

## Torridon Primary School Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Torridon Primary School				
Academic Year	2018/19	Total PP budget	£228,360	Date of most recent PP Review	Feb 2018
Total number of pupils	664	Number of pupils eligible for PP	173 (26%)	Date for next external review of this strategy	Feb 2019
<p><i>'Leaders are highly focused on improving achievement for all groups of pupils, resulting in consistently outstanding attainment in reading, writing and mathematics by the time pupils leave the school. Pupils are very well prepared for the next stage of their education.'</i> (Ofsted, 2015)</p> <p><i>'SLT are very passionate about the importance of the journey ahead for all their children and for them to be inspired, challenged and fulfil their potential in an exciting effective learning environment, whatever their potential. They are keen, and expect all children, but especially the PP/Disadvantaged children not only to be challenged by staff but to challenge themselves ensuring that they make faster progress and their attainment levels improve, thus narrowing any emerging gaps or closing them. Therefore not only do they expect all to have very high expectations, which they have, but for them all to focus on the targeted group from entry into the school so that there is clarity in relation to what is expected and why.'</i> (SSAT, 2018)</p> <p>Torridon Infant and Nursery School and Torridon Junior School recently amalgamated in September 2018 becoming Torridon Primary School. The school is larger than the average-sized primary school. The proportion of pupils for whom the pupil premium provides support is above average. This additional funding gives extra support to pupils who are known to be eligible for free school meals or looked after by the local authority. Approximately 75% of pupils are from minority ethnic groups and this is well above the national average. The proportion of pupils who speak English as an additional language is above average. Pupil residence indicates a high proportion of pupils are from the most deprived local areas. There are also a number of pupils travelling further to attend Torridon Primary School. Mobility among pupils (those entering or leaving the school during the year) is higher than average.</p>					

2. Current attainment			
KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>National</i>
% achieving expected + in reading, writing and maths	58%	70%	64%
% achieving expected + in reading	72%	81%	75%
% achieving expected + in writing	67%	72%	78%

% achieving expected + in maths	75%	80%	75%
KS1	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>National</i>
% achieving expected + in reading, writing and maths	63%	77%	65%
% achieving expected + in reading	78%	80%	75%
% achieving expected + in writing	67%	79%	70%
% achieving expected + in maths	81%	82%	76%
Phonics Screening	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>National</i>
% Achieving Phonics Threshold	81%	92%	83%
EYFSP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>National</i>
% achieving a Good Level of Development	73%	80%	72%
Further analysis of the percentage of pupils achieving the expected level or better in each aspect of learning shows the development in reading and writing is less than other aspects.			

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

A.	Starting points – assessment on entry to the foundation stage shows many children have poorly developed communication skills and poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.
B.	Most disadvantaged pupils make expected or better progress but typically attain below all pupils in the school, and all pupils nationally in writing.
C.	Additional Educational Needs (AEN) – 36% of Pupil Premium pupils (in KS1 and 2) are also identified as having SEND.
D.	Pupil absence, persistence absentees and poor punctuality is greater for disadvantaged pupils than others.
E.	Mental and social health and well-being needs – a significant number of pupils and families have challenges with routines, parenting capacity, mental health and managing emotions.
F.	Lack of parental engagement (support with home learning, attendance at meetings/workshops).

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils in EYFS make accelerated progress closing the gap in attainment between pupil premium and non pupil premium pupils at the end of Reception.	% gap narrows between pupil premium and non-pupil premium pupils achieving a GLD.
<b>B.</b>	Pupils in KS1 and KS2 make accelerated progress in writing closing the gap in attainment between pupil premium and non pupil premium pupils.	% gap narrows between pupil premium and non-pupil premium pupils achieving at least expected in writing and in line with national.
<b>C.</b>	Targeted and tailored teaching and interventions meet pupils' needs.	Enabling them to continue to progress and achieve as well as all other pupils nationally. Measured through monitoring and recorded assessment data.
<b>D.</b>	Increased attendance percentage and punctuality for pupils eligible for pupil premium.	The number of absences and lateness for pupils eligible for pupil premium is reduced. Measured by generated attendance reports.
<b>E.</b>	Better support mental health and social and emotional needs of disadvantaged pupils and their families.	Pupils with mental health, social and emotional issues make good progress.
<b>F.</b>	Increased parental engagement and participation effectively supports learning of disadvantaged pupils.	The number of parents/carers attending curriculum meetings and workshops is monitored and % improved through sensitive targeting. Measured through keeping and follow-up attendance registers. Evidence of parents engaging more effectively with learning and as a result the targeted pupils make good progress as evidenced in pupil progress records.

## 5. Planned expenditure

Academic year

2018/19

**When planning our expenditure Torridon Primary School has considered evidence from the Education Endowment Foundation ‘Teaching and Learning Toolkit’, and the seven building blocks which are successful in raising disadvantaged pupils’ attainment (NFER Research):**

- *Whole-school ethos of attainment for all*
- *Addressing behaviour and attendance*
- *High quality teaching for all*
- *Meeting individual learning needs*
- *Deploying staff effectively*
- *Data driven and responding to evidence*
- *Clear, responsive leadership.*

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>A. Pupils in EYFS make accelerated progress closing the gap in attainment between pupil premium and non pupil premium pupils at the end of Reception.</p> <p>B. Pupils in KS1 and KS2 make accelerated progress in writing closing the gap in attainment between pupil premium and non pupil premium pupils.</p>	<p>Increase the percentage of good and better teaching. Strategic professional development – including the introduction of new teaching and learning, behaviour and feedback policies.</p> <p>Develop robust and reliable assessment and tracking systems across the school.</p> <p>Secure effective deployment of additional staff to support the raising of standards.</p>	<p>The key to success with all learners is quality first teaching.</p> <p>Feedback studies tend to show very high effects on learning.</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. Teachers and TAs work together effectively, leading to increases in attainment.</p>	<p>Teaching and learning reviews</p> <p>Teaching assistant reviews</p>	SLT	

<b>Total budgeted cost</b>					£35,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
C. Targeted and tailored teaching	Ensure all disadvantaged pupils	EEF evidence suggests that early years and pre-school interventions	Through whole school monitoring and pupil progress	SLT SENDCo	
<b>Total budgeted cost</b>					£148,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>
D. Increased attendance percentage and punctuality for pupils eligible for pupil premium.	Rapid response systems to address poor attendance and punctuality. This includes staff contacting home immediately if a pupil fails to arrive on time. If the problem persists, staff work with families to support and address any barriers they face in getting their children to school.	NFER research found that addressing attendance as an effective way of supporting disadvantaged pupils' achievement.	Clear consistent absence procedures which clarify staffs responsibilities.	Attendance and welfare officer	
E. Better support mental health and social and emotional needs of disadvantaged	Training for staff. Offering support for parents/carers and signposting to further help.	Place2Be is encouraging children, young people and adults to look after their bodies and their minds. Improving physical and mental wellbeing positively impacts on pupils learning.	Monitored through discussions at pupil progress meetings, attendance and welfare meetings and feedback from parents and carers.	SLT Learning Mentor	

children and their families.	Better links with External agencies, eg Health Visitors, Sure Start, Children's Centre. 'Mental Health' week in school, activities promoting good mental health.				
F. Increased parental engagement and participation effectively supports learning of disadvantaged pupils.	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, curriculum meetings. Send text reminders to parents/carers.	There is evidence that when quality homework tasks, that encourage parental engagement, are used as a short and focused intervention it can be effective in improving students' attainment.  Parental involvement is consistently associated with pupils' success at school.  A trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	Workshops/programmes delivered by experienced subject leaders/teachers.  Monitor impact of interventions on the quality and quantity of home learning activities.	SLT Subject Leads	
<b>Total budgeted cost</b>					£45,000

