</p>	<p>Rapid response procedure in place. Staff have worked closely with families in attempt to address barriers. Overall attendance percentage for PP pupils 2017-18 was 5.2%.</p> <p>A number of workshops have been run and received positive feedback and support from parents and carers. Attendees have been recorded and evidences poor attendance by targeted audience. Attendance of workshops involving pupils tends to be greater.</p>	<p>Continue to embed rapid response procedures and induct new staff. Address punctuality.</p> <p>Further develop programmes for parents to help support children's home learning. Sensitive target parents and carers to encourage them to attend workshops. Invite parents and carers to 'watch' a phonics, reading and writing workshop in action in the classrooms.</p>	<p>£19,000</p>

## 2. Additional detail

Outcomes for pupils - Data is based on end of year assessments (July 2018)

**Early Years Foundation Stage (EYFS), Good Level of Development (GLD):**

% All Pupils	% Disadvantaged Pupils
79%	73%

**Year 1 Phonics Screening Check:**

% All Pupils	% Disadvantaged Pupils
88%	81%

**Key Stage 1 (KS1):**

**Reading:**

% All Pupils	% Disadvantaged Pupils
79%	78%

**Writing:**

% All Pupils	% Disadvantaged Pupils
74%	67%

**Maths:**

% All Pupils	% Disadvantaged Pupils
81%	81%

### **EYFS 2018**

73% of PP children achieved a Good Level of Development compared to 79% of all pupils. This is 7% above NA for all pupils.

### **Phonics 2018**

81% of PP children achieved the required pass mark in the phonics screening check compared to 88% of all pupils. This is 5% above NA for all pupils.

### **Key Stage 1 2018**

Data shows that our quality first teaching alongside targeted interventions enable Pupil Premium children to overcome barriers and make similar rates of progress, or better, than non-disadvantaged pupils.