

Torridon Primary School Pupil Premium Strategy Statement 2019/20

1. Summary information					
School	Torridon Primary School				
Academic Year	2019/20	Total PP budget	£196,680	Date of most recent PP Review	September 2019
Total number of children	661	Number of children eligible for PP	149 (23%)	Date for next review of this strategy	August 2020
<p><i>'Staff expressed a genuine desire to improve outcomes for pupils at the school, especially for more vulnerable children, such as pupil premium pupils, and a willingness to act on recommendations. The SLT have a good understanding of where the school is and what needs to be done to improve things. There is a real sense of care for children and their well-being, a commitment to treat all children equally and to try to overcome the barriers that being disadvantaged can bring. Effective interventions were seen, some of which were specifically targeted at pupil premium pupils. Children's engagement in all the interventions was very positive. Adults used good models of language and interacted well with the children.'</i> (Premium Review, February 2019)</p> <p>Torridon Infant and Nursery School and Torridon Junior School 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 children who are known to be eligible for free school meals or looked after by the local authority.</p>					
Key Characteristics – (taken from Super School Profile – January 2019)					
		School		LA	
Number on roll		661			
% Free school meal eligibility		14.7%		15.7%	
% With SEN Support		22.1%		13.4%	
% with EHCP / Statement		5.4%		2.0%	
% in Deprivation Band 1 (Most deprived 10%)		24.2%		20.3%	
% Joined in Nursery / Reception		56.3%		80.4%	
% English as first Language		72.6%		65.5%	

2. Current attainment (July 2019)				
KS2	<i>All</i>	<i>Children eligible for PP</i>	<i>Children not eligible for PP</i>	<i>National</i>
% achieving expected + in reading	63%	61%	64%	73%
% achieving expected + in writing	75%	64%	80%	78%
% achieving expected + in maths	77%	64%	83%	79%
KS1	<i>All</i>	<i>Children eligible for PP</i>	<i>Children not eligible for PP</i>	<i>National</i>
% achieving expected + in reading	71%	65%	72%	75%
% achieving expected + in writing	55%	40%	61%	69%
% achieving expected + in maths	63%	50%	67%	76%
Phonics Screening	<i>All</i>	<i>Children eligible for PP</i>	<i>Children not eligible for PP</i>	<i>National</i>
% Achieving Phonics Threshold	65%	36%	71%	82%
EYFSP	<i>All</i>	<i>Children eligible for PP</i>	<i>Children not eligible for PP</i>	<i>National</i>
% achieving a Good Level of Development	67%	67%	68%	72%

3. Pupil Premium data						
	Number of children	Number of PP	% of PP	Number of PP boys	Number of PP Girls	Number of PP and SEND
School	646	149	23%	71	78	33
Nursery	35	0	0%	0	0	0
Reception	90	4	4%	1	3	1
Year 1	76	9	11%	4	5	2
Year 2	90	14	15%	6	8	3
Year 3	84	24	28%	13	11	0
Year 4	90	28	31%	15	13	10
Year 5	108	34	31%	17	17	8
Year 6	73	36	49%	15	21	9

4. Barriers to future attainment (for children eligible for PP, including high ability)	
A.	On entry to the foundation stage baseline assessment data shows more than 70% of children's skills in the prime areas of communication and language, physical and personal, social and emotional development are below age related expectations. The % of children achieving a good level of development was below national.
B.	Phonics screening results were below national and show pupil premium children attained 35% below other children.
C.	Disadvantaged children's attainment is significantly below that of others at the end of KS1 in writing and maths.
D.	Disadvantaged children's attainment is significantly below that of others at the end of KS2 in writing and maths.
E.	22% of pupil premium children are also identified as having a special education need.
F.	Overall absence for disadvantaged children is 5.1% compared to 3.3% of others, and 15.3% for persistent absentees compared to 8.7% of others.

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Termly assessment data in the EYFS shows children's progress in knowledge and skills. An increasing % of children are meeting age related expectations in the prime areas of communication and language, physical and personal, social and emotional development. Children will be able to access learning across all areas of learning and achieve a Good Level of Development (GLD).	% of children assessed as below age related expectations decreases. The % of pupil premium children achieving a GLD is at least that of others and at national or above. Measured through monitoring and recorded formative and summative assessment data.
B.	Phonics screening results are at least national and show pupil premium children attained as well or better than other children. Phonics threshold data is in line with national.	% gap narrows between pupil premium children and others achieving the phonics threshold. The % of children achieving the phonics threshold is at national or above. Measured through monitoring and recorded formative and summative assessment data.
C.	Disadvantaged children in KS1 attain as well or better than other children in writing and maths. End of KS1 data is in line with national.	% gap narrows between pupil premium children and others achieving at least the expected standard in writing and maths at the end of KS1 and in line with national. Measured through monitoring and recorded assessment data.
D.	Disadvantaged children in KS2 attain as well or better than other children in writing and maths. End of KS2 data is in line with national.	% gap narrows between pupil premium children and others achieving at least the expected standard in writing and maths at the end of KS2 and in line with national. Measured through monitoring and recorded assessment data.
E.	Pupil premium children also identified as having a special education need will make accelerated progress.	Accurate identification and assessment of children's needs and next steps. Targeted and tailored teaching and interventions meet needs. Evidence of accelerated progress. Measured through monitoring and recorded assessment data.

F.	The absence % for disadvantaged children will decrease. The % gap between disadvantaged children and others will narrow.	The number of absences for children eligible for pupil premium is reduced. Measured by generated attendance reports.
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6.Planned expenditure	
Academic year	2019/20
<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 children’s 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> <p>We recognise the need to identify further children eligible for pupil premium funding and offer ongoing encouragement and support for parents and carers to complete the online application. This year we have planned free prize draws, parent and carer meetings and admin support.</p>	

Quality First Teaching						
Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by
A B C D E	To continue to develop and embed robust and reliable assessment and tracking systems across the school. Introduce new tracking ladders and grids and BSquared assessment tool. Assessment and moderation sessions with other local schools.	Whole school	£3,736.52	<i>Assessment is valid, reliable, purposeful and valuable. (EEF)</i>	More accurate assessment enabling teachers to better plan for next steps and close gaps in children’s learning.	C.E SLT

A C D E	Curriculum development ensuring quality long, medium and short term plans.	Whole school	£3,702.75	<i>Improving the curriculum offer to ensure it has clarity around intent, implementation and impact. (SIP, 2019)</i>	A progressive curriculum offer that enables the best outcomes for all children.	C.E N.Y SLT
A C D E	Introduction of the Literacy Tree Curriculum and related staff training.	Whole school	£3,631.10	The Literacy Tree Curriculum provides complete coverage of all national curriculum expectations and purposeful application for writing composition, grammar, punctuation and vocabulary.	Improved writing outcomes.	SLT
A B	Introduction of 'Letters and Sounds' phonics program and related staff training. Developing a monitoring cycle to quality assure all phonics teaching.	EYFS	£1,310.82	<i>Review the way that phonics sessions are taught to ensure consistency and quality of teaching. (Pupil Premium Review, 2019)</i>	A structured and progressive program for teaching phonics. Well planned and resourced, multisensory phonics sessions for all children.	K.R
B	Embed 'Daily Supported Reading' program.	Y1	£655.50	<i>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. (NCTL)</i>	Increase in the % of children achieving the pass mark in the year one phonics screening check. Increase in the % of children achieving expected and above in reading and writing at the end of year one.	K.R
C D	Embed 'Destination Reader' program.	Y2, 3, 4, 5 & 6	£2,837.50	<i>Feedback from over 100 schools currently using Destination Reader has shown 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)</i>	Increase in the percentage of children achieving expected and above in reading and writing in KS1 and 2.	E.C

D	Introduce 'No Nonsense Spelling' program.	KS2	£218.50	No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply. A variety of strategies are suggested so that children with different learning styles can find out what works well for them.	Children's spelling improves and with it their fluency in writing. Improved writing outcomes.	R.N
A C D	Develop handwriting policy and strategies.	Whole school	£403.71	<i>There is general evidence that approaches which aim to improve the accuracy and fluency of children's handwriting can improve both the presentation, quantity and quality of children's writing.</i> (EEF)	Children's handwriting improves and with it their fluency in writing. By making handwriting more fluent children are able to focus more on the content of what they write.	R.N E.C
A C D	Develop mathematics policy and develop scheme of learning.	Whole school	£1,229.82	Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world, White Rose Maths brings together a team of highly experienced and passionate maths teaching experts dedicated to developing maths education for everyone. (NFER)	A structured and progressive program for teaching mathematics. Well planned and resourced lessons that include concrete, pictorial and abstract opportunities to develop fluency, reasoning and problem solving.	C.R
A B C D E	SLT supporting assessment, planning and modelling best practice teaching for teachers.	Whole school	£1,966.50	Release class teachers to observe and team teach. (PP Review, 2019)	Improved teaching and learning. Increase in the % of teaching judged to be at least good enabling children to make greater progress.	SLT

Targeted Support

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Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by
A B C D E	Learning Mentor support, to 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.	Whole school	£12,962.94	<i>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)</i>	Accelerated progress for targeted children in their personal, social and emotional and academic development.	M.G C.P
A B C D E	Developing a whole school provision map detailing intervention groups, starting from children's needs. Including handwriting, phonics and maths and more able groups. Developing a monitoring cycle to quality assure all interventions.	Whole school	£1,395.12	<i>Evidence suggests that interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. (EEF)</i>	Quality targeted and tailored interventions that meet children's needs, and accelerate their progress.	L.P
B C D	Small group teaching in handwriting, phonics and maths.	Y2 Y6	£1,983			M.G R.N K.R
A C D E	Speech and Language Therapist. Assessments, interventions and staff training.	Whole school	£24,384	<i>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF)</i>	Identified children make accelerated progress in the area of communication and language and enabling them to access the curriculum across all areas.	L.P

A B C D F	Magic Breakfast Breakfast Club 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 C.P
D	Homework Club	KS2	£1,308	<i>The evidence shows that the impact of homework, on average, is five months' additional progress.</i> (EEF)	Homework is completed which positively impacts on children's progress.	R.N
F	Attendance Rapid response systems to address poor attendance and punctuality. This includes staff contacting home immediately if a child 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.	Whole school	£11,912.82	<i>Research found that addressing attendance as an effective way of supporting disadvantaged pupils' achievement.</i> (NFER) <i>Extend and adapt existing systems to work across the whole school, e.g. attendance and medical information.</i> (Pupil Premium Review, 2019)	Increased attendance percentage for children eligible for pupil premium.	A.C

Broad and Balanced Approaches

Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by
A B C D E F	Further identification of children eligible for pupil premium funding Free Prize draws Support with applications	Whole school	£1,000		Identification of all children eligible for pupil premium funding and access to interventions.	C.E
C	Speech Bubbles Communication and Language - Drama Intervention	Y1 & 2	£3,800	<i>Oral language interventions show consistently positive effects of on</i>	Increased percentage of identified children achieving age	L.P K.R

				<i>average +5 months' additional progress over the course of a year. The impact tends to be greatest for younger children and those from disadvantaged backgrounds. A number of studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes. (EEF)</i>	related expectations in writing. Positive impact on confidence and participation in learning.	
A C D	Educational visits	Whole school	£5,745	Offering equal opportunities for all to access enriching cultural experiences.	Positive impact on performance and relationships. Greater knowledge and development of life-long skills.	
A C D	Specialist art and dance teachers to ensure children are taught a quality broad and balanced curriculum including the foundation subjects	Whole school	£92,343	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)	Positive impacts on well being and academic outcomes.	
D	Music tuition offer including violin, drumming and recorder.	KS2	£5,910	Opportunity to learn a new skill that they might otherwise not be able to access. Research has found that music tuition increases attainment. (Schellenberg, 2004)	Positive impacts on well being and academic outcomes.	E.M-D

D	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' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Positive impacts on self-confidence and academic outcomes.	R.N
D	Maths Tuition	Y6	£3,900		Increased percentage of identified children achieving age related expectations in maths.	M.G