

2018

Pupil Premium Strategy Statement 2018-19



Torriano Primary School

Summary Information: The proportion of disadvantaged pupils is above the national average and the school deprivation indicator is higher than the national.
 194 pupils (46%) are currently eligible for FSM and pupil premium received this year was £260,689.

School	Torriano Primary School				
Academic Year	2018/19	No of pupils eligible	194	Total Pupil Premium Budget	£ 260,689

1. Current attainment for KS2 (2017/18)

	Pupils eligible for PP		Pupils not eligible for PP	
	Torriano	Camden(National)	Torriano	Camden(National)
% achieving expected or above in reading, writing and mathematics	78%	66%(48%)	96%	80%(67%)
% achieving expected or above in reading	94%	78%(60%)	100%	86% (77%)
% achieving expected or above in writing	81%	77%(66%)	100%	88%(81%)
% achieving expected or above in maths	91%	77%(66%)	96%	88%(80%)

2. Barriers to attainment (for pupils eligible for PP including high ability)

In School
 Key Stage 2 data shows gaps of 6% (+ 1% imp. Last year) in reading, 19 % in writing and 3 % in maths.
 Of the PP children not achieving the expected standard In Reading 1 was SEN leaving 1 other child not achieving
 Of the PP children not achieving expected standard in writing 3 SEN leaving 3 children not achieving
 Of the PP children not achieving expected standard in maths 1 were SEN 2 other PP not achieving

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<p>The end of Key Stage 1 data shows that there is a gap of 35% in reading. Just over half of PP chn (approx. 13 chn) achieve expected, where as 91% (approx. 34 chn) of Non-PP achieve expected. Of children working at greater depth in reading, 16% (4 chn) are pupil premium, in comparison with 34% (10) of non-pupil premium children. Of children working at greater depth in maths, 12% (3 chn) are premium children, in comparison with 29% (10 chn) of other children. (-17%) This is a reduction on last year –(-26%) Writing 56% of PP achieved exp and 83% non-pp achieved exp.</p> <p>Of the PP children not achieving the expected standard In Reading 3 were SEN leaving 8 not achieving Of the PP children not achieving expected standard in writing 4 SEN leaving 7 not achieving Of the PP children not achieving expected standard in maths 3 were SEN 6 not achieving</p>
<p>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.</p>
<p>Social, emotional and mental health issues are affecting the progress of a group of pupils in receipt of PP across all key stages.</p>
<p>Attendance of PP children is lower than others.</p>
<p>External Barriers</p>
<p>Housing conditions, poor home learning environments and social, emotional and mental health issues are effecting the progress of this particular group.</p>

3. 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 them 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 will becoming more confident writers and mathematicians; some greater depth children will 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. This will include home-packs for mathematics which contain appropriate equipment- tens frames, cardinality, and comparison will become a focus for learning at home and in EYFS setting.
D	All 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.
F	Attendance of identified PP children is monitored and children who fall below expected standard are supported to improve attendance.	PP children who do not meet attendance requirements are supported through Pupil Premium passport and begin to consistently achieve better attendance.

4. 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 rationale for this choice	How will we ensure it is implemented well?	Staff Lead Cost
<p>A. Sustained progress demonstrated at the end of Key Stage 2 from their Key Stage 1 starting points.</p> <p>B. Improved outcomes for children PP children in Key Stage 1 with more children working at greater depth and showing them matching or exceeding their peers.</p>	<p>Year 1, 2, 3 and 5 quality first teaching support</p> <p>(Year 1 EYFS data Reading -21%, -27%)</p>	<p>Promotes high standards of teaching and learning and allows children to be taught in small groups to ensure individualised learning.</p>	<p>Data for PP children to be monitored through data system Arbor.</p> <p>Members of SLT to be the additional quality first teaching support for planning and assessing as well as delivering lessons.</p> <p>Pre and post teaching will support teachers and ensure that quality of teaching is high.</p>	<p>AHT, Maths leader</p> <p>£63,000</p>
	<p>Two teachers have been trained as moderators in Camden and will assist teachers to make secure, robust judgements and form next steps for children.</p> <p>Assistant head and member of SLT to teach daily intervention in Literacy to ensure better progress in KS1.</p> <p>Assistant head in KS2 to plan with all KS2 teachers half termly to ensure rigour with a</p>	<p>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.</p> <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>Moderation of the children’s work will be secure and robust.</p> <p>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 new to the school. BW will also become our Oracy Pioneer to support development of writing in this year group.</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</p>	<p>AHT, Key Stage 1 leader, Maths Leader</p> <p>(Year 2 teachers)</p>



	clear focus in Year 3 and 5.		the end of Key Stage 2 with all making their targets from their Key Stage 1 result. Moderation INSETs will take place	
	Senior leader to support intervention teaching in Year 3.	KS1 results identified Year 3 children as needed additional support to diminish the difference.	Member of LST with work with Year 3 each to support in planning. Target writing support will be given to Year 3 teachers to support teaching and learning in this year group. (Tuesday) A review of this will take place at the beginning of Spring term.	AHT to review. RO to support Year 3 team
	Targeted teacher support in Maths and English – year 5 and 6	Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.	PP children will make good or outstanding progress as a result of being taught in a smaller group. Teacher's understanding of how to target children with other factors will grow and all children will benefit from this. PP children will make good or outstanding progress in comparison to their peers.	AHT, Maths lead £32,000
	Teacher led tuition – year 6 (Including a tutor who comes in 2	The Education Endowment fund claims that one to one tuition is effective. On average accelerating	Pre and post intervention data will be monitored.	AHT, Year 6 teachers Teachers across the school

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	<p>days a week during the school day)</p>	<p>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>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>£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>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.</p> <p>Provision to be allocated to PP chn in Year 3 also.</p>	<p>Beanstalk volunteers to meet regularly with English lead to ensure quality and progress of children.</p>	<p>English Lead</p> <p>£1,000</p>
	<p>Interventions: early identification and support for children making less than expected progress in EYFS/KS1/KS2 led by focus teachers and teaching assistants.</p>	<p>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.</p>	<p>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.</p>	<p>SENDCo and inclusion manager</p> <p>£36,000</p>

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	<p>Pimlico Connection Tutors - Second year science students from Imperial College to come in and work with higher attaining PP children in Science.</p> <p>Once the science lab is open, the students will run an after school club open to PP children first and then to other targeted children.</p> <p>One tutor has expertise in Mathematics.</p>	<p>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.</p> <p>The children will be selected from Year 5.</p> <p>Proposed that the tutor who has experience in tutoring Maths will support a group of PP children in Year 3.</p>	<p>Feedback from class teachers as to the effectiveness of the extra support in PP meetings.</p> <p>Data will be analysed for the group of children the student is working with.</p>	<p>Key Stage 2 leader.</p> <p>There is no cost associated with this.</p>
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	<p>Doodle Maths</p>	<p>DoodleMaths identifies gaps in children's and creates a daily-practice work program based around it, filling in gaps and ensuring continual progression.</p>	<p>Children who use the programme engage with it regularly. During PP meetings the children using this are making good progress Children's confidence in mathematics grows Parents feel like the support there children are receiving at home is improved</p>	<p>Class teachers and assistant head £400</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 1 x week of supply</p>

	child. Clear goals and targets are set.			£4,000
C. Children in EYFS are becoming more confident writers and mathematicians; an increasing percentage of greater depth children will be identified.	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. 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.	Monitoring of data on tapestry to track PP children who may be able to achieve Greater Depth in writing.	EYFS Lead
	Quality first maths teaching	Maths lead and shadow EYFS lead attended course in previous academic year. The course funded by the NCETM supports the informal introduction of elements of Mastery in EYFS. This intervention early on supports those children from disadvantaged homes.	Maths lead will plan with EYFS team to support carefully planned opportunities for TfM approach to be developed in EYFS setting. Resources will be provided and shared with parents in bespoke, targeted EYFS Maths and English mornings	Maths Lead (AHT) and shadow 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	SENDCO Nursery, Reception teacher, Inclusion support assistant and nursery nurse complete training. £5,000

	1:1 reading in EYFS and ability grouping for phonics	High attaining phonics group in reception with targeted PP children. 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
	Leadership of PP in school shared	AHT 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.	DHT (Inclusion) 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	DHT and AHT (Pupil premium and assessment)
	The teaching of oracy is explicit throughout the school and linked to Oracy through new oracy hub.	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.	INSET on oracy Teaching of oracy will permeate across the school and curriculum. Oracy lead will be given half day each week to support implementation of oracy.	Oracy Leader (Supported by the English Leader)

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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)
	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)
<p>D. PP children are happy to come to school and are ready to learn (link to specific attendance outcome F)</p> <p>E. Improved social, emotional health. Children receive appropriate support and</p>	Pupil Premium Passport	<p>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.</p> <p>Initiatives to include:</p> <ul style="list-style-type: none"> - Mentoring - 1:1 tutoring (reading, writing, maths) 	<p>AHT to support the Joint Practice Development group working on this.</p> <p>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.</p>	<p>AHT</p> <p>£8,000</p>

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advice from services and families. School to offer support through development of a positive home learning environment.		<ul style="list-style-type: none"> - SLT supporting teaching and learning - Extra-curricular activities - Mental health and well-being support - Specialist parent/carer workshops 		
	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.	SENDCo £17,670
	Additional Educational Psychology Provision	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.	SENDCo will monitor the progress and development of this group of children. The targeted children will be happy to attend school.	SENDCo £8,000

<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. Apply for 2018-19 Erasmus project and continue to work based on findings from 2017-18.	£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 6 teacher.
Art Space				

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<p>F. Attendance of identified PP children is monitored and children who fall below expected standard are supported to improve attendance.</p>	<p>Attendance: key person</p>	<p>Children with attendance data that requires improvement will be assigned a key person.</p> <p>This person will monitor attendance of assigned child and meet with families to introduce themselves.</p> <p>They will track attendance and liaise with families to identify ways in which the school can support them to come to school every day.</p>	<p>Children's attendance will improve.</p> <p>Families will feel better supported in getting their children to school.</p> <p>Whole school attendance targets will be achieved.</p> <p>Families will feel well supported and confident that the school can meet the health needs of their children.</p>	<p>Monitored by SENDCO and key persons</p> <p>Some cost may be incurred by supply cover for initial key person meetings</p> <p>2 x supply one day</p>
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5. Review of expenditure in relation to the key desired outcomes (To be reviewed regularly and then finally at the end of 2018/19 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)



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