

2015



Pupil Premium Expenditure 2014/15

Torriano Primary School

Pupil Premium Expenditure 2014-15 Paper 9a



In April 2011 the Government introduced the Pupil Premium Grant. This provides funding for children from low-income families who are eligible for free school meals. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Pupil premium funding is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals (FSM) at any point in the last 6 years
- Have been looked after for 1 day or more or were adopted from care on or after 30 December 2005

In the 2015 to 2016 financial year, schools will receive £1,320 for each primary- aged pupil for FSM in the last 6 years and £1,900 for each 'looked after child'.

The school received **£181,300** Pupil Premium Funding for **2014-15** with an addition payment of **£3,174** from the DFE. Due to the outstanding achievement of our disadvantaged pupils in 2013-14 the school was awarded the **National Pupil Premium Award** and received a further **£1000**. The school also was awarded a place in the **Mayor's Gold Club 2014-15**.

Total number of pupils on roll	236
Total number of pupils eligible for Pupil Premium Grant	138
Amount of PPG received per pupil	£1300
LAC funded Pupil Premium Plus	£1900
Additional allocation of Pupil Premium Grant	£3,174
Total amount of Pupil Premium Grant	£184,474

Torriano we aim to provide **all** children in a rich and varied curriculum in which we provide a range of learning experiences to support learning and well-being. Accurate assessment of children's needs enables us to develop a highly tailored programme of support which is used to accelerate the attainment and achievement for **all** children, including vulnerable groups.

In 2014-15 the PP grant funded interventions to support and accelerate learning across the school, alongside third teacher interventions to reduce class sizes and maximize the expertise of senior leaders. Funding also supported the deployment of a SEN specialist, providing direct intervention for disadvantaged pupils and advice and expertise to teachers.

In addition to this, interventions and support programmes were put in place for pupils who may have emotional barriers to learning, such as learning mentor support and nurture groups. A Family support worker was employed to increase pastoral care for children and families. The Parent Academy programme was piloted to provide parent classes in core curriculum subjects to improve parental subject knowledge and directly impact on outcomes for learners. This was implemented as a research study, coordinated by the pastoral team. Financial support was also given to disadvantaged pupils to access wider enrichment opportunities, such as clubs and school journey.

Specific aims:

- To provide additional support for those pupils receiving PP funding who are at risk of not achieving the **national expected standard of 4B** in all subjects.
- To further **narrow the gap** in attainment between PP and Non PP pupils and particularly those exceeding expected attainment in maths and writing. The school objectives 2014-15 continue to focus on writing and assessment.
- To continue a rigorous approach to the teaching of reading comprehension and GPS to continue upward trend in PP children exceeding expected progress.

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Measuring the impact of PPG Spending

Analysis of KS2 pupil attainment data (Y6) over a 3 year period shows that our disadvantaged pupils have achieved in line with or above Local Authority and National expectations. Gaps in attainment between disadvantaged and non-disadvantaged were minimal at Level 4 and 4B, with disadvantaged pupils making more than expected progress in reading than non-disadvantaged.

Although attainment and achievement are above Local Authority and National at Level 5 for disadvantaged and non-disadvantaged pupils (with the exception of mathematics for disadvantaged) there is a significant gap in attainment in mathematics and in combined attainment in reading, writing and mathematics. The analysis below shows that there key development objectives for the school aim to reduce these gaps and ensure that mastery curriculum for mathematics is implemented to raise attainment and achievement for all pupils.

Of the 59 pupils, 33 were eligible for the Pupil Premium grant. Level 4B was introduced as the new expected standard of attainment in 2014-15.

Above National/ Camden Disadvantaged * Above National/Camden Non-Disadvantaged

Comparison of performance of Disadvantaged Pupils and Non Disadvantaged	2014 Disadvantaged Pupils	2014 Non - Disadvantaged	Gap
% of children making expected progress in Reading	100%	100%*	-
% of children making more than expected progress in Reading	58%	45%*	+13%
% of children making expected progress in Writing	100%	100%*	-
% of children making more than expected progress in Writing	64%	68%*	-2%
% of children making expected progress in Maths	100%	96%*	+4%
% of children making more than expected progress in Maths	42%	50%	-8%
% of children attaining Level 4 in Reading	100%	100%*	-
% of children attaining expected Level 4B in Reading	97%	96%*	1%
% of children attaining Level 4 in Writing	97%	100%*	-3%
% of children attaining expected Level 4B in Writing	97%	100%*	+3%
% of children attaining Level 4 in Maths	100%	96%*	-4%
% of children attaining expected Level 4B in Maths	97%	92%*	-5%
% of pupils attaining Level 4 in both Reading, Writing and Maths	97%	96%*	+1%
% of pupils attaining expected Level 4B in both Reading, Writing and Maths	94%	88%*	-4%
% of children attaining Level 5 in Reading	67%	81%*	-14%
% of children attaining Level 5 in Writing	58%	65%*	-7%
% of children attaining Level 5 in Maths	36%	73%*	-37%
% of pupils attaining Level 5 in both Reading, Writing and Maths	27%	62%*	-35%

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Expenditure and evaluation KS2					
Area of Expenditure and objective	Amount Allocated to the intervention	Role and Time allocation	Summary of intervention/ action and success criteria	Monitoring and evidence	Actual Impact of the intervention
Year 6 targeted support: To accelerate progress	£53,000	2 X Assistant Heads (EM, MR) 0.5 (Sept – May 2015)	EM –targeted teaching of higher ability group in English, with additional Level 6 target group (24 children – 7 PP) MR – targeted teaching and support for LA SEN group in English, with addition guided reading sessions (15 children – 12 PP) SC: All PP children make or exceed expected progress.	Appraisal targets linked to performance of HA EV6 pupils Pupil progress meetings closely monitored progress of EV6/SEN pupils. Monitoring of books and lesson observations. Impact of targeted SEND marking and feedback intervention	In reading, writing and SPAG 100% of PP in HA band children achieved level 5 and 100% achieved expected progress, with exceeding in writing and % in reading. LA In reading 100% PP children achieved level 4 or above. 25% achieved a level 5. All children made expected progress with The gap continued to close between PP and non- PP children.
Year 6 targeted support	£28,360	1X specialised teacher (JB) 0.5 (Sept 2014- May 2015) 2 X targeted grouping	JB –targeted teaching of higher ability group in maths, with additional Level 6 target group (22 children – 8 PP) SC: All children achieve level 5 % Level 6? All children make expected progress and 50 % exceed expected.	Appraisal targets linked to performance of HA EV6 pupils Pupil progress meetings closely monitored progress of EV6/SEN pupils. Monitoring of books and lesson observations.	
Year 6 Reading Tuition To accelerate progress of focus children to reach targets	£3,600	School Staff additional hours x 2 18 weeks	Additional tuition for target children – level 4b & 5 (17 children -13 EV6/2SEN)	Bi weekly assessments to support planning for personalised targeted sessions Pupil progress meetings closely monitored progress of EV6/SEN pupils.	(GROUP AS WHOLE 100% Level 4 with 52.9% achieving Level 5) 100% PP pupils in target group achieved Level 4 with 53.8% achieving Level 5

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<p>Year 6 Grammar Tuition To accelerate progress of focus children to reach targets</p>	<p>£3,600</p>	<p>School Staff additional hours x 2 (CL,RO,ES, EM) 18 weeks</p>	<p>Additional tuition for target children – level 4b & 5 (19 children – 15 EV6)</p>	<p>Bi weekly assessments to support planning for personalised targeted sessions Pupil progress meetings closely monitored progress of EV6/SEN pupils.</p>	<p>(GROUP AS WHOLE 100% Level 4 with 68.4% achieving Level 5) 100% PP pupils in target group achieved Level 4 with 66.6% achieving Level 5</p>
<p>Year 6 Maths Tuition: To accelerate progress of focus children to reach targets</p>	<p>£12,000</p>	<p>External teacher 1.5 days per week Sept- July 2015</p>	<p>Additional tuition for target children – level 4b & 5 (28 children – 17 EV6)</p>	<p>Bi weekly assessments to support planning for personalised targeted sessions Pupil progress meetings closely monitored progress of EV6/SEN pupils.</p>	<p>(GROUP AS WHOLE 96.4% Level 4 with 71.4% achieving level 5) 94.1% PP pupils in target group achieved Level 4 with 58.8% achieving Level 5</p>
<p>1:1 Specialist SEN support Early identification and specialised support for children with working towards the expected level of attainment.</p>	<p>£1900</p>	<p>Agency Dyslexia teacher</p>	<p>Writing support with SEND children across school (4 children – 3 PP) 2 STAT 2 SA+ Maths support with SEND children across school (6 children – 5 PP)</p>	<p>Standardised tests, Support from Inclusion Leader and class teacher IEP target assessments</p>	<p>All children made expected progress from their baseline and met their IEP targets. 3 PP children exceeded expected progress in R & W</p>
<p>Booster – Reading & Maths To accelerate progress for children making less than expected progress than KS1 and to ensure some target children exceed expected progress to raise attainment.</p>	<p>£2,500</p>	<p>School Staff additional hours x 2 (TA) 10-12 weeks School Staff additional hours x 2 (CT) 10-12 weeks</p>	<p>Additional support for target children in maths – level 4 & 5 (10 children – 7 PP) Additional support for target children in reading – level 4 & 5 (21 children – 17 PP)</p>		<p>100% of children achieved Level 5 in both groups</p>

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<p>Interventions Staff Early identification and support for children making less than expected progress</p>	<p>£27,742</p>	<p>3 TA roles 0.5 (BA, FB, MC) Training 2.5 days</p>	<p>Interventions that support individual children or small groups with specific specialised teaching in maths and English. Catch up Literacy – struggling readers (p7-L4) 6-12 month programme 2x 3 sessions per week Catch up Numeracy – based on components of numeracy to create personalised programme (p7-L4) Daily PACT – personalised daily homework programme.</p>	<p>TAs supported by teacher, inclusion leader and assessment leader for each programme through observation and data analysis.</p> <p>Standardised test and tracking through NC levels</p>	<p>Identified children are inline or making good progress towards national standard.</p>
<p>Year 5 intervention To support identified children without STAT/ECHP to accelerate learning and improve attitudes to behaviour and learning</p>	<p>£17,598</p>	<p>1 TA role (temp)</p>	<p>Learning support and mentor role for 3 vulnerable children (PP) in Year 5</p>		
<p>Family Support To support families in engaging with school support, improving their support for their children and attendance.</p>	<p>£11,000</p>	<p>Family Support worker (0.6) & LM (0.4)</p>	<p>Organise parent curriculum workshops and recruit PP parents. Parent Academy Overview. Organise parent meetings and structured conversations. Work closely with EWO and PCL to ensure improved attendance in vulnerable PP students. Organise extra curricular clubs to support % of PP children.</p>	<p>Education Endowment Fund research data.</p> <p>Parent surveys</p> <p>Attendance data shows improvement in WB EV6 Persistence absence data to achieve below Camden and National average.</p>	<p>High uptake for Parent Academy and Active Spaces provision: 136 children attended</p> <p>Total One Off Workshops 349 parents attended (62% PP) Total On going Classes 121 (45% PP) Total Structured Conversations 123 (67 % PP) Overall Total 593</p>

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Paris Residential To enable all children to participate in educational visits	£12000 £5000	Top up funding for subsidised PP pupils X 27 Top up funding for subsidised PP pupils X 26	School journey trip to Paris – all PP children to attend LM support Geography Field Work, study of Human and physical Geography trip (NC requirement)		High levels of engagement in curriculum and learning for PP pupils. 100% of PP children attended Paris and Geography residential.
Y5 Geography Residential					
Cultural Commissioning	£6000	2K x per term residencies and commissioned artists/ cultural organisations	Focus projects to support to enrich learning and engage pupils.	IOE and Camden Cultural Commissioning evaluation of Grand Curriculum Design project	High levels of engagement in curriculum and learning for PP pupils. Parent and pupil survey showed positive response to curriculum.
Total Allocated	£184300				
Final total funding grant expenditure: £182574					
Additional funding provided by the school: £1726					
Pupil Premium Plus grant	£1900	My plan documents provision agreed and evaluated with parents			

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Expenditure and evaluation EYFS/KS1					
Area of Expenditure	Amount allocated	Role and time Allocation	Summary of intervention	Monitoring and Evidence	Actual Impact of intervention
EYFS 1:1 Reading	£6100	Nursery officer 0.2	All Premium Pupil children worked 1:1 with NO to develop engagement with books, including their ability to retell stories in their own words and begin to explain why or why not they may like the story.	Progression in CL, Literacy: Reading and PSED. Evidence on tapestry.	Children's interest in books significantly increased including active participation in stories and choosing texts to read. Reading baseline indicates 79% of children are below and significantly below the age expected level of development. This drops to 47% at the end of reception.
EYFS Sharing a Story	£6100	Nursery Officer 0.2	Targeted at children at risk of not making expected progress or/and not at age expected level in Reading; focused on engaging children with listening to stories and developing book talk.	Termly tracking; accelerated progress for Literacy: Reading. Evidence on individual Tapestry records.	Over the year there was an increase of 32% of children working at or exceeding age expected level in reading. Reading baseline: 21% at age expected End of Reception: 53% at age expected
EYFS Box Clever	£6100	Nursery Officer 0.2	Targeted at children at risk of not making expected progress in Communication and Language.	Progress for CL development shown in teacher's termly tracking. Evidence on Tapestry.	Intervention impacted on children's abilities to engage with others through increased attention, listening and articulation of their ideas through speaking. Communication and Language baseline indicates 61% of children working below age expected level, at the end of Reception 18% were Emerging in CL Early Learning Goals (below expected). CL Baseline: 39% at age expected End of reception: 82% at or exceeding age expected in CL.
EYFS Speech and language	£610	LRB TA 0.2	Language Resource Base focused on children with significant speech and language needs.	Termly tracking assessments for CL, LRB baseline and end of intervention assessments.	Termly tracking and LRB assessments indicate progress for all children. All targeted children started Reception working within CL 22-36 months level of development, end of Reception working within CL 30-50 months.
EYFS Write Dance	£4400	TA 0.2	Target Children; those not at expected level and/or at risk of not making expected progress for PD fine motor skills (handwriting) and lacking motivation to make marks for writing.	Termly tracking; accelerated progress for PD and Writing. Evidence on tapestry.	Majority of children made progress in writing, baseline indicates 21% of children were at age expected in Writing, final Reception results indicate a rise of 26% to 47% working at or exceeding age expected in Writing.
EYFS Phonics	£6100	Nursery officer 0.2	Teaching focused on children unsecure in Phase 2 including segmenting and blending.	Phonics tracking; shows progress into Phase 3. Termly Tracking shows accelerated progress in Reading and Writing. Evidence in Tapestry.	End of Year Reception results indicate improvement in both Reading and Writing. The percentage of children working at age expected in Reading increased 32%. The percentage of children working at age expected in Writing increased 26%.
Years 1 and 2 1:1 Reading	£8600	TA 0.4	All Premium Pupil children; 1:1 support and feedback to developing decoding skills and text comprehension.	Teacher assessments recorded in Guided Reading Folder, and termly tracking showing children's progress in reading. Baseline data and end of year	On-going teacher's assessments show progress for all year 1 and 2 children. Year 1 baseline and end of year data shows an increase of 30% in children reading at or exceeding age expected levels. <u>Year 1</u> Reading Baseline:

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				data.	<p>47% Below 47 % At 11 % Above</p> <p>End of year: 17% below 53% at 35% Above</p> <p>Year 2 Comparing Year 2 baseline and end of year data, children At and Exceeding increased by 6%. However while there was an increase of children at expected there was a 7% decrease of children exceeding.</p> <p>Reading Baseline: 22% below 41% At 37% Exceeding</p> <p>End of Year 16% Below 62% At 22% Exceeding</p>
Year 1 and 2 Supported Reading	£8600	TA 0.4	Targeted at children at risk of not making expected progress in reading. Small groups, teaching targeted at securing decoding strategies and comprehension.	Class reading records and end of term data to indicate number of children making progress in reading.	<p>Teachers on-going Guided Reading assessments and end of year data, shows all year 1 and 2 children made progress. Year 1 children below age expected dropped 30% from 47% to 17%.</p> <p>The percentage of Year 2 children not meeting or exceeding aged related dropped 7%. The data does flag up the need to further challenge the more able children.</p>
Year 1 and 2 Phonics Catch up	£8600	TA 0.4	Teaching targeted at children at risk of failing Y1 phonics screening and Y2 children at risk of failing Phonics re-sit.	Progress indicated in children's Phonics tracking records. Impact also evidenced in comparison between baseline and end of year data. End of year Phonics Screening.	<p>Year 1 Reported data for Phonics Screening suggests that PP children outperformed non PP children. 68 % met expected standard (compared to 65% non PP).</p> <p>Year 2 88% of PP children in Year 2 retaking the phonic screening passed. This represents all but 1 child passing the Year 2 retake.</p>
Year 1 Talk Boost	£3750	LRB TA (3 hours)	Targeted at children who need further support in Speaking and Listening who are working below age expected levels.	Speech and Language Progression Tool indicates progression.	Converted scores indicate progression for all children in all areas of Understanding, Vocabulary, Sentences, Narrative and Social. This includes a rise from 22% to 68% of children at expected levels in Understanding and 36% to 79% at expected level in Vocabulary.
Year 1 and 2 Write Dance	£4300	TA 0.2	Targeted at children showing below expected levels of engagement with writing. Aim was to increase children's focus and interest in writing.	Book Looks and verbal feedback from teachers will indicate level of engagement of children. End of term data to indicate development of individual children.	<p>Verbal feedback from teachers suggests children are more engaged with writing, evidence in books supports this- children writing more.</p> <p>Year1 Writing Data Baseline: 50% children below age expected, 40 % at expected and 10% working above.</p>

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					<p>End of year assessments indicate 17% working below, 46 % at age expected and 37% working above expected.</p> <p>This indicates an increase of 33% of children working at age expected or better by the end of year 1.</p> <p><u>Year 2 Writing Data</u> Baseline: 33% below 41% At 26% Exceeding</p> <p>End of Year: 19% Below 75 % At 6% Exceeding</p> <p>The data indicates an increase of 14% more children working within or exceeding age expected over the year. However, a drop of 20% of children exceeding suggests attention needs to be given to higher achieving PP children.</p>
Year 1 and 2 Number Box	£8600	TA 0.4	Focused at children with insecure recall of addition and subtraction facts and strategies to support related problem solving.	End of term data to indicate progression. Book looks and verbal feedback from teachers to indicate effective recall and effective strategies used in problem solving.	<p>Feedback suggests children more confident in recalling number facts, books indicate children more secure at applying known strategies to solve addition and subtraction problems independently.</p> <p><u>Year1 Mathematics Data</u> Baseline: 47% below 47% At 5% Above</p> <p>End of Year: 0% Below 54% At 45% Above</p> <p>Data indicates an increase of 53% children working at or exceeding age expect. This includes an increase of 40% of children working at above age expected by the end of year 1.</p> <p><u>Year 2 Mathematics Data</u> Baseline: 26% Below 41% At 33% Exceeding</p>

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					<p>End of Year: 7% Below 81 % At 13% Exceeding</p> <p>While there has been an increase of 19% of children working At or Exceeding there has been a drop of 20% exceeding age expected. This suggests insufficient challenge for PP children working above age related expectations.</p>
Year 2 Talk Boost	£4300	LRB TA 0.2	Targeted at children with delayed speech, language and communication. (Children often have difficulties with reading, writing, and spelling and are more likely to have behavioural issues.)	Evidenced using Speech and Language Progression Tool.	Converted scores indicate progression for all children in all areas. This includes a 46% rise in expected levels for understanding and 43% rise in Social.
Year 2 Numicon	£4500	TA 0.2	Daily intervention for children with insecure recall of addition facts for 10 and 20. Support also to develop children's application of effective strategies to work-out facts if not recalled.	Teacher feedback, book looks and end of term data will be used to assess the effectiveness of intervention.	Data indicates a drop of 73% in the number of children working at below an age expected level. Books and discussions with TA's indicate a growing confidence in children's abilities to recall and use strategies to work out number facts.
Year 2 Book Club	£4600	HT 2 hours per week	Children secure with decoding, focus on extending text comprehension including developing inference skills.	Feedback from HT and class teacher. Notes written in weekly Guided Reading assessments and end of term data.	Although data suggests overall increase in number of children reading at age expected the number of children reading at an exceeding level slightly dropped over the year.
Community Arts	£800	Bow Arts	Focus art project delivered by Bow Arts to support and further enrich children's experience and understanding of our outdoor environment.	Feedback form Bow Arts and adults supporting the children with the project. Discussion with children regarding what they have learnt by taking part. Learning Walks while project taking place.	Discussion and walks indicate that the children eagerly engaged with the opportunity. Discussions with children suggest they understood what the project was aiming to teach. They found it an enriching experience to work with a professional artist.
Breakfast Club	£4,600		A healthy breakfast and fun learning activities to support increased attendance and reduction of late children. The healthy food offered aims to increase children's focus in lessons over the morning.	Daily Register to indicate take up and attendance. Teacher feedback will indicate if children are more engaged with learning and that a healthy start supports focus and attention.	Teacher's feedback is positive; children who had struggled in the first sessions were more alert and ready for learning. The earlier transition into school, especially for the younger children meant that that they were settled when lessons began.
Resources, incl musical instruments	£1500		Purchase of instruments and resources to support children in Mathematics and English focus groups, including additional Numicon and Number Box resources.	PP children's learning effectively scaffolded by appropriate resources. Children accessing music instrument lessons with opportunity to practice at home.	Adults leading groups fed back that resources effectively support learning during interventions. Children who opted for instrumental lessons have appropriate instrument that they can take home.

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Educational Visits	1000		Allocation ensures all children access all opportunities in school curriculum including trips to performances.	Registrars of children participating in trips including performances by professional companies. Book Looks for children's responses to opportunities.	All children have opportunities to extend/challenge their learning through experiences outside of school. Books indicate children's engagement with such experiences, through activities such as writing diary recounts.
Total		£98650			

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