

2017

Pupil Premium Expenditure Plan 2017-18



Torriano Primary School

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Pupil Premium Strategy Statement 2017-18

1. Summary Information					
School	Torriano Primary School				
Academic Year	2017/18	No of pupils eligible	194	Total Pupil Premium Budget	£260689.90

2. Current attainment for KS2 (2016/17)				
	Pupils eligible for PP		Pupils not eligible for PP	
	Torriano	Camden	Torriano	Camden
% achieving expected or above in reading, writing and mathematics	86%	58%	89%	70%
% achieving expected or above in reading	90%	69%	97%	79%
% achieving expected or above in writing	86%	70%	89%	81%
% achieving expected or above in maths	90%	74%	97%	86%

3. Barriers to attainment (for pupils eligible for PP including high ability)
In School
Key Stage 2 data shows gaps of 7% in reading, 3% in writing and 7% in maths.
The end of Key Stage 1 data shows that there is a gap of 28% in reading. Of children working at greater depth in reading, 5% are pupil premium, in comparison with 45% of non-pupil premium children. Of children working at greater depth in maths, 5% are premium children, in comparison with 37% of other children
In EYFS there is a gap of 9% between pupil premium children achieving a Good Level of Development in comparison to other children. There were no PP children identified as greater depth in writing in EYFS.
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 demonstrated at the end of Key Stage 2 from their Key Stage 1 starting points.	PP children at KS2 are making good or outstanding progress. Moderation of KS1 children is collaborative and robust. Children who achieved a level 3 in year 2 will be greater depth by the end of year 6. Children who achieved a level 2a in year 2 will be at expected with some working at greater depth.
B	Improved outcomes for children PP children in Key Stage 1 with more children working at greater depth and showing they matching or exceeding their peers.	More PP children will be working at greater depth in reading, writing and mathematics by the end of year 2 and the gap to be reduced.
C	Children in EYFS are becoming more confident writers and some greater depth children can be identified.	Children who receive the PP grant are to develop in confidence in writing and will become 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	Children feel confident and ready to come to school and are accessing mental health assistance where needed. Children are on time to school and attend every day.
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.

5. Planned Expenditure				
How we are using the pupil premium to improve classroom pedagogy, provide targeted support and support who school strategies. Some areas of the below do not have a cost attached as they are from other budgets but they do impact on our PP children.				
Desired Outcome	Chosen action/approach	What is the evidence and rational for this choice	How will we ensure it is implemented well?	Staff Lead Cost
A. Sustained progress demonstrated at the end of Key Stage 2 from their Key Stage 1 starting points.	Year 1, 2 and 6 quality first teaching support	Promotes high standards of teaching and learning and allows children to be taught in small groups to ensure individualised learning.	Data for PP children to be monitored through data system Arbor. Members of SLT to be the additional quality first teaching support for planning and assessing as well as delivering lessons. Pre and post teaching will support teachers and ensure that quality of teaching is high.	AHT, Maths leader
B. Improved outcomes for children PP children in Key Stage 1 with more children working at greater depth and showing they matching or exceeding their peers.				
	Two teachers have been trained as moderators in Camden and will assist teachers to make secure, robust judgements and form next steps for children.	Moderation ensures teachers increase the dependability of the assessment information that they gather. This improves the decisions they will make about children’s learning and development.	Moderation of the children’s work will be secure and robust. Year 2 teachers will feel confident in their outcomes and judgements. Support will be placed here because both teachers are new to year 2 and one is an NQT.	£63,000 AHT, Key Stage 1 leader, Maths Leader (Year 2 teachers)

		<p>The impact moderation has on teaching and learning by developing shared expectations and an understanding of what quality looks like and the criteria that define it, improves learning within the classroom and teacher’s own development.</p>	<p>Children will know their current attainment and their own personal next steps.</p> <p>PP children will make as good or better progress than their peers by the end of Key Stage 2 with all making their targets from their Key Stage 1 result.</p> <p>Moderation INSETs will take place</p>	
Targeted teacher support in Maths and English – year 5 and 6	<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>£32,000</p>	
Teacher led tuition – year 6 (Including a tutor who comes in 2 days a week during the school day)	<p>The Education Endowment fund claims that one to one tuition is effective. On average accelerating learning by approximately five additional months’ progress. Short, regular sessions (about 30</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>AHT, Year 6 teachers</p>	



		minutes, 3 – 5 times a week) over a set period of time appear to result in optimum impact.	PP children will do as well as or better than their peers.	
	Bean Stalk Reading Volunteers: reading intervention for reluctant pupil premium readers.	One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading. The programme has been expanded further this year so that 4 Year 6 pupil premium children will be read with 3 times a week throughout the year.	Beanstalk volunteers to meet regularly with English lead to ensure quality and progress of children.	£22,000 English Lead
	Interventions: early identification and support for children making less than expected progress in EYFS/KS1/KS2 led by focus teachers and teaching assistants.	Small group and one-to-one pre and post teaching supports children in an individualised way. Progress will increase as a result of the teaching and learning being catered specifically to the child's needs.	Data will be analysed across the year group through formative assessment in Arbor. Pupil progress meetings with teachers and teaching assistants will ensure the monitoring of quality and outcomes.	£1,000 SENDCo and inclusion manager
	Pimlico Connection Tutors - Second year science students from Imperial College to come in and work with higher attaining PP children in Science. Once the science lab is	Small group supports children in an individualised way. Both students have excellent scientific knowledge which can extend the children's thinking. Teaching can be supported by these students.	Feedback from class teachers as to the effectiveness of the extra support. Data will be analysed for the group of children the student is working with.	£36,000 Key Stage 2 leader. There is no cost associated with this.

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	<p>open, the students will run an after school club open to PP children first and then to other targeted children.</p>			
	<p>Primary mentoring from Inspire. Adults from our community who work in professional roles to come and in work with children in-class every other week. These children will be higher attaining pupil premium children.</p>	<p>1:1 work supports children in their classrooms. These children will have their thinking expanded by the adults who work with them.</p>	<p>Feedback from class teachers and data will be monitored</p>	<p>Key Stage 2 Leader</p>



	<p>Primary tutoring from Tutorfair. Children will work 1:1 every week with a tutor in English or Maths. These children will be from a range of abilities in Key Stage 2. Tutorfair also offers occasional projects for the children to take part in free of charge (e.g. two year 6 children are going to Imperial College to learn about robotics which was free of charge to our children by cost £170 per child)</p>	<p>1:1 work supports children in their classrooms. These children will have their thinking expanded by the adults who work with them.</p>	<p>Feedback from class teachers and data will be monitored</p>	<p>Tutorfair is dependent on how many tutors they can source. For 9+ tutors, the cost is £149 a half term.</p> <p>£894</p>
	<p>Cover for teachers for structured conversations. Structured conversations aim to establish an effective relationship between parents and their child's class teacher. They allow the parent an opportunity to share their concerns, and together, agree their aspirations for the</p>	<p>The aim is to encourage children to feel more confident in school; for the parent to be given opportunities to contribute to their child's learning, express their views and concerns and be confident that they are being acted upon and develop appropriately challenging expectations of children's achievements.</p>	<p>This will be monitored by the inclusion leader. Data will be monitored.</p>	<p>Inclusion leader</p>

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	child. Clear goals and targets are set.			£4,000
	English Leader teaches within Key Stage 1	<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 worked closely with Governor, Morag Stuart, to develop phonics in year 1 and 2. This effective work will continue in order to achieve the same results as 2016/17.</p>	English leader will monitor and discuss with class teachers using formative assessment to track progress	<p>English Leader</p> <p>£10,000</p>
C. Children in EYFS are becoming more confident writers and some greater depth children can be identified.	Interventions: early identification and support for children making less than expected progress in EYFS/KS1 led by focus teachers and teaching assistants.	<p>Small group work with teachers mean that children are being catered for individually. The EYFS leader will support in the teaching of phonics to ensure high quality teaching and learning. There has been a new appointment in reception who is an experienced teacher of EYFS.</p>	Monitoring of data on tapestry to track PP children who may be able to achieve Greater Depth in writing.	EYFS Lead
	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	<p>SENDCO</p> <p>Nursery, Reception teacher, Inclusion support assistant and nursery nurse complete training.</p>



	<p>1:1 reading in EYFS and ability grouping for phonics</p>	<p>High attaining phonics group in reception with targeted PP children. Small groups are chosen as they enable focusing on a small number of learning.</p>	<p>Lesson observations of Phonics sessions. Monitor progress within phonics tracking assessments on Arbor.</p> <p>Children are able to read more confidently.</p>	<p>£5,000 EYFS 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 oracy is explicit throughout the school.</p>	<p>Following on from our whole-school focus on vocabulary from last academic year, the whole school is reviewing how we currently teach oracy (including through a JPD group) and is exploring new/alternative approaches to the teaching of oracy based around the school 21 model. All staff have had training and the Oracy Leader continues to access high-quality CPD which will be shared with staff during INSET and planning sessions.</p>	<p>INSET on oracy</p> <p>Teaching of oracy will permeate across the school.</p>	<p>Oracy Leader (Supported by the English Leader)</p>



<p>to offer support through development of a positive home learning environment.</p>		<ul style="list-style-type: none"> - SLT supporting teaching and learning - Extra curricular activities - Mental health and well-being support - Specialist parent/carer workshops 		
	<p>Year 2 and 5 intervention: To support identified children without a statement/EHCP</p>	<p>One to one support for these two children in the school will ensure they are able to access learning more successfully.</p>	<p>Class teachers to monitor the progress of these children and then feedback to the teacher.</p> <p>Children will show improvements in their ability to access the learning and progress.</p>	<p>SENDCo</p> <p>£17,670</p>
	<p>Additional Educational Psychology Provision</p>	<p>EPs use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.</p>	<p>SENDCo will monitor the progress and development of this group of children.</p> <p>The targeted children will be happy to attend school.</p>	<p>SENDCo</p> <p>£8,000</p>

<p>Nurture groups and specialist behaviour support – Pastoral Care Leader</p>	<p>Pastoral care provides a supportive and nurturing influence on the children that require it. The work that our pastoral care team does is individualised for the child’s needs and is constantly evolving.</p>	<p>Inclusion manager to monitor the needs of children. Support will be given to our pastoral team to ensure best practise and quality provision.</p>	<p>£16,000</p>
<p>Mental Health promotion team: CAMHS to support mental health and wellbeing of PP children</p>	<p>CAMHS support will provide specialist care for children who require mental health support.</p>	<p>SENDCO to monitor children and families who are accessing this support</p>	<p>£9,500</p>
<p>Family support provision: Tracking specific needs, progress, attainment and attendance to ensure removal of barriers to learning.</p>	<p>A series of mental health workshops for parents to be run by Camden to support their children’s needs. A series of workshops to support parents with their children’s learning at home – run by curriculum leaders.</p>	<p>Children will be happy to come to school. School/home liaison to ensure parents attend. A crèche will be provided to further ensure attendance. Children will be completing their homework with the help of their families who have attended the workshops.</p>	<p>School/home liaison, AHT, SENDCo, English and maths leads</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>Children will be on time and in school. Children will bring in their completed homework.</p>	<p>AHT, inclusion leader</p>

		Homework club to be targeted for PP children who are not able to access help at home.		£8,000
Residential trips subsidy		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.	Children will have equal access to all wider opportunities and will benefit in the same way as their peers.	AHT, inclusion leader
Arts and music: Curriculum enrichment: Artist in Residence and art therapy		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.	£20,000 EYFS leader.
Forest Schools Approach		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.
Art Space				

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	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.
	Camden White British 'Parent Champions' Network	The achievement of White British disadvantaged pupils is a Camden priority. This group is seen as a group with distinct needs requiring specific as well as universal approaches to improve pupil achievement and parental awareness. Parents will be funded by Camden to attend a ten week 'Parent Champion' course run by Camden Adult Learning with the aim of establishing a network of White British parent champions which will help develop and sustain a culture of awareness and aspiration for this group of parents in Camden.	Children whose parents are taking part in this to be tracked by teachers and PP lead	PP Lead, home school support worker. £500

6. Review of expenditure in relation to the key desired outcomes (To be reviewed regularly and then finally at the end of 2017/18 academic year)



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)