

2016



Pupil Premium Evaluation and Statement 2016-17

Torriano Primary School

Torriano Primary Pupil Premium Expenditure for 2016-17

Context

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 **2016 to 2017** 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'.

| | | |
|--|----------------|-------------------|
| Total number of pupils on roll | 441 (Jan 2016) | Funding allocated |
| Total number of pupils eligible for Pupil Premium Grant (£1,320) | 189 | £249,480 |
| Total funding of Nursery children eligible for PPG (£302.10) | 9 | £2,719 |
| LAC funded Pupil Premium Plus (£1900) | 1 | £1900 |
| Total amount of Pupil Premium Grant | | |

Our Approach:

Our key ethos and aims include:

- Torriano adopts a whole school approach with all being empowered and accountable for our pupil premium pupils. It is also a key focus for SLT with a shared purpose but has one strategic lead who is **on the senior leadership team**.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and **target pupil premium pupils**, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other **intervention programs as required**.

All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- **Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.**
- **Direct involvement by all stakeholders.** We are in the process of appointing a Pupil Premium Governor
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.

Due to the positive impact evidenced in our Pupil Premium evaluation **report 2015-16**, including closing the gap data, the school has decided to use many of the approaches adopted last year with new initiatives as deemed appropriate.

A **rigorous and thorough assessment process for all our pupil premium pupils** and the groups within the pupil premium (including SEN pupils) and provision management, evaluating each of the interventions directly compared to the allocation of funds, will ensure maximum value for money and impact.

Our whole school offer is deeply rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.

Furthermore, we will continue to work with **Camden and our partnerships within the Camden Primary Partnership Teaching School Alliance to develop innovative practice**. This collaboration will further our aim to ensure we utilise our **pupil premium resources** to the upmost effect.

The school has **identified parental engagement** as key to providing a **positive and nurturing environment** in which our pupil premium children can reach their potential.

Success within Pupil Premium:



- See **2015-16 evaluation and statement and appendix 1 and 2**
- Due to the outstanding achievement of our disadvantaged pupils the school was awarded the **Local Pupil Premium Award 2015-16**.
- The school was awarded a place in the **Mayor's Gold Club 2015-16 for the progress of disadvantaged pupils in the KS2 SATS**.

Staff Context: The Headteacher, Miss Bruckdorfer, Strategic School Lead, Claire Trehwella and a governor form the Pupil Premium Strategic Team.

Specific aims 2016-17:

- To provide additional support for those pupils receiving **Pupil Premium funding** who are at risk of not achieving the **national expected standard** in all subjects.
- To further **narrow the gap** in attainment between disadvantaged and **non-disadvantaged pupils** and particularly those with greater depth in prior attainment in all subjects. **The school objectives 2015-16** focus on developing pedagogy in developing vocabulary, the application of phonics in reading and writing and to further embedded the mastery approach in **mathematics**.
- To ensure that **Year 1 disadvantaged learners** will **meet the expected standard in the phonics screening test**.
- To enable the **proportions of disadvantaged children making or exceeding expected progress** in reading, writing and mathematics to be equal to or surpass the achievement of other pupils nationally at KS1 and KS2.
- To **close the gap** between disadvantaged and non- disadvantaged **in exceeding the expected standard in mathematics through embedding the Mastery approach in mathematics**.
- Early identification and support for children making less than expected progress.
- **To improve standards in behaviour and provide support for vulnerable children**.
- To support families in engaging with school and community services, improving their support for their children and attendance.
- To enable **all children** to participate in educational visits.
- **To provide a varied** a rich and varied curriculum for all learners.

Record of Pupil Premium Spending and Outcomes for 2016-17

| Learning and Curriculum Support | Investments | Outcomes |
|--|--------------------|----------|
| Y1, Y2 & Y6 Quality First Teaching support – additional teachers Reduced group size to ensure every child makes sustained and significant progress | £58,000 | |
| Targeted Teacher Support in Maths and English – Y5 and Y6 | £29,360 | |
| Teacher led tuition and curriculum support KS2 | £22,000 | |
| Bean Stalk Reading Volunteers: Reading intervention for Reluctant Pupil Premium readers | £500 | |
| Interventions: Early identification and support for children making less than expected progress In EYFS/KS1/ KS2 led by focus teachers and Teaching Assistants | £36,000 | |
| Behavioural and Emotional Support | | |
| Year 5 & Year 1 intervention To support identified children without STAT/ECHP | £17,670 | |
| Additional Educational Psychology Provision | £8000 | |
| Nurture groups and specialist behaviour support – Pastoral care team | £15,430 | |
| Mental Health Promotion team: CAMHS Support – To support mental health and well-being of PP children | £9,500 | |
| Family support provision: Tracking specific needs, progress, attainment and attendance to ensure removal of barriers to learning. | £11,500 | |
| Mentoring – Every child needs a mentor programme for PP children: Initiatives to promote self-confidence and self esteem | £1425 | |
| Pupil Premium Passport initiative to support identified families in EYFS: early intervention and signposting to support | £3500 | |
| Extra-Curricular | | |
| Extra-curricular club and breakfast club subsidy, including homework provision for PP children. | £8,000 | |
| Residential trips subsidy | £18,214 | |
| Arts and Music - Curriculum enrichment: Artist in Residence and art therapy | £15,000 | |
| Total Pupil Premium Grant Expenditure | | |
| | £254,099.00 | |

Date for next internal review of this strategy: June 2017

Appendix 1

2015-16 Evaluation

| | |
|---|------------|
| Total number of pupils on roll | 449 |
| Total number of pupils eligible for Pupil Premium Grant | 203 |
| Total Number of Nursery children eligible for PPG (new criteria April 2015) | 12 - £3600 |
| Amount of PPG received per pupil | £1320 |
| LAC funded Pupil Premium Plus | £1900 |
| Total amount of Pupil Premium Grant | £233,310 |

End of Key Stage 1 data

78% of children achieved the expected standard in combined reading, writing and maths (+8% from Camden). There is a **3% gap** between pupil premium children and others which is 15% lower than Camden.

84% of children achieved the expected standard in reading which is **2% higher than Camden** and **7% higher than national**. There is a **5% gap between pupil premium children and others which is 11% lower than Camden and 12% lower than national**.

79% of children achieved the expected standard in writing, which is **22% higher than Camden** and **29% higher than national**. There is no gap between pupil premium and other children in writing (a negligible gap of 1% is present). In comparison, there is a **17% gap in Camden and an 18% gap nationally**.

83% of children achieved the expected standard in maths, which is **18% higher than Camden** and **25% higher than national**. There is no gap between children who are pupil premium and others at Torriano (a negligible gap of 2% is present). In comparison, there is a **16% gap across Camden and a 17% gap nationally**.

End of Key Stage 2 data

75% of **PP** children achieved the expected standard in combined reading, writing and maths which is **26%** higher than Camden. **There is a 6% gap between PP children and others at Torriano, whilst in Camden the gap is 20%**.

86% of **PP** children achieved the expected standard in reading, **21% higher than Camden**. There is no gap between children who are PP and other children. In Camden, the gap is 17%.

83% of **PP** children achieved the expected standard in writing, **12% higher than Camden**. There is a gap of 8% between PP children and non-PP. This gap is 4% smaller than Camden.

94% of **PP** children achieved the expected standard in maths, **20% higher than Camden**. There is a gap of 6% between PP children and non. In comparison, Camden's gap is 12%.

Progress scores KS1-KS2

Torriano's progress scores outperformed Camden's.

Reading: + 2.4 (+1.2 Camden)

Writing: + 0.7 (+0.5 Camden)

Maths: +3.1 (+1.9 Camden)

On the Torriano Inspection Dashboard, no weaknesses were identified.

Impact

- **Pupil premium children have outperformed Camden and national in KS1 and 2. The gaps are larger at KS1 but have narrowed significantly in KS2 and even, in the case of writing and maths, have no gap at all.**
- In 2015/16 we recognised the need for early intervention as there was more of a gap **between our PP children in EYFS**. We have established that the TA interventions that were running could be enhanced by employing a qualified teacher, who is also a phonics specialist. In addition, following the success of additional adults in year 6, a member of SLT has been placed in year 1 to make class sizes smaller with a focus on pupil premium children. **The aim is to ensure rapid progression at the beginning of the year.**
- **The pupil premium passport is being developed** to ensure targeted support of those vulnerable groups of children holistically.
- There has been an **increased uptake of clubs and parent curriculum support** meetings and this has had an impact on wider implications in terms of well-being for these children. **In the parent survey, parents and carers are reporting significant satisfaction at what the school is providing for these children.**
- We have identified that the key area of development for the school is our **high attaining pupil premium children**. **Early intervention and targeted support** will be given to these children to ensure they are achieving as well as their peers.

Pupil Premium at Torriano 2015-16

1. What are the barriers and challenges disadvantaged pupils face within your school?

Torriano is a primary school in Kentish Town, North London, an area of high socio-economic deprivation. This academic year, the school attracted £257, 980 in Pupil Premium funding. A large proportion of those pupils come from a white working class community and 53% speak English and as additional language. In addition to this, 43% of children are eligible for free school meals. We have 3 Looked After Children. The barriers to learning for these children are multiple and complex.

A key barrier to learning for many of our children is access to inspirational and academically motivated role models outside of school. They often lack the understanding of the importance of learning and are unable to recognise the types of learning behaviours that are conducive to success. From the moment children join Torriano, we have an on-going dialogue which explores the question 'who do I want to be and how can Torriano Primary School help me become that person?'. Children from disadvantaged backgrounds may not have those types of conversations with their families and this can open up discussions with peers and family members. In addition to this barrier, our children from disadvantaged backgrounds lack the opportunity of experiences outside of their own community; travel abroad and to other places in the UK are often unobtainable to those families on small incomes. Despite living in one of the biggest and most culturally rich cities in the world, the children from disadvantaged backgrounds often only access the wealth of experiences our city offers through school initiatives.

Of the more affluent children we have in our school, they are able to access additional music lessons and tutoring to enhance their educational experiences. Again, for disadvantaged pupils, these experiences would be beyond their financial capabilities.

Access to learning equipment such as books, technology and the internet are key to fostering a love of learning. Without additional funding arrangements, our children from disadvantaged backgrounds are unable to have the same level of access as other children.

Many of our children who attract the Pupil Premium are on the Special Educational Needs register and so are coming from a different starting point. For these children, expected progress can mean different levels of attainment for which there has to be careful and clear planning with constant monitoring and fluidly adjusting provisions. We support a number of children to access mainstream education through our language resource base provision. This provides targeted support to children with speech and language needs whilst also providing benefits to all children through communication friendly classrooms. The challenges in resourcing this provision with a higher than average number of children with significant SEN can be financially challenging

An understanding of global impact and how children can become positive citizens of the world is essential to embedding the importance of learning in context. Our school is able to provide this understanding so that children know that barriers are to be understood and then traversed rather than stopping them from achieving their full potential.

Which strategies have you employed to solve these issues and make sustained improvements in the outcomes of your disadvantaged pupils? Why have you chosen these strategies? (Please identify and explain concrete examples and strategies, making reference to disadvantaged pupils across your whole school.)

At Torriano, we recognise the importance of negotiating the hurdles presented to all children in our school to narrow gaps in attainment. We refuse to accept excuses for underachievement and our staff are fully prepared to go the extra mile to compliment (and in many cases compensate for) family background. We consistently work with and communicate our strategies to all who may be able to improve the provision for our children; including parents, governors, teaching staff and the children themselves.

Leadership across the school focuses on relentless improvement, never confusing eligibility for Pupil Premium with low ability. There is a clear and robust performance management system for all staff, which includes discussions about the achievement of those children eligible for Pupil Premium. The children are thoroughly assessed through varied summative and formative assessments to establish who the underachieving pupils are, with a particular focus on English and Mathematics. In direct response to this analysis, focused and impactful interventions are put in place and carried out by highly skilled teachers and teaching assistants. Pupil Premium funding currently allows for extra tuition in both mathematics and English to compliment the rigour in quality first teaching that is taking place in class. Teachers plan a creative and stimulating curriculum. In addition to this, we are able to put in place an additional excellent teacher in year 2 and year 6 to allow for teaching in smaller groups, further ensuring the needs of each learner are met - whether that is to stretch higher attaining children or to cater to the needs of a child who is striving to reach age related expectations.

Whilst our children achieved mostly above national levels in Key Stage 2 tests, it was recognised that the average point score of disadvantaged pupils in maths slipped below the attainment of all children nationally. As a result of this, the key school improvement objective aims to implement a mastery curriculum for mathematics to ensure deeper understanding and progress for all learners. Our endeavour to adapt and shape our learning to best cater for the children in our care has led to Joint Practice Development groups led by experienced teachers who drive change through investing in and carrying out quality CPD (Continuing Professional Development), monitoring & assessment and changing methods to suit our learners. We offer the children to choose the level of challenge they feel they can strive for in a lesson. Instead of the teachers deciding how much a child is able to access the learning, the children have been taught how to push themselves and get the best out of each and every learning opportunity. Through book monitoring and conversations with children and their parents, evidence shows that children feel more confident to try new challenges because they are not restricted by the teacher's perspective; the child has the control and they know how to use that to enhance their learning opportunities.

We recognise that the relationship between the parents and carers and the school is essential in ensuring success and positive learning experiences. Targeted and focused parent workshops are regularly delivered by teachers who specialise in Mathematics and English and parents are given the opportunity to learn how best to support their children at home and improve their own subject knowledge. In addition to this, the Parent Academy programme was piloted to provide parent classes in core curriculum subjects to further improve parental subject knowledge to directly impact on outcomes for learners. This was implemented as a research study, coordinated by the pastoral team. As we learn and grow as a school, we are giving more ownership to families about what they

would like their child's pupil premium funding to go towards. We are able to offer varied and wide-ranging interventions which have proven long-term benefits.

Giving children the opportunity to learn about their world is key to developing well-rounded citizens. In year 4, 5 and 6, children are given the opportunity to go on a residential to Epping Forrest, Cambridge and Paris respectively. The residential experiences provide high-quality learning opportunities for our children to develop their confidence, independence and resilience. Pupil Premium funding is put towards the cost of children who otherwise would not experience this with their families.

2. How have these strategies impacted on the achievement and wider development of disadvantaged pupils? How have you evaluated this impact?

At Torriano Primary School, we consistently ask for the children's opinion on what and how they are learning. As a Level 2 Rights Respecting School, our School Council play an active role of making school a more effective learning environment for everyone. There is a continual and rigorous dialogue of self-improvement. The Senior Leadership Team conference the children to find out whether the feedback they are given on their work is beneficial; if they feel they are being stretched or supported enough to learn well and how we can improve to provide the education they deserve.

Our school takes an evidence based approach and found that there is a three-year trend of high average point scores achieved by disadvantaged pupils in combined reading, writing and maths; these are above national figures for all pupils. Our SATs results for the year 2014-15 showed that the proportion of disadvantaged Key Stage 2 pupils that attained at least level 4 is equal to or above the national figure for reading, writing and maths. The value added score for disadvantaged pupils (101.5) is above non-disadvantaged (102.5) in all subjects showing that our 'no excuse for underachievement' ethos is prevalent throughout our environment.

We have high expectations of all children in our school regardless of background; further illustrated by the outstanding behaviour of the children in our care. Relationships built between staff and children are based on mutual respect and mannerly conduct. As a Rights Respecting school, children recognise the importance of allowing others to learn and be safe and that we all have a responsibility to ensure our school is the best it can be. Because staff and children are driven by high standards, our disadvantaged children are able to observe and emulate the behaviours of successful learners. High expectations also include attending school; currently our attendance is 96.5%, demonstrating that our children understand the importance of being in school every day.

Many of our parents and carers do not have a high level of education and/or English is not their first language. Engaging regularly with parents through parent workshops allows us to build a dialogue with targeted families. Along with class teachers, our Parental Support Worker has a key role in ensuring adults are engaged and attending workshops that will benefit their children. Through supportive and non-judgemental workshops, parents are able to explore their own understanding of what their children are learning creating positive learning experiences when they get home.

Our residential trips are likely one of the first experiences our disadvantaged children will have away from their home. The children's experiences on the trips allow them to develop collaborative working skills, confidence, independence and resilience. Inclusion of all children is key here and, it is clear, from conversations with children, parents and teachers, the children grow in maturity and confidence as well as enjoying the pleasures an excursion can bring. We would not allow any child in our school to miss out on opportunities such as these, and the pupil premium award ensures that the funding for those who need it most is in place.

The school saw the acquisition of the meta-languages of learning as a step towards making learning accessible for all. Focusing on the core areas of English and maths, with a view to break down barriers to accessing the wider curriculum, a number of meta-languages were produced. For writing, a toolkit for grammar, sentence structure and punctuation was championed called 'The List of Magic'. The 'Torriano Detective Agency' followed – these are a group of characters who each exhibit their own reading comprehension skills to assist the children with the learning. In mathematics, there are group of mathematician characters who develop reasoning and estimation skills. Children are able to better access these concepts with these consistently used, visual representations which are used throughout the school. In addition to this, children across the school are supported using Makaton; a system of signs and spoken language which supports children with speech, language and communication needs but also consolidates language for those children, including EAL learners, who may benefit from visual support to generalise their learning. Whilst there are training implications and time constraints in implementing these initiatives, the benefits of using these elements to support language development and concept consolidation are positive. Additionally, using these resources provides children with memorable 'hooks' on which to hang their concept learning and allows opportunities for children to take their learning home to share with parents in a meaningful way.

3. What have been the strengths and weaknesses of these methods? On what evidence have you based these conclusions?

Pupil voice is essential to how we operate and an integral part of informing how we improve our school. The strengths come from allowing us to have insight into the children's perspective on learning and to make changes that drive progress. Having a genuine interest in the children's views enhances self-esteem and motivation and it has allowed our children to engage in a democratic process. Our practice as educationalists improves dramatically as a result. The only possible weakness is the amount of time this level of reflection takes. However, because so much positive and effective change comes from reflecting with the children, it means that the time is used to the overall advantage of the school. As a result of the process, the children in our school have a keen sense of their social responsibility and how they can impact their world around them on an individual level and as a group.

Having a 'no excuses for underachievement' ethos means that all children and staff strive to achieve the highest expectations. The children in our school know they have to work hard in order to achieve their full potential and, most importantly, they know that the staff are here to support and encourage them throughout their time at Torriano and beyond. The strengths are shown in our outstanding results at Key Stage 2 where, last year 97% of children left us 'secondary ready'. Children know, that we will support them to overcome barriers whatever their background or educational stage; it is imperative that all children achieve their full potential, and staff are willing to go the extra mile to get them there. The strengths are also shown in our children's resilience and the relationships forged through the school. In addition to this, parents invariably, whatever their background, want better for their children but are not always aware of how to get them there. By offering support in the form of parent workshops and parents' evenings, we have found the self-esteem and confidence of many parents have been built up. Our Parent Support Worker is always available to help parents with their own aspirations and gaining employment. As a child, seeing your parents work can only have positive benefits because the child or children can start to think about what they would like to do for work. The challenge we face to resource such an aspirational and personalised programme for each child is funding to employ the necessary staffing.

Having role models for the children to look up to provides a goal and a direction for our disadvantaged children that would not otherwise be provided at home. We employ a range of adults from culturally and educationally diverse backgrounds who have high expectations and role model a variety of skills to demonstrate how *everyone* can achieve no matter what their starting point. Although we strive to provide a mentor and role model for each child, not every pupil in the school is able to see themselves in the staff or other children. Here, we employ a range of strategies including recruiting visitors from the community and the wider world. For example, during our very popular careers week, we invited a variety of people in to speak with the children; from homemakers to film producers.

Our children in year 4, 5 and 6 go on residential visits across the country and to France. Children are given the opportunity to build resilience, friendships, collaborative skills and independence. For many disadvantaged children this is the first opportunity they have had to be away from their families out of central London. These are experiences they would more than likely miss out on if not given the opportunity by Torriano. For our children who are affected by mental health issues, either their own or a family member, this can be a challenge but welcome respite from the difficulties they face. In addition, a great deal of work needs to be done with parents who are reluctant to let their children participate in these experiences. Allowing this independence can be particularly difficult in some cultures. Residential visits can break down these barriers and provide much needed boosts to children's self-esteem, particularly if funding is in place to reduce financial implications.

4. Can you provide evidence of using research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils?

We work with an extremely varied group of professionals to enhance the educational experiences for our children. We work hard to ensure we get the best out of our partnerships and that they cater to the needs of our children. Our investments in whole school projects are one of the ways we make sure all children are accessing high quality learning and resources. Our artist in residence Jack Cornell, works in collaboration with our teachers to explore materials and art techniques children from disadvantaged backgrounds would not access, perhaps until they are in secondary school. In addition to this, the Royal Shakespeare Company support our work in the English curriculum across the school. We visit The Globe which is not somewhere our children from disadvantaged backgrounds would have the chance to visit. In addition, we have links with The Royal Albert Hall, The Place, The London Youth Choir, The Orchestra of the Age of Enlightenment, Swiss Cottage Special School, The Wellcome Collection and The Mayor of London Gold Club.

We have many examples of whole school projects including an extensive programme for Careers Week and STEAM (Science, Technology, Engineering, Art and Maths). In 2015, our whole school theme, Their Past Our Future was explored through the technologies and innovations that took place during the time of war. Visuals of this are well documented on our school website.

For the past three years, we have adopted the Joint Practice Development model in order to ensure staff have the opportunity to collaborate and research with colleagues in the school, in the borough and beyond. This research has been based on our school priorities which are always built on the needs of the current cohort, particularly our disadvantaged children. For example, we noticed that the average point score for maths was below the national average and so our JPD research is currently based around using effective models and images in maths. Similarly, upon researching how communication friendly classrooms benefit all children, the JPD groups for Teaching Assistants are currently focused on improving communication within mathematics. As a result of the JPD

groups being led by staff, opportunities exist for staff to become experts in the areas of focus and to then collaborate and train other colleagues within the local authority and beyond.

Leaders have continued to develop partnerships with other primary schools through the Teaching School Alliance and Specialist Leaders in Education programme. The aims and overarching objectives of this plan has been shared with members of the Curriculum and Pupils committee. The successful mentoring of the Netley Mathematics leader by Claire Trehwella (SLE), has led to a reciprocal arrangement of support. Together they have further developed the school's approach to mathematics. Having the opportunity to liaise with different schools has allowed us the opportunity to improve our practice whilst enabling other schools to learn from us.

The school has been selected as a design school for ScratchMaths. This is a national project funded by the Educational Endowment Foundation (EEF) which is aiming to establish the impact of learning computer programming on the mathematics performance of pupils at Key Stage 2. As part of the project over 100 schools across the country will trial a new Y5/6 computing curriculum based around the free online programming environment Scratch, developed by the MIT Media Lab. Teachers are trialing the resources from the project and are observed by University partners.

The Parent Academy and Active Spaces programmes have proved to be highly successful strategies for engaging parents and the community. Camden LA selected Torriano as the exemplar school for the Chief Executive of the Education Endowment Fund, Kevan Collins, to observe a Parent Academy session and talk to leaders. The Active Spaces playground has been short-listed for the Camden Design Awards and has been hugely successful with children and parents. Over 20 families attended the first open weekend event in December. Our playground allows the children in our community to play in a safe environment with their family which is stimulating and inclusive.