

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	669	Number of pupils eligible for PP	173 (26%)	Date for next external review of this strategy	Feb 2019
<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 pupil premium grant provides additional funding to support pupils who are known to be eligible for free school meals or looked after by the local authority.</p>					

Key Characteristics – Infant School <i>(taken from Super School Profile - Jan 2018)</i>			Key Characteristics – Junior School <i>(taken from Super School Profile - Jan - 2018)</i>		
	School	LA		School	LA
Number on roll	331		Number on roll	338	
% Free school meal eligibility	19.9%	14.9%	% Free school meal eligibility	14.4%	14.9%
% With SEN Support	21%	13.7%	% With SEN Support	16%	13.7%
% with EHCP / Statement	3.5%	2.6%	% with EHCP / Statement	4.3%	2.6%
% in Deprivation Band 1 (Most deprived 10%)	21.5%	20.8%	% in Deprivation Band 1 (Most deprived 10%)	31%	20.8%
% Joined in Nursery / Rec (Stable)	97%	81%	% English as first Language	67.9%	65.2%
% English as first Language	74.6%	65.2%			

2. Current attainment (July 2018)			
KS2	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</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</i>	<i>Pupils not eligible for PP</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	<i>81%</i>	<i>82%</i>	<i>76%</i>
Phonics Screening	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National</i>
% Achieving Phonics Threshold	<i>81%</i>	<i>92%</i>	<i>83%</i>
EYFSP	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>National</i>
% achieving a Good Level of Development	<i>73%</i>	<i>80%</i>	<i>72%</i>
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.Pupil Premium data			
	Number of children	Number of PP	% of PP
School	664	173	26%
Nursery	37	1	3%
Reception	83	10	12%
Year 1	95	15	16%
Year 2	85	19	22%
Year 3	92	25	27%
Year 4	108	29	27%
Year 5	75	37	49%
Year 6	87	28	32%

4.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).	
5.Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.	% gap narrows between pupil premium and non-pupil premium pupils achieving a GLD.
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.
C.	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.
D.	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.
E.	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.

F.	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.
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6.Planned expenditure							
Academic year	2018/19						
<p>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):</p> <ul style="list-style-type: none"> • <i>Whole-school ethos of attainment for all</i> • <i>Addressing behaviour and attendance</i> • <i>High quality teaching for all</i> • <i>Meeting individual learning needs</i> • <i>Deploying staff effectively</i> • <i>Data driven and responding to evidence</i> • <i>Clear, responsive leadership.</i> 							
Quality First Teaching							
Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by	Evaluation

A B C	Further develop Quality First Teaching across the school Strategic professional development Introduction of new Teaching and Learning, Behaviour and Feedback policies	Whole school	-	Amalgamation of two schools Teaching and Learning Reviews Feedback studies show very high effects on learning (EEF)	% of teaching judged to be at least good will increase enabling pupils to make greater progress	SLT	
A B C	Develop robust and reliable assessment and tracking systems across the school EYFS, KS1 and KS2 Assessment and moderation training	Whole school	£1,575	Assessment is valid, reliable, purposeful and valuable (EEF)	Accurate assessment enabling teachers to better plan for next steps and close gaps in pupils' learning	SLT MG CE KR	
E	Mental health and emotional well-being training for staff	Whole school	£760.50	Enabling staff to identify, better understand and support pupils and their families with mental health difficulties (MIND)	Pupils and families experiencing mental health difficulties are quickly identified and supported, including signposting to external agencies. Information about vulnerable pupils is shared with staff across the school.	SLT CE AM	

A E	Forest School Sessions led by an outdoor education leader providing pupils with opportunity to explore the great outdoors and participate in wood and nature crafts	EYFS	£400	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (EEF)	Experience of enjoyment for learning impacting on academic learning and emotional well-being.	AM	
A B E	Daily mile	Whole school	-	The Daily Mile is a fully-inclusive, free and simple initiative which improves the physical and mental health and wellbeing of children. There is no extra workload for teachers and it helps to raise attainment. (The daily mile foundation)	Fifteen minutes of daily exercise enabling pupils to become fitter, healthier, and more able to concentrate in the classroom.	L.G	

A B E	Sports coach supporting positive interaction and play during lunch times	Whole school	£7,695	The overall impact of sports participation on academic achievement tends to be positive. Participating in sports and physical activity is likely to have wider health and social benefits. (EEF)	Fewer behaviour incidences at lunch times. Positive impacts on academic achievement.	AM	
B	Daily Supported Reading Programme (DSR)	Y1	£2,668.75	14 schools who were part of an independent two year evaluation of DSR from 2013-2015, and who implemented the programme as designed, achieved their highest outcomes ever for children. The average increase in reading outcomes across this cohort was 11.3%. (NCTL)	Increase in the percentage of pupils achieving the pass mark in the year one phonics screening check. Increase in the percentage of pupils achieving expected and above in reading at the end of year one.	KR	
B	Destination Reader Programme	Y2, 3, 4, 5 & 6	£2,837.50	Feedback from over 100 schools currently using Destination Reader has shown	Increase in the percentage of pupils achieving expected and	E.C	

				dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading more. (Hackney Learning Trust)	above in reading in KS2.		
B	Spelling, Punctuation and Grammar (SPAG) small group teaching	Y2, 3, 5	-	The teaching of SPAG can have a positive impact when delivered to the whole class, and a larger impact when delivered to small groups. (EEF)	Increase in the percentage of pupils achieving age related expectations.	K.R N.Y R.N	
B	Easter holiday school	Y6	-	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. (EEF)	Improved outcomes in end of KS2 SATs.	M.G R.N	

B	Pre-SATs breakfast	Y6	£432.50	Offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths results by an average of two months' additional progress. (EEF)	Effectively prepare pupils for teaching, learning and testing.	M.G R.N	
B E	Employ specialist art and dance teachers to ensure pupils are taught a quality broad and balance curriculum including the foundation subjects	KS1 & KS2	£52,343	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. (EEF)	Increased participation and learning. Positive impacts on emotional well-being.	M.G C.E N.Y	

Targeted Support							
Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by	Evaluation
A	Additional support staff employed to support, nurture and develop the personal, emotional and social skills identified in individuals and small groups enabling them to be ready to learn and fully access the curriculum	EYFS Y6	£169,960	On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment (EEF)	Accelerated progress for targeted pupils in their personal, social and emotional development	AM	
A B C	Align Scholarpack and Target Tracker data. Introduction of PP planning proformas. Pupil Premium pupils in focus during pupil progress meetings and data analysis.	Whole school	-	More work is needed to ensure that all staff know who pupil premium pupils are (Pupil Premium Review, 2019)	Developed robust and reliable systems to enable all staff to identify Pupil Premium pupils and identify barriers and plan	A.M J.A	

					next steps in learning.		
A C	SALT assessments and interventions planned Additional support staff employed to facilitate communication and language development interventions including SALT language booster and social communication groups	EYFS	£3,900	On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF)	Identified pupils make accelerated progress in the area of communication and language and enabling them to access the curriculum across all areas.	A.M L.P	
A	EYFS teacher employed to facilitate empathy, reading and writing support intervention	EYFS	£1,118.40	An approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. (EEF)	Identified pupils make accelerated progress in the areas of personal, social and emotional development, reading and writing. Enabling them to access the curriculum across all areas.	A.M	
A	Small group teaching in phonics and fine motor/handwriting with Pupil Premium children in focus	EYFS	-	Evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five	Identified pupils make accelerated progress in phonics and moving and handling, and achieve the Early Learning Goal in	A.M	

				additional months' progress. (EEF)	reading and writing.		
A B	Reading volunteers	EYFS KS1 KS2	-	Volunteers transform the lives of the children they support, turning them into confident, passionate and able readers. (Beanstalk volunteers)	Increased percentage of identified pupils make accelerated progress in reading.	A.M K.R N.Y R.N	
B C	Speech Bubbles Communication and Language - Drama Intervention	Y1&2	£3,800	Teachers reported that 85% of children taking part in Speech Bubbles showed improvements in learning, speaking and listening and 86% showed improvements in emotional behaviour and conduct behaviour. (Project Oracle)	Increased percentage of identified pupils achieving age related expectations in writing. Positive impact on confidence and participation in learning.	A.M K.R L.P	
B C	SALT Language Booster Intervention Groups	Y1	-	SALT's early intervention and preventative approach, ensures that Children and Young People are supported to access	Identified pupils make progress in speaking, reading and writing.	L.P K.R	

				the curriculum, through a creative, tailored, and developmentally sensitive early intervention programme.			
C E	Lego Therapy Sessions facilitated by Learning Mentor	Y1, 3 & 4	-	Lego therapy has helped students to develop their social and interaction skills, through a highly structured small group activity. The activity involves working together, taking on different roles, to construct Lego models following clear diagrams. (Drumbeat)	Identified pupils develop their social and emotional skills enabling them to further access the curriculum.	L.P	
B C	Phonics and reading intervention for pupils not yet meeting the threshold in the phonics screening test	Y2	£6,516	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an	Pupils meet the threshold and pass the phonics screening recheck.	K.R	

				additional four months' progress. (EEF)			
B	Greater Depth Writing Group with English Lead	Y2	£5,844	Qualified teachers tend to get better results when delivering interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading and writing. (EEF)	Increase in the percentage of pupils achieving greater depth in writing.	K.R E.C	
B C	Language for thinking	Y3, 4, 5 & 6	-	Trials have shown pupils made an additional two months' progress compared to pupils receiving 'business-as-usual' classroom teaching in reading and maths. (EEF)	Positive impact on reading, writing and maths outcomes.	N.Y R.N	
B C E	Pre-teaching Maths Reading	Y3, 4, 5 & 6	-	Pre-teaching is a proven strategy to help pupils feel much more confident and able to access the	Positive impact on reading, writing and maths outcomes.	N.Y R.N	

				learning from the beginning of the lesson.			
B C E	Emotional toolbox	Y3, 4, 5 & 6	-	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Positive impact on behaviour for learning and attainment.	L.P	
E	Outreach Service Interventions supporting pupil's mental health and well-being Castle Counselling External Learning Mentor New Woodlands Outreach	EYFS Y2 & 3	£2,000	Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF)	Positive impacts on attendance, behaviour for learning and emotional well-being.	L.P	
Other Approaches							
Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by	Evaluation

A B D E	Magic Breakfast Nurture Breakfast	Whole school	£2,443.40	A free and nutritious meal before school can boost their reading, writing, and maths results by an average of two months' additional progress. Breakfast club schools also saw an improvement in pupil behaviour. (EEF)	Positive impact on concentration and outcomes.	J.S	
F	Parent and carer workshops (Curriculum, phonics, FFL)	Whole school	-	The research shows that parenting programmes have demonstrated improved outcomes for parents and families. (NFER)	Increased parental engagement and support with home learning.	A.M K.R N.Y R.N	
D	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	Whole School	-	Research found that addressing attendance as an effective way of supporting disadvantaged pupils' achievement. (NFER) Extend and adapt existing systems to work across the	Increased attendance percentage and punctuality for pupils eligible for pupil premium.	A.C	

	they face in getting their children to school.			whole school, e.g. attendance and medical information. (Pupil Premium Review, 2019)			
E	Training for staff. Offering support for parents/carers and signposting to further help. Better links with External agencies, e.g. Health Visitors, Sure Start, Children's Centre. 'Mental Health' week in school, activities promoting good mental health.	Whole School	-	Place2Be is encouraging children, young people and adults to look after their bodies and their minds.	Mental health and social and emotional needs of disadvantaged children and their families are better supported. Improving physical and mental wellbeing positively impacts on pupils learning.	A.M	
	School Journey	Y5	£3,500	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months'	Positive impacts on self-confidence and academic outcomes.	R.N	

				progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)			
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