



Pupil Premium Strategy Statement 2019-20



Metric	Data
School name	Torriano Primary School
Pupils in school	449
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£237,600
Academic year or years covered by statement	2019-20
Publish date	13 November 2019
Review date	13 November 2020
Statement authorised by	Helen Bruckdorfer
Pupil premium lead	Conor Loughney
Governor lead	Morag Stuart

Summary Information: The proportion of disadvantaged pupils is above the national average and the school deprivation indicator is higher than the national.
 Pupils 169 (38%) are currently eligible for FSM and pupil premium received this year was £237,600.

School	Torriano Primary School				
Academic Year	2019/20	No of pupils eligible	169	Total Pupil Premium Budget	£ 237,600

1. Current attainment for KS2 (2018/19)

	Pupils eligible for PP			Pupils not eligible for PP		
	Torriano (17/18)	Torriano (18/19)	Camden(National)	Torriano (17/18)	Torriano (18/19)	Camden(National)
% achieving expected or above in reading, writing and mathematics	78%	86%	66	96%	87%	79
% achieving expected or above in reading	94%	92%	74%	100%	87%	86%*
% achieving expected or above in writing	81%	89%	77%	100%	87%	87%*
% achieving expected or above in maths	91%	89%	82%	96%	87%	90%*

*Of the 24 chn eligible for PP in this cohort. 20% (5 children) had SEN. One of these children was not put forward for the assessments.

Progress scores for last academic year KS2

Measure	Score for PP	Score Non-PP
Reading	4.61	4.18
Writing	1.78	2.00
Maths	3.68	3.12

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.
The end of Key Stage 1: (PP 25 chn, Non PP 33 chn) 76% PP achieved expected or above standard whilst 85% Non-PP 85%: difference – 9% The difference in Writing is more significant at - 14% The difference in Maths is also – 9% with = % to Reading
In EYFS (25 PP chn and 31 Non PP chn) there difference of - 5% of children reaching GLD. This is a 20% improvement from the previous year. The most significant difference is in Maths where there is a -15% difference. In Reading and Writing there is a -6 and -5% difference respectively. In both PP and Non PP Torriano is below the national. This is also the case in Non PP writing.
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 impacting the progress of this particular group.

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 at expected or above in year 2 will be greater depth by the end of year 6. Children who achieved ‘working towards’ 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.
G	All children have access to an enriched curriculum, including learning in other contexts.	Children at Torriano have access to an enriched curriculum and opportunities to participate in residential trips, opportunities to experience the Arts and other wider opportunities.

4. Planned Expenditure

How we are using the pupil premium to further develop quality teaching, provide targeted support and refine whole school strategies for the benefit of all learners.

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>	Whole school, including EYFS, quality first teaching support.	Promotes high standards of teaching and learning and allows children to be taught in small groups to ensure individualised learning.	<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>Portion of one Assistant Headteacher salary (lead) = £26,000</p> <p>Portion of second Assistant Headteacher salary = £26,000</p> <p>CPD training costs = £6,120</p>
	JPD groups and LDOs used to refine and establish new pedagogy with a focus on Writing across the school.	Quality first teaching is vital and this approach allows teachers to refine pedagogy and initiatives to support the children in our community.	<p>AHT will timetable lesson design observations to ensure all teachers are given opportunities to see colleagues teaching.</p> <p>A professional dialogue will develop and teaching practises will be supported by in house and external CPD.</p>	Supply cover 8 days = £1,600
	Two teachers have been trained as moderators in Camden and will assist teachers	Moderation ensures teachers increase the dependability of the assessment information that they gather. This improves the	Moderation of the children's work will be secure and robust.	Supply cover 3 days = £600

	<p>to make secure, robust judgements and form next steps for children.</p> <p>KS2 teacher to teach daily intervention in Literacy to ensure better progress in KS1. (HL)</p> <p>Assistant head in KS2 and English lead to plan with all KS2 teachers half-termly to ensure rigour with a clear focus.</p> <p>A further focus in Year 4 for greater depth children.</p>	<p>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>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. LH will also become our Oracy Pioneer to support development of writing in this Key Stage- supported by AHT who has taken over as Oracy Lead.</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 termly led by English lead and Key Stage leads.</p>	<p>Intervention teacher 5 hours per week = £5,265</p>
	<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>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>Maths and English lead – 6 (per half term) x 8 hours (8 year groups) = £3,984</p> <p>Y6 intervention teacher = £12,000</p>



	Teachers team teaching results in the professional development of staff.	PP children will make good or outstanding progress in comparison to their peers.	
Teacher led tuition – year 6 (Including a tutor who comes in 2 days a week during the school day)	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 minutes, 3 – 5 times a week) over a set period of time appear to result in optimum impact.	Pre and post intervention data will be monitored. Children will be able to access their daily lessons much more easily. PP children will do as well as or better than their peers.	13 sessions per week @ £33 Approximate 25 weeks Teacher overtime = £10,725
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.	English Lead organisational time - 6 hours per year = £216 Beanstalk Invoice = £1,430
Interventions: early identification and support for children	Small group and one-to-one pre and post teaching supports children in an individualised way.	Data will be analysed across the year group through formative assessment in Arbor. Pupil progress	Inclusion Leader – 1 day per week = £14,196

	<p>making less than expected progress in EYFS/KS1/KS2 led by focus teachers and teaching assistants.</p> <p>Focused Maths intervention to be established by AHT with DHT as part of NPQH.</p>	<p>Progress will increase as a result of the teaching and learning being catered specifically to the child's needs.</p> <p>Context rich Maths intervention focusing on key number facts and counting skills, contextualised within measure and geometry. AHT to analyse data and identify appropriate children. Training to be offered to TAs</p>	<p>meetings with teachers and teaching assistants will ensure the monitoring of quality and outcomes.</p>	<p>AHT – 1 day material prep + 2 hours training = £3,995</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 child. Clear goals and targets are set for SEN and vulnerable children.</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. Assessment and attendance data will be monitored, along with data collected from IEP targets</p>	<p>Inclusion leader salary</p> <p>Number of children: 16.7% SEN An additional 6 children have a My Plan.</p> <p>75 children on SEN list - of which 37 are PP X 3 SC a year</p> <p>16 teachers – 1 day supply for the whole year per teacher</p> <p>16 x £200 = £3,200</p>



	<p>Primary tutoring from Tutorfair and Tutormate. 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 1 and 2. Tutormate focuses on KS1 reading. 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>6 half terms x £149 = £894</p> <p>Cost for Tutormate subscription: £500</p>
<p>C. Children in EYFS are becoming more confident writers and some greater depth</p>	<p>Interventions: early identification and support for children making less than expected progress in EYFS/KS1 led by focus</p>	<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.</p>	<p>Monitoring of data on tapestry to track PP children who may be able to achieve Greater Depth in writing.</p> <p>The new baseline assessment will be trialled in EYFS. This will</p>	<p>Portion of EYFS Lead salary (1 day per week) = £7,605</p> <p>TLR EYFS Lead = £4,654</p>

children can be identified.	teachers and teaching assistants.		strengthen assessment in the age phase.	
	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.	SENDCO and EYFS leader will monitor the planning and lesson observations will focus on progress in talk amongst children, particularly PP children	Cover for staff to attend training: EYFS teachers, Assistant SENCO + Nursery Nurse £200 x 4 = £800 Materials for training = £500
	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 Lead TLR (as above)
	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 meetings) 16 hours (2 hours per year group) x 3 terms = £4,944
	The teaching of oracy is explicit throughout the school and linked to Oracy through	The school has invested considerable time to the development of oracy teaching. This year the focus is on debate	3 x twilight INSET on oracy and debate.	Oracy Lead planning & delivery time = £495

	established oracy hub. The focus this year is developing debate across the school.	and the use of oracy in an inter-disciplinary way. 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.	Teaching of oracy will permeate across the school.	Oracy resources budget = £500
	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, Autism specific, levels of questioning, Contextualised Maths, Guided Reading)	TA learning walks and observations by SLT will monitor impact	DHT (inclusion leader) and AHT (assessment and PP lead) In-house training
	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.	Portion of Community Liaison Officer salary = £7,488
D. Improved social, emotional health. Children receive appropriate support and advice from services and	Year 3 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.	Intervention teacher 6 weeks salary = £5,265

<p>families. School to offer support through development of a positive home learning environment.</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>SENCo</p> <p>£3,250 for EP time</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.</p> <p>Support will be given to our pastoral team to ensure best practise and quality provision.</p>	<p>Portion of Pastoral Leader salary = £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>£6,120 for CAMHS</p>
	<p>Family support provision: Tracking specific needs,</p>	<p>A series of mental health workshops for parents to be run</p>	<p>Children will be happy to come to school.</p>	<p>Portion of Community Liaison Officer salary = £6,630</p>



	<p>progress, attainment and attendance to ensure removal of barriers to learning.</p>	<p>by Camden to support their children’s 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>Portion of Inclusion Leader salary = £14,196</p> <p>Portion of Pupil Data Officer salary = £9,282</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>Gardening and Pottery clubs to be offered at a subsidised rate.</p>	<p>Children will be on time and in school.</p> <p>Children will bring in their completed homework.</p>	<p>Free after school club places for 10 children per term = £300</p> <p>Free breakfast club places for all FSM children: 20 children x £10 p/w x 38 weeks =£7,600</p> <p>Breakfast club staffing costs: TAs = £2,850 Coach = £2,535</p>
	<p>Residential trips subsidy</p> <p>Arts and music: Curriculum enrichment: Artist in</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</p>	<p>Children will have equal access to all wider opportunities and will benefit in the same way as their peers.</p>	<p>School subsidised amount for Y4 – 6 residential trips = £20,000</p>



	Residence and art therapy	trips will mean that all children can join in, no matter their background.		
	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. JB to introduce aspects of Forest Schooling into KS2 once training has been completed.	Forest School Training x 2 = £2,500
	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.	Pastoral Care Leader x 2 hour p/w = £1,482
	Specialist member of staff to be employed to work with all children in develop physical fitness and wellbeing.	Health, fitness and wellbeing contribute to academic progress. The use of the designated member of staff enables leaders to assist with planning and assessment in their subject area and in turn leading to better teaching and academic progress for all learners.	PE teacher to meet regularly with PE governor to plan for competitions and timetabling effectively. Each class will have at least one session a week with specialist teacher. All children in the school will represent the school in a complete sport.	AHT PE governor Portion of Sports Coach salary = £8,875

5. Review of expenditure in relation to the key desired outcomes (To be reviewed regularly and then finally at the end of 2019/20academic 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)