

2017

Pupil Premium Evaluation 2016/17



Torriano Primary School

Pupil Premium Strategy Statement 2016-17

1. Summary Information					
School	Torriano Primary School				
Academic Year	2016/17	No of pupils eligible	46% 189 children 9 nursery children 1 LAC child	Total Pupil Premium Budget	£254,099

2. Current attainment for KS2 (2015/16)				
	Pupils eligible for PP		Pupils not eligible for PP	
	Torriano	Camden	Torriano	Camden
% achieving expected or above in reading, writing and mathematics	78%	52%	83%	73%
% achieving expected or above in reading	86%	65%	88%	82%
% achieving expected or above in writing	83%	92%	71%	82%
% achieving expected or above in maths	94%	74%	100%	86%

3. Barriers to attainment (for pupils eligible for PP including high ability)
In School
Key Stage 2 data shows a gap of 12% in writing and 6% in maths.
Key Stage 1 data shows a gap of 5% in reading.
Social, emotional and mental health issues are affecting the progress of a group of pupils in receipt of PP across all key stages.
Attendance of PP children is lower than others.
External Barriers
Housing conditions, poor home learning environments and social, emotional and mental health issues are effecting the progress of this particular group.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Sustained progress of PP children judged to be 2a/3 at the end of Key Stage 1.	PP children at KS2 are making good or outstanding progress. In 2016, 67% of children reached the expected standard from 2b and 96% reached the expected standard from 2a. In writing 95% reached the expected standard from 2b and

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		95% reached the expected standard from 2a. Of the children not reaching the expected standard, many were PP children. This should show improvement in 2017. Moderation of KS1 children is collaborative and robust.
B	Improved outcomes for the phonics screening test for PP children	83% of children passed the Year 1 phonics test in 2016. There should be an improvement in this percentage so that there are less children retaking in year 2. 18/19 children passed the year 2 retake in 2016. Next year, there will be 10 children retaking the phonics screening.
C	Children in EYFS are becoming more confident writers and some greater depth children can be identified.	Children who receive the PP grant are developing in confidence and are becoming more resilient learners who understand their needs and can successfully manage a challenging curriculum. Parents and families are able to support learning at home. The equipment required for learning is provided so that children feel prepared.
D	PP children are happy to come to school and are ready to learn	Attainment at the end of EYFS has improved. Some children are identified as exceeding in writing. Early identification of this in nursery.
E	Improved social, emotional health. Children receive appropriate support and advice from services and families. School to offer support through development of a positive home learning environment.	Prompt identification, referral and access to relevant services. Positive home learning environments developed for vulnerable children. Children and families to access mental health support.

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	<p>Targeted teacher support in Maths and English – year 5 and 6</p>	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average.</p> <p>Children are given more high quality feedback and more individualised learning experiences.</p> <p>Teachers team teaching results in the professional development of staff.</p>	<p>PP children will make good or outstanding progress as a result of being taught in a smaller group.</p> <p>Teacher’s understanding of how to target children with other factors will grow and all children will benefit from this.</p> <p>PP children will make good or outstanding progress in comparison to their peers.</p>	<p>AHT, Maths lead</p> <p>£29,360</p>
	<p>Teacher led tuition – year 6</p>	<p>The Education Endowment fund claims that one to one tuition can be effective; on average accelerating learning by approximately five additional months’ progress. Short, regular sessions (about 30 minutes, 3 – 5 times a week) over a set period of time appear to result in optimum impact.</p>	<p>Pre and post intervention data will be monitored.</p> <p>Children will be able to access their daily lessons much more easily.</p> <p>PP children will do as well as or better than their peers.</p>	<p>AHT, Year 6 teachers</p> <p>£22,000</p>
	<p>Bean Stalk Reading Volunteers: reading intervention for reluctant pupil premium readers.</p>	<p>One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading.</p>	<p>Beanstalk volunteers to meet regularly with English lead to ensure quality and progress of children.</p>	<p>English Lead</p> <p>£500</p>
	<p>Interventions: early identification and support for children</p>	<p>Small group and one-to-one pre and post teaching supports children in an individualised way.</p>	<p>Data will be analysed across the year group. Pupil progress meetings with teachers and teaching assistants will</p>	<p>SENDCO and inclusion manager</p>

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	making less than expected progress in EYFS/KS1/KS2 led by focus teachers and teaching assistants.	Progress will be better when the teaching and learning is catered specifically to the child's needs.	ensure the monitoring of quality and outcomes.	£36,000
<p>B. Improved outcomes for the phonics screening test for PP children</p> <p>C. Children in EYFS are becoming more confident writers and some greater depth children can be identified.</p>	Interventions: early identification and support for children making less than expected progress in EYFS/KS1 led by focus teachers and teaching assistants.	Small group work with teachers mean that children are being catered for individually. There will be an additional teacher in EYFS running interventions. Additionally, the Key Stage 1 leader will support in the teaching of phonics to ensure high quality teaching and learning.	Data will show how successful the interventions for PP children have been. 83% of children passed the Year 1 phonics test in 2016. There should be an improvement in this percentage so that there are less children retaking in year 2. 18/19 children passed the year 2 retake in 2016. Next year, there will be 10 children retaking the phonics screening.	SENCO and AHT
	Talk Boost Training	Promotes high standards in the teaching of literacy based on quality research into teaching and literacy. Emphasises the importance of talk enabling children to become confident, happy and enthusiastic learners.	SENDO and EYFS leader will monitor the planning and lesson observations will focus on progress in talk amongst children, particularly PP children	SENDCO Nursery, Reception teacher, Inclusion support assistant and nursery nurse complete training.
	1:1 reading in EYFS and ability grouping for phonics	More able phonics group in reception with targeted PP children. Booster phonics group in year 2. Small groups are chosen as they enable focusing on a small number of learning.	Lesson observations of Phonics sessions. Monitor progress within phonics tracking assessments on Arbor. Children are able to read more confidently.	EYFS leader

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	<p>English Leader teaches within Key Stage 1</p>	<p>English Leader teaches within Key Stage 1 so that they can model and support teachers in the teaching of reading and writing at KS1. Effective practice may be modelled and shared whilst maintaining effective oversight of progress and attainment.</p> <p>The English lead will also work closely with Morag Stuart, a governor, on how to improve the delivery of phonics in the lower year groups.</p>	<p>English leader will monitor and discuss with class teachers using formative assessment to track progress</p>	<p>English Leader</p>
	<p>Leadership of PP in school shared</p>	<p>AHT, English lead and SENDCO have joint leadership of PP in school and work closely together. This ensures that PP data and interventions are reviewed regularly and rigorously and actions specific to PP children can be actioned promptly and impact measured effectively.</p>	<p>DHT (Inclusion), AHT (English) and AHT (PP lead and assessment) meet with class teachers for termly pupil progress meetings. DHT (inclusion) to coordinate interventions/support needed for pupils is actioned</p>	<p>DHT and AHT (Pupil premium and assessment)</p>
	<p>The teaching of vocabulary is explicit throughout the school.</p>	<p>The whole school is reviewing how we currently teach vocabulary (including through a JPD group) and is exploring new/alternative approaches to the teaching of reading based on research in order to accelerate progress made by pupils.</p>	<p>INSET on vocabulary</p> <p>Teaching of vocabulary will permeate across the school.</p>	<p>English leader</p>

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	TA JPD groups	TAs across the school are being trained by subject leaders and SLT to support the whole school aims of the school (pre-teaching, Mental health, levels of questioning, Numicon, vocabulary groups))	TA learning walks and observations by SLT will monitor impact	DHT (inclusion leader) and AHT (assessment and PP lead)
D. PP children are happy to come to school and are ready to learn	Series of Parent Workshops – academic and social and emotional	An evidence-based parenting programme which supports parents in raising confident children. A series of parent workshops have proven to increase parents’ skills and confidence and so improve the behaviour and wellbeing of children.	All parents being offered the opportunity to attend the sessions and particular parents will be targeted.	DHT (Inclusion leader)
E. Improved social, emotional health. Children receive appropriate support and advice from services and families. School to offer support through development of a positive home learning environment.	Pupil Premium Passport	Children will be given a passport which shows the parents the offering for the whole school, groups of children and their children. In addition, parents will be given a budget of £200 to spend on an activity of their choice in order to close the opportunity gap for our vulnerable children.	AHT to support the Joint Practice Development group working on this. Qualitative and quantitative data about the children will be shared at the beginning and the end of the cycle of the PP passport to show progress.	AHT £3,500
	Year 2 and 5 intervention: To support identified children without a statement/EHCP	One to one support for these two children in the school will ensure they are able to access learning more successfully.	Class teachers to monitor the progress of these children and then feedback to the teacher. Children will show improvements in their ability to access the learning and progress.	SENCO £17,670

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<p>progress, attainment and attendance to ensure removal of barriers to learning.</p>	<p>needs.</p> <p>A series of workshops to support parents with their children's learning at home – run by curriculum leaders.</p>	<p>School/home liaison to ensure parents attend.</p> <p>A crèche will be provided to further ensure attendance.</p> <p>Children will be completing their homework with the help of their families who have attended the workshops.</p>	
<p>Extra-curricular club and breakfast club subsidy, including homework provision for PP children</p>	<p>Children whose attendance and punctuality needs improving to be invited to breakfast club.</p> <p>Homework club to be targeted for PP children who are not able to access help at home.</p>	<p>Children will be on time and in school.</p> <p>Children will bring in their completed homework.</p>	<p>AHT, inclusion leader</p> <p>£8,000</p>
<p>Residential trips subsidy</p> <p>Arts and music: Curriculum enrichment: Artist in Residence and art therapy</p>	<p>Residential trips and curriculum enrichment help children to build resilience, independence and self-esteem. Vulnerable children who access the PP funding may not have had the same experiences as their peers and subsidising the trips will mean that all children can join in, no matter their background.</p>	<p>Children will have equal access to all wider opportunities and will benefit in the same way as their peers.</p>	<p>AHT, inclusion leader</p> <p>£18,214</p>
<p>Mentoring – every child needs a mentor programme for PP children – initiatives to promote self-confidence and self-</p>	<p>Mentoring aims to develop young people's strengths through building confidence, or to develop resilience and character. The EEF estimates that mentoring accelerates learning by 2 months'</p>	<p>Targeted children will develop self-confidence and better self-esteem. Children will be happy to come to school.</p>	<p>AHT & inclusion leader</p>

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	esteem.	additional progress.		£1,425
	Forest Schools Approach	Research shows that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	Forest skills within weekly timetable for EYFS.	EYFS leader.
	Art Space	Children who are identified as lacking in confidence and need support have been targeted for a weekly session with a teacher to express and learn how to manage their feelings and emotions through art.	Pre and post intervention to be monitored for each child.	Inclusion leader/Year 5 teacher.
	Mental Health and Wellbeing JPD.	A group of teachers are adopting an evidence-based approach to supporting the mental health and well-being of targeted children across the school.	Pre and post intervention to be monitored for each child.	Inclusion leader/Year 5 teacher/learning mentor.

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6. Review of expenditure in relation to the key desired outcomes			
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned (and whether we will continue with this approach)
A. Sustained progress of PP children judged to be 2a/3 at the end of Key Stage	<p>Year 1, 2 and 6 quality first teaching support</p> <p>Targeted teacher support in Maths and English – year 5 and 6</p>	<p>Additional teachers have had a significant impact on the progress of children in these year groups. Despite gaps being present in both Key Stage 1 and 2, the starting points for children in Key Stage 1 were low and they have made significant progress. Children have made excellent progress in year 6.</p> <p>KS1 – (all children) 77% reading, 73% writing, 85% mathematics. 59% Pupil premium children reached the expected standard in reading, in comparison to 87% non-PP. 50% PP children reached the expected standard in writing, in comparison to 87% non-PP 77% PP children reached the expected standard in maths, in comparison to 89% non-PP</p> <p>KS2 – (all children) 95% reading, 88% writing, 95% maths, 88% combined 90% PP chn reached the expected standard in reading, in comparison to 97% non-PP 86% PP chn reached the expected standard in writing, in comparison to 89% non-PP 90% PP chn reached the expected standard in reading, in comparison to 97% non-PP</p> <p>Year 1's additional class teacher, alongside</p>	<p>Reducing class sizes appears to result in around 3 months' additional progress for children (EEF). The class size needs to be reduced substantially, such as below 20. This is not necessarily possible in terms of funding and space but next year, year 6 will be reconsidering their approach to smaller class sizes.</p> <p>Phonics will no longer be a key focus as the teachers in year 1 and 2 are now skilled and equipped to deliver a sound understanding of phonics to our children. Therefore, the additional teacher in year 1 is not necessary going forward.</p> <p>There were two children who did not pass the phonics recheck in year 2. Morag Stuart and the literacy lead are exploring an alternative to the way phonics has been taught to them so far. This will be a focus for next year to develop an alternative means of helping children learn their sounds.</p>

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	<p>quality first teaching which has been monitored by our Key Stage 1 leader, has seen an improvement in our phonics screening results.</p>	
Two teachers to be trained as moderators for Camden	<p>Moderation in our school is tight and robust.</p> <p>Moderation in EYFS from Camden showed our judgements to be sound.</p> <p>Moderators have been checking judgements in other schools.</p> <p>Moderators are able to check the work that our children are producing and support the assessment leader in ensuring sound judgements across the school. Additionally, moderators are able to suggest next steps to support teachers in teaching and learning.</p>	<p>The moderators will continue to support our staff and staff outside of our school. They will be used during pupil progress meetings to help teachers understand how they can move their children on in their learning and provide the evidence necessary to show the progress of individual children.</p>
Teacher led tuition – year 6	<p>The children who were given tuition have made progress as a direct result of having this intervention every week. Of the 5 children who did not pass reading, writing or maths, 2 of them did not attend booster regularly.</p>	<p>The EEF suggests that 1:1 tuition is most effective with groups not going above 5 children. Tuition can add up to 4 months' progress. This needs to be in action next year, particularly for maths groups. The EEF also suggests that tutoring should be no longer than 30 minutes 2-3 times a week. AHT to try this with Y6 group. Teachers in year 6 to be clear about what they are teaching the children on any particular week so that the tuition can support this.</p>
Bean Stalk Reading Volunteers: reading	<p>Children who read with the Beanstalk Volunteers have shown progress in their reading. They are more confident at reading out loud.</p>	<p>Beanstalk readers will continue to visit with more of a focus on PP children. This will be something that will be offered to most, if not all, vulnerable PP children across ks2.</p>

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	intervention for reluctant pupil premium readers.		
	Interventions: early identification and support for children making less than expected progress in EYFS/KS1/KS2 led by focus teachers and teaching assistants.	Interventions for pre and post teaching continue to support children's learning in class. Additional interventions such as Accelerated reader and Catch up literacy continue to help children develop their literacy skills. TAs were trained as part of their JPDs in pre and post teaching.	Interventions are to be slimmed down in 2017/18. The recognition that pre and post teaching help the children in the context of what the whole class is learning means that learning is taking place at the right moment.
B. Improved outcomes for the phonics screening test for PP children C. Children in EYFS are becoming more confident writers and some greater depth children can be identified.	Talk Boost Training 1:1 reading in EYFS and ability grouping for phonics	Children who have accessed the intervention have made significant improvements in their communication skills. Easy to use resources - children have enjoyed using puppets, pictures and other props as part of the intervention. Improved listening and turn-taking. Improved sentence structure. Increased confidence when speaking in a group. Parent engagement. Children who have had access to 1:1 reading have made significant improvements in their reading and their phonics. Phonics continues to be targeted in readiness for year 1.	We will continue this intervention next year as the teachers are fully trained. Ability grouping will be phased out as Oracy project suggests that this is not beneficial for the middle/lower attainers. 1:1 reading time will continue, particularly for PP

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	The teaching of vocabulary is explicit throughout the school.		<p>children.</p> <p>No children are GDS in writing coming out of EYFS and the Camden moderators agreed this. Our gifted readers and writers, particularly PP children, will continue to be targeted next year.</p> <p>The English leader will become the EYFS leader.</p>
D. PP children are happy to come to school and are ready to learn	Series of Parent Workshops – academic and social and emotional	Feedback from the parent workshops was very positive and parents feel that they are supported by us. Families have gained skills that are helping children to learn well and be happy.	Parent workshops will continue next year and PP families will be targeted by our home/school liaison.
E. Improved social, emotional health. Children receive appropriate support and advice from services and families. School to offer support through development of a positive home learning environment.	Pupil Premium Passport	The pupil premium passport has been successful for those children in EYFS/KS1 that were targeted for it. Teachers report that children have grown in confidence across the curriculum no matter their intervention. For example, one child had gymnastic lessons and mum feels that this has helped her to develop her self-esteem and in turn help her feel more confident in other areas of her life.	<p>PP passport is a lot for teachers to manage, particularly as some classes have up to 33 PP children. Therefore, there will be a pack at the beginning of the year that vulnerable children will be offered that will contain:</p> <ul style="list-style-type: none"> - PE Kit - Stationery set - Book token <p>Additionally, these children will be offered to choose two books from the book fair to begin their own library at home.</p> <p>Vulnerable children who are identified as having mental health and social needs will be mentored by a staff member from a different year group.</p>
	Year 2 and 5 intervention: To support	The children who have been supported by this initiative have made significant progress academically. One of the children has made	One child will continue to be supported through transition from one year group to the next. The other child will be supported by a class TA and tailored

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	identified children without a statement/EHCP	significant improvements in behaviour and is now able to access learning experiences. One of the children no longer requires 1:1 support.	interventions but no longer requires 1:1 support.
	Additional Educational Psychology Provision	The children who have had access to this additional EP provision have shown significant progress in their learning attitudes and accessing lessons.	This intervention was able to be actioned because of a teacher who worked within our school who had the expertise to deliver this. That teacher is no longer on staff and so this cannot take place again. However, skills have been learned by our teachers and teaching assistants and the highly effective ones will continue to be utilised.
	Nurture groups and specialist behaviour support – Pastoral Care Leader Mental Health promotion team: CAMHS to support mental health and wellbeing of PP children	The children who have been supported by this initiative have developed a greater level of self-confidence and self-esteem. They know that there is always an adult available to talk to them if they need and they are building resilience and determination as a result. Families have commented on an improved level of social interactions with other children and adults.	This will continue in our school, with vulnerable children identified for the pastoral care lead to work with.
	Extra-curricular club and breakfast club subsidy, including homework provision for PP	Children whose attendance and punctuality needs improving to be invited to breakfast club. Homework club to be targeted for PP children who are not able to access help at home.	Attendance has improved for targeted children. Homework club is very busy and children are not getting the attention they need, particularly in year 3 and 4. Next year, homework club should be targeted towards specific children.

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	<p>children</p> <p>Residential trip subsidy</p> <p>Arts and music: Curriculum enrichment: Artist in Residence and art therapy</p>	<p>Residential trips and curriculum enrichment help children to build resilience, independence and self-esteem. Vulnerable children who access the PP funding may not have had the same experiences as their peers and subsidising the trips will mean that all children can join in, no matter their background.</p>	<p>This will continue in year 4, 5 and 6.</p>
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