

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Torridon Primary School
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	1 st December 2022
Statement authorised by	Manda George Headteacher
Pupil premium lead	Lena Pennacchia
Governor / Trustee lead	Jonathan Waywell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,960
Recovery premium funding allocation this academic year (Please refer to Catch Up finding Report for details of Expenditure)	£25,000 (Estimate) Please see separate Catch Up funding Strategy.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£255,960

Part A: Pupil premium strategy plan

Statement of intent

At Torrison Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We work hard to support children to develop the necessary skills and values required to succeed. Academic achievement and wellbeing are at the centre of all we do.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and at Torrison we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

The Pupil Premium Grant is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings to children whose parents are currently serving in the armed forces.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Teacher assessment indicated that 50% of disadvantaged children did not achieve the expected standard in phonics. (July 2021)
2	Disadvantaged children's attainment is below that of other children in reading, writing and maths, across the school.
3	The percentage of disadvantaged pupils assessed as achieving at greater depth is below that of other pupils, in reading writing and maths.
4	30% of disadvantaged children are also identified as having a special educational need.
5	Overall attendance for disadvantaged children is 94.1% compared to 96.1% for other pupils. (September -December 2021)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To extend assessment and tracking systems across the whole school and curriculum.	All teachers are able to assess progress and attainment of all pupils against all targets, and plan effectively for next steps for every pupil.
To close gaps in children's learning.	Pupils for whom the pupil premium is paid are achieving at least in line with other pupils.
To ensure regular attendance at school.	Attendance of pupils for whom the pupil premium is paid is at least in line with national averages.
To ensure that disadvantaged pupils make good progress in line with non-disadvantaged pupils nationally.	The percentage of disadvantaged pupils achieving greater depth is in line with non-disadvantaged pupils nationally. The attainment of disadvantaged pupils in reading, writing and maths is in line with that of non-disadvantaged pupils nationally.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed robust and reliable assessment and tracking systems across the school-tracking ladders, whole school assessment tracker, Evidence Me and B-Squared Assessment Tools. Assessment and moderation sessions with other local schools.</i>	Assessment is valid, reliable, purposeful and valuable. (EEF)	1, 2, 3,4.
<i>To embed our curriculum offer, - ensuring high quality planning which includes challenge for all and engaging topics and tasks.</i>	Continue with the implementation of the curriculum intent, including the development of the new EYFS framework. (SIP 2021)	2,3,4.
<i>Specialist art, music, French and dance teachers to ensure children are taught a high quality broad and balanced curriculum.</i>	Improved outcomes have been identified from the impact of arts participation on academic learning, in English, mathematics and science. More positive attitudes and increased well-being have also consistently been reported. (EEF)	1,2,3,4.
<i>To introduce the new phonics programme and embed the teaching of phonics and early reading in EYFS and KS1. Embed comprehension skills across the school.</i>	Review the way that phonics sessions are taught to ensure consistency and quality of teaching.	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop a whole school provision map detailing intervention groups, starting from children's needs. Including handwriting, phonics, maths and more able groups. Develop a robust monitoring cycle to quality assure all interventions.</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 with low income families. (EEF)	1,2,3,4.
<i>Small group teaching in handwriting, phonics maths and reading comprehension.</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 with low income families. (EEF)	1,2,3,4
<i>Speech and Language Therapist. Assessments, interventions and staff training.</i>	On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nurture Breakfast and Breakfast Club.</i>	A free and nutritious meal before school can boost reading, writing and maths results by an average of two' months additional progress.	1,2,3,4.

	Schools with a breakfast club saw an improvement in pupil behaviour. (EEF)	
<i>Homework Club</i>	Evidence shows that the impact of homework, on average, is five months' additional progress. (EEF)	1,2,3,4
<i>Enrichment After School Clubs</i>	Improved outcomes have been identified in English, mathematics and science. Benefits have been found in primary schools with greater effects on average for younger learners and in some cases, for disadvantaged pupils. (EEF)	1,2,3,4,5
<i>Music Tuition including drums, violin and piano.</i>	Opportunity to learn a new skill that they may not otherwise be able to access. Research has found that music tuition increases attainment. (Schellenburg, 2004)	1,2,3,4,5
<i>Rigorous monitoring of attendance</i>	Research found that addressing attendance is an effective way of supporting disadvantaged pupils' achievement, (NFER) To continue to extend and adapt existing systems to work across the whole school.	5
<i>Educational Visits, including school journey</i>	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 months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF) Offering equal opportunities for all to access enriching cultural capital for disadvantaged children.	1,2,3,4,5
<i>Laptops for disadvantaged pupils to access remote learning.</i>	The gap has increased between disadvantaged children and their peers due to lack of technology availability over the pandemic	1,2,3,4.
<i>To continue to identify children eligible for pupil premium funding and support parents and carers with applications.</i>	Ensure that all children eligible for pupil premium funding are receiving the funding.	1,2,3,4
<i>Pastoral and well-being lead to support, develop</i>	On average, social and emotional learning interventions have an	1,2,3,4

<p><i>and nurture the personal, emotional and social skills identified in individuals and small groups enabling them to be ready to learn and fully access the curriculum.</i></p>	<p>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)</p>	
<p><i>Embed reading for pleasure by providing a range of high-quality texts which reflect our community, and subscribing to Accelerated Reader to promote reading for pleasure.</i></p>	<p>Evidence suggests that inspiring texts which engage children result in increased attainment in writing.</p>	<p>2,3,4</p>

Total budgeted cost: £ 246,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider