

# Torridon Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	26.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	16 <sup>th</sup> December 2022
Date on which it will be reviewed	16 <sup>th</sup> December 2023
Statement authorised by	Manda George
Pupil premium lead	Lena Pennacchia
Governor / Trustee lead	Jonathan Waywell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,035.00
Recovery premium funding allocation this academic year	£25,000.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£235,035.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Torridon 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 Torridon 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 72% of disadvantaged pupils achieved the expected standard in phonics, compared to 88% of other pupils. (July 2022)
2	The attainment gap between disadvantaged pupils and non-disadvantaged pupils is widening in some year groups, in reading, writing and maths.
3	The percentage of disadvantaged pupils assessed as achieving at greater depth is below that of other pupils, in reading writing and maths.
4	25.5% of disadvantaged children are also identified as having a special educational need.
5	Overall attendance for disadvantaged children is 92.3% compared to 96.3% for non-disadvantaged pupils. (September - December 2022)
6	The attainment gap in phonics between disadvantaged pupils and non-disadvantaged pupils is widening.

## 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.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To embed robust and reliable assessment tracking systems across the school. Tracking ladders, whole school assessment tracker and Evidence Me assessment tools. Assessment and moderation with other schools.</i>	Assessment is reliable, purposeful and valuable. (EEF) <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	1,2,3,4,6.
<i>To continue to embed all aspects of our</i>	Continue to embed the curriculum intent (SDP 2022)	2,3,4,6

<i>curriculum offer, ensuring high quality planning which includes challenge for all and engaging topics and tasks. Ensure that the curriculum offer is embedded across all subjects.</i>		
<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) <a href="https://dro.dur.ac.uk/16315/2/16315.pdf">https://dro.dur.ac.uk/16315/2/16315.pdf</a>	1,2,3,4.
<i>To continue to embed the new phonics programme and the teaching of phonics and early reading in EYFS and KS1. Continue to embed comprehension skills across the school.</i>	Continue to monitor the way phonics is being taught to ensure consistency and quality of teaching. (EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2.

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

Budgeted cost: £ 40,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Continue to develop the whole school provision map detailing intervention groups, starting from children's needs. Including handwriting and phonics. Develop a robust cycle of monitoring to quality assure all interventions.</i>	Evidence suggests that phonics 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) <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF%20Attainment%20Gap%20Report%202018_-_print.pdf?v=1670402381">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF Attainment Gap Report 2018 -_print.pdf?v=1670402381</a>	1,2,3,4,6.
<i>Small group teaching in handwriting, phonics,</i>	Evidence suggests that phonics have a positive impact, delivering an average of around five	1,2,3,4,6

<i>maths and reading comprehension</i>	<p>additional months' progress. The approach appears to be particularly beneficial for children with low income families.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf?v=1670402381">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF Attainment Gap Report 2018 -_print.pdf?v=1670402381</a></p>	
<i>Speech and Language Therapist. Assessments, interventions and staff training.</i>	<p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2,3,4,6

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

Budgeted cost: £90,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Nurture Breakfast and Breakfast Club</i>	<p>A free and nutritious meal before school can boost reading, writing and maths results by an average of two months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	1,2,3,4,6
<i>Homework Clubs</i>	<p>Evidence shows the impact of homework, on average, is five months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1,2,3,4,6
<i>School led tutoring</i>	<p>Tuition is considered one of the best evidenced interventions to support disadvantaged pupils' attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	1,2,3,4,6.

<p><i>Enrichment After School Clubs</i></p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>1,2,3,4,6.</p>
<p><i>Music Tuition including drums, violin and piano.</i></p>	<p>Opportunity to learn a new skill that they may not otherwise be able to access. Research has found that music tuition increases attainment.</p> <p>(Schellenburg, 2004)</p> <p><a href="https://www.scirp.org/%28S%28351jmbntvnsjt1aadkojie%29%29/reference/ReferencesPapers.aspx?ReferenceID=2950587">https://www.scirp.org/%28S%28351jmbntvnsjt1aadkojie%29%29/reference/ReferencesPapers.aspx?ReferenceID=2950587</a></p>	<p>1,2,3,4,6.</p>
<p><i>Rigorous monitoring of attendance. Continue to extend and adapt existing systems to work across the whole school.</i></p>	<p>Research found that addressing attendance is an effective way of supporting disadvantaged pupils' achievement.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090</a></p>	<p>5</p>
<p><i>Educational Visits, including school journey</i> <i>Offering equal opportunities for all to access enriching cultural capital for disadvantaged children.</i></p>	<p>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)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1,2,3,4,6.</p>
<p><i>On site, Forest School for EYFS pupils</i></p>	<p>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.</p> <p>There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)</p>	<p>1,2,3,4,6.</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	
<i>Laptops for disadvantaged pupils to access remote learning.</i>	The gap has increased between disadvantaged pupils and their peers due to lack of technology available during the pandemic. <a href="https://www.scirp.org/%28S%28351jmbntvnsjt1aadkozie%29%29/reference/ReferencesPapers.aspx?ReferenceID=2950587">https://www.scirp.org/%28S%28351jmbntvnsjt1aadkozie%29%29/reference/ReferencesPapers.aspx?ReferenceID=2950587</a>	1,2,3,4,6.
<i>To continue to identify children eligible for the pupil premium funding and support parents and carers with applications.</i>	Ensure that all children eligible for the pupil premium funding are receiving the funding.	1,2,3,4
<i>Inclusion Team to train staff to support, develop 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>	On average, social and emotional learning interventions have an identifiable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090</a>	1,2,3,4.

**Total budgeted cost: £236,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Outcomes July 2022

Teacher assessment demonstrated that 40% of pupil for whom the pupil premium is paid achieved a Good Level of Development. A significant proportion of disadvantaged pupils had attendance below 90% and this had a detrimental impact on their achievement. The new Attendance Policy will target attendance of all pupils, including pupils of non-statutory school.

Teacher assessment indicated 72% of disadvantaged children achieved the expected standard in phonics. This compares to 88% of non-disadvantaged pupils. This is an improvement on last year's figure of 50% of disadvantaged pupils achieving the expected standard. The new phonics program, Little Wandle, has been introduced and the quality of teaching of phonics has improved.

Standardised teacher administered tests in Key Stage One demonstrated that 74% of children for whom the pupil premium is paid achieved the expected standard in reading, writing and maths. In Key Stage Two, 53% of children for whom the pupil premium is paid achieved the expected standard in reading, writing and maths.

The attainment of pupils for whom the pupil premium is paid, in reading, writing and maths at Key Stage One is above the National figure for all pupils (2022.) At Key Stage Two, it is in line with the national figure for non-pupil premium pupils, in regards to pupils achieving the expected standard. We will continue to focus on closing the attainment gap, including targeting pupils to achieve greater depth, using our improved tracking and assessment systems, pupil progress meetings and effective planning of next steps for all pupils.



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*