

Torridon Primary School Pupil Premium Strategy Statement 2020/21

Purpose of pupil premium funding:

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- *generally, face extra challenges in reaching their potential at school*
- *often do not perform as well as their peers*

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Schools get £1,345 for every primary pupil who claims free school meals, or has claimed free school meals in the last 6 years.

Looked-after and previously looked-after children : Schools get £2,345 for every child who has left the local authority care through adoption, a special guardianship order or child arrangements.

(DFE 2020)

1. Summary information					
School	Torridon Primary School				
Academic Year	2020/21	Total PP budget 2019-2020 (£196,680)	£235,375 (includes LAC)	Date of most recent PP Review	September 2020
Total number of children	644	Number of children eligible for PP	175 (27%)	Date for next review of this strategy	August 2021
		Total number of children eligible for LAC	1 LAC 6 post LAC	Total LAC budget	£16415

'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.' (External Consultant Premium Review, February 2019)

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.

Key Characteristics – (LA taken from Super School Profile – January 2019)

	School	LA
Number on roll	644	
% Free school meal eligibility	23%	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. Attainment (July 2019 - last statutory data due to COVID global pandemic)

KS2	All	Children eligible for PP	Children not eligible for PP	National
% 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	644	175	27%	86	89	40
Nursery	35	2	6%	1	1	0
Reception	83	24	29%	8	16	3
Year 1	87	19	22%	8	11	3
Year 2	75	14	18%	8	6	4
Year 3	88	20	23%	8	12	9
Year 4	80	27	33%	15	12	3
Year 5	87	33	38%	18	15	11
Year 6	108	36	37%	20	16	7

Baseline Data – September 2020

Year Group		Number of Pupils	% of children on track			
			R	W	M	ALL 3
Year 1	ALL	87	52	38	57	36
	PUPIL PREMIUM	19	47	29	65	29
Year 2	ALL	75	45	44	39	31
	PUPIL PREMIUM	14	21	21	14	14
Year 3	ALL	88	42	38	50	35
	PUPIL PREMIUM	20	21	16	26	11
Year 4	ALL	80	48	45	60	40
	PUPIL PREMIUM	27	46	33	58	33
Year 5	ALL	87	49	33	40	29

	PUPIL PREMIUM	33	42	26	26	19
Year 6	ALL	108	63	45	52	31
	PUPIL PREMIUM	36	46	31	31	14

4. Barriers to future attainment (for children eligible for PP, including high ability)	
A.	On entry to the foundation stage baseline assessment data for our 2020 cohort shows that a significant number 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 percentage of children achieving a good level of development was below national in 2019.
B.	Phonics screening results were below national and show pupil premium children attained 35% below other children in 2019.
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.	23% 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.
G.	Disadvantaged children’s access to technological devices, and the internet, to enable them to do remote learning, has increased the attainment gap.
5. Desired outcomes Overall Outcome: To reduce the achievement gap between those eligible for pupil premium and all children.	
	<i>Desired outcomes and how they will be measured</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).
	<i>Success criteria</i>
	% 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 percentage for disadvantaged children will decrease. The percentage 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.
G.	Disadvantaged children will have access to technological devices so that they can complete remote learning to narrow the attainment gap.	% gap narrows between pupil premium children and others achieving at least the expected standard in line with national. Measured through monitoring and recorded assessment data.

6.Planned expenditure	
Academic year	2020/21
<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. Embed tracking ladders, whole school assessment tracker, Evidence Me and B-Squared assessment tools. Assessment and moderation sessions with other local schools.	Whole school	£3,000	<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.	R.N. K.R L.P SLT
A C D	Introduce Chris Quigley Essentials Curriculum to plot curriculum offer - ensuring quality long, medium	Whole school	£1,000	<i>Improving the curriculum offer to ensure it has clarity around intent,</i>	A progressive curriculum offer that enables the best outcomes for all children.	B.T. C.E. SLT

E F	and short term plans – engaging topics / tasks, clear differentiation, clear planning formats.			<i>implementation and impact.</i> (SIP, 2019)		Curriculum team
A C D E	Embed quality texts as inspiration for topics. New literacy leads to lead on literacy development throughout the school. Continue with Literacy Tree support to develop the curriculum.	Whole school	£3,600	The Literacy curriculum provides complete coverage of all national curriculum expectations and purposeful application for writing composition, grammar, punctuation and vocabulary.	Improved writing outcomes. Improved reading outcomes. Quality texts for children to read in school and out of school.	C.R. A.H. SLT
A B	Embed ‘Letters and Sounds’ phonics program and related staff training – including year 3. Developing a monitoring cycle to quality assure all phonics teaching.	EYFS	£2,000	<i>Review the way that phonics sessions are taught to ensure consistency and quality of teaching.</i> (Pupil Premium Review, 2019)	A structured and progressive program for teaching phonics. Well planned and resourced, multi-sensory phonics sessions for all children. Increase in the % of good and above teaching sessions. Increase in the % of children achieving the pass mark in the year one phonics screening check.	K.R
A B	Embed teaching of early reading in EYFS and KS1. Embed comprehension skills in KS1.	Y1	£2,000	Children have a range of high-quality texts which reflect our diverse community. Improve the quality of teaching of early reading. Improve the quality of the teaching of reading comprehension in years 1 and 2.	Increase in the % of children achieving GLD. 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 and year 2.	K.R

					Increase the % of good and above teaching of reading.	
B C D E	Embed reading for pleasure by developing a range of high-quality texts that reflect our community.	Whole school	£31,800	Children have a range of high-quality texts which reflect our diverse community. Improve the quality of reading. <i>There is general evidence that has shown that inspiring texts, which engage children, result in increased attainment in writing.</i>	Increase in the percentage of children achieving expected and above in reading and writing in KS1 and 2.	C.R. A.H. B.T. SLT Curriculum Team
A C D	Develop handwriting policy and strategies.	Whole school	£500	<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. (EEF)</i>	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.	C.R. A.H. SLT
A C D	Develop mathematics policy and develop scheme of learning.	Whole school	£1,300	Develop a scheme of learning that is cyclical and is based on the national curriculum, using other resources such as White Rose Maths for visuals and question examples.	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 N.P. SLT
A B C D E	SLT supporting assessment, planning and modelling best practice teaching for teachers.	Whole school	£2,000	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

Desired Outcome	Actions / Intervention	Year Group	Amount Allocated	Evidence / Rational	Intended Outcome	Led by
A B C D E F	Pastoral and well-being lead 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.	Whole school	£12,000	<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 SLT
A B C D E F	Introduce and develop a welfare team to support children's mental health and well-being in the playground and in classrooms.	Whole school	£5,000	<i>Mental health and children's well-being are more prevalent than ever due to the pandemic. Children need to have safe people to talk to.</i>	Staff to be on the welfare team from each year group bubble. Welfare team trained. Children have specific adults to whom they can talk. Accelerated progress for targeted children in their personal, social and emotional and academic development.	C.P. L.S-L SLT
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	£1,400	<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 Inclusion team
B C D	Small group teaching in handwriting, phonics and maths.	Y2 Y6	£12,000			C.E R.N K.R

D E	Small group interventions in each year group for basic maths skills.	KS2	£4000	<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.	R.N B.T C.E
D E	Small group interventions in each year group for basic reading / comprehension skills.	KS2	£4000			R.N B.T C.E
D E	Small group interventions in each year group for basic writing skills.	KS2	£4000			R.N B.T C.E
C E	Small group interventions in each year group for basic maths skills.	KS1	£4000	<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.	K.R C.E L.P
C E	Small group interventions in each year group for basic writing skills.	KS1	£4000			K.R C.E L.P
A E	Speech and Language Therapist. Assessments, interventions and staff training.	Whole school	£16,000	On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EEF)	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	Breakfast Club Nurture Breakfast	Whole school	£4,000	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 – when possible	KS2	£1,500	<i>The evidence shows that the impact of homework, on average, is five months' additional progress. (EEF)</i>	Homework is completed which positively impacts on children's progress.	R.N B.T C.E
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	£12,000	<i>Research found that addressing attendance as an effective way of supporting disadvantaged pupils' achievement. (NFER) Extend and adapt existing systems to work across the whole school, e.g. attendance and medical information. (Pupil Premium Review, 2019)</i>	Increased attendance percentage for children eligible for pupil premium.	A.C J.S

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 Support with applications	Whole school	£1,000	<i>Ensure that all children who are eligible for pupil premium are receiving the funding.</i>	Identification of all children eligible for pupil premium funding and access to interventions.	L.P J.S
A C D	Educational visits – when Government Guidelines allow	Whole school	£6,000	Offering equal opportunities for all to access enriching cultural capital for disadvantaged children.	Positive impact on performance and relationships. Greater knowledge and development of life-long skills.	Team leaders
A C D	Specialist art, music, French and dance teachers to ensure children are taught a quality broad and balanced curriculum	Whole school	£88,000	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics	Positive impacts on well-being and academic outcomes. Increase cultural capital experiences for children.	Creative specialist teachers' team

				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)		
D	Music tuition offer including violin, drumming and piano.	KS2	£6,000	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. Increase cultural capital experiences for children.	E.M-D C.M
D	School Journey – if Government guidelines permit	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. Increase cultural capital experiences for children.	B,T R.N
D	Laptops for disadvantaged pupils to access remote learning	Whole school	£2,000	Gap has increased between disadvantaged children and their peers due to lack of technology availability over the pandemic.	Increased percentage of identified children achieving age related expectations	C.Y C.E