

Pupil premium strategy statement – Torridon Primary School

This statement details our school's use of pupil 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	610
Proportion (%) of pupil premium eligible pupils	27.5% (168 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Manda George, Headteacher
Pupil premium lead	Richard Newsome, Deputy Headteacher
Governor / Trustee lead	Jonathan Waywell, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,640
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£248,640

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 engaging opportunities and a rich and varied curriculum. We believe that what is good for some is good for all; as such, many of our approaches to supporting pupil premium pupils are part of whole school approaches.

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 65% of disadvantaged pupils achieved the expected standard in phonics, compared to 85% of other pupils. (July 2024)
2	There is an attainment gap between disadvantaged pupils and non-disadvantaged pupils in most 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 at the end of KS2.
4	32.8% of disadvantaged children are also identified as having a special educational need.
5	Overall attendance for disadvantaged children is 91.76% compared to 95.55% for non-disadvantaged pupils. (September - December 2024)

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 refine the existing assessment and tracking systems in the school to ensure accuracy and rigour.	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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed robust and reliable assessment tracking systems across the school. Class trackers, whole school assessment tracker and Rising Stars assessment tools. Assessment and moderation with other schools.	Assessment is reliable, purposeful and valuable. (EEF) https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3, 4.
To continue to embed all aspects of our curriculum offer, ensuring high quality planning which includes challenge for all and engaging themes and tasks. Ensure that the curriculum offer is	Continue to embed the curriculum intent (OFSTED, 2023).	2, 3, 4.

embedded across all subjects.		
Specialist art, dance and music teachers to ensure children are taught a high quality broad and balanced curriculum.	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) https://dro.dur.ac.uk/16315/2/16315.pdf	1, 2, 3, 4.
To continue to embed the phonics programme and the teaching of phonics and early reading in EYFS and KS1. Continue to embed comprehension skills across the school.	Continue to monitor the way phonics is being taught to ensure consistency and quality of teaching. (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2.

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

Budgeted cost: £48,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the whole school intervention planning, starting from children's needs. Include basic skills of handwriting, phonics and spelling. Develop a robust cycle of monitoring to quality assure all interventions.	Evidence suggests that phonics has 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) https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attestment_Gap_Report_2018_-_print.pdf?v=1670402381	1, 2, 3, 4.

Small group teaching in handwriting, phonics, maths and reading comprehension	<p>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.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/EEF_Attainment_Gap_Report_2018_-_print.pdf?v=1670402381</p>	1, 2, 3, 4.
Speech and language therapist: assessments, interventions and staff training and oracy interventions	<p>On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3, 4.

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture breakfast and breakfast club	<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>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1, 2, 3, 4, 5.

Home learning clubs	<p>Evidence shows the impact of homework, on average, is five months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 4.
Y6 Easter school tuition	<p>Tuition is considered one of the best evidenced interventions to support disadvantaged pupils' attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	1, 2, 3, 4.
Enrichment after school clubs	<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2, 3, 4.
Music tuition including drums, violin and piano.	<p>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)</p> <p>https://www.scirp.org/%28S%28351jmbntvnsjt1aadkojie%29%29/reference/ReferencesPapers.aspx?ReferenceID=2950587</p>	1, 2, 3, 4.
Rigorous monitoring of attendance. Continue to extend and adapt existing systems to work across the whole school. Lewisham attendance service SLA.	<p>Research found that addressing attendance is an effective way of supporting disadvantaged pupils' achievement.</p>	5

	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090	
<p>Educational visits, including school journey</p> <p>Offering equal opportunities for all to access enriching cultural capital for disadvantaged children.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 4.
On site forest school for EYFS-Y4 pupils	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 4.
Laptops for disadvantaged pupils to access remote learning.	<p>The gap increased between disadvantaged pupils and their peers due to lack of technology available during the pandemic.</p> <p>https://www.scirp.org/%28S%28351jmbntvnsjt1aadkozi</p>	1, 2, 3, 4.

	e%29%29/reference/ReferencesPapers.aspx?Refere nceID=2950587	
To continue to identify children eligible for the pupil premium funding and support parents and carers with applications.	Ensure that all children eligible for the pupil premium funding are receiving the funding.	1, 2, 3, 4.
Inclusion lead 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.	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. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090	1, 2, 3, 4.

Total budgeted cost: £ £248,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on statutory assessment outcomes. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils on a national level and to results achieved by our non-disadvantaged pupils.

Data for pupils achieving a good level of development by the end of reception showed that 50% of our disadvantaged pupils achieved the expectation whereas 68% of non-disadvantaged pupils achieved the expected standard. The difference has diminished from the previous year when 36% of disadvantaged pupils achieved a good level of development, and 65% of non-disadvantaged achieved this same standard.

In the statutory year 1 phonics screening check, 65% of our disadvantaged pupils met the threshold and 85% of non-disadvantaged pupils met the threshold. By the end of year 2, the cumulative total for pupils meeting the threshold was 74% for disadvantaged pupils and 90% of non-disadvantaged pupils.

In the KS2 SATs, 60% of disadvantaged pupils achieved the expected standard in reading, writing and maths compared with 68% of non-disadvantaged pupils. The greatest gap was found in maths where 17% more non-disadvantaged pupils achieved the expected standard. This was a cohort-specific outcome. 14% of pupils achieved greater depth in reading, writing and maths; no disadvantaged pupils achieved this. This was because no disadvantaged pupils achieved greater depth in writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrate that disadvantaged pupils are disproportionately likely to be persistently absent (attendance less than 90%). In 2023-24, 25.12% of our disadvantaged pupils were persistently absent whereas 9.26% of non-disadvantaged pupils were persistently absent. Ensuring regular attendance therefore remains a focus.

Based on the information above, the performance of our disadvantaged pupils was inconsistent, with the gap diminishing or less than 10% in some areas, but wider in some aspects. We therefore partially met the outcomes we set out to achieve by 2023/24 as stated in our previous strategy.

Our evaluation of the approaches delivered last academic year indicates that our work on challenges 1 to 4 relating to academic attainment has been partly effective in diminishing the different in attainment for disadvantaged pupils. Specifically, the small intervention groups for pupils positively impacted on pupil outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. To target the reading and writing gap in KS1 classes, small supported reading groups are being run three times weekly by teaching assistants.

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A