

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Torriano Primary School
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Helen Bruckdorfer
Pupil premium lead	Holly Churchill, Matthew Western
Governor lead	Alex Gardiner, Emma Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,640

Part A: Pupil premium strategy plan

Statement of intent

The intent of Torriano is to provide all pupils with a rich and horizon broadening curriculum, with teaching experiences to enable them to become informed, active learners. The school is committed to ensuring all children make rapid progress from whatever their starting point, 'no child will be missed and no child will fall behind'. Torriano School provision is matched to the needs of each and every child to ensure that every moment in school is maximised.

Our focus will be continuing to support disadvantaged pupils to narrow the gap, ensuring they make rapid progress from their entry point at the school. Our curriculum is designed and delivered with a strong commitment to maintaining and improving the level of progress and attainment of disadvantaged pupils from EYFS to the end of Key Stage 2 and closing the gap between disadvantaged and non-disadvantaged pupils within our own school context.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	In maths, the end of KS1 data shows that attainment for disadvantaged pupils is significantly below national. There is a significant gap of 28 - 30% over the past two years. Many of these children are working well below expected levels and are also diagnosed with SEND with complex needs.
2	Early reading Year 1 phonics assessments show that disadvantaged pupils achieve less well than other pupils. There is a gap of 14-18% over the last 2 years. There is also a correlation between those children not passing and SEND.
3	End of KS2 assessments show disadvantaged pupils attainment at Greater Depth in writing is below that of other pupils. There is a gap of 15% in 2022. In KS1, data shows that disadvantaged pupils attain less well than other pupils in writing both expected and greater depth, with a gap over the past two year.
4	On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills. GLD assessment shows communication and language as having a disadvantage gap, particularly listening, attention and understanding.
5	Attendance absence rates are slightly above national and local averages for disadvantaged pupils. Persistent absence rates show a significant disadvantage gap. The PA for children from disadvantaged backgrounds is slightly above national and Camden. Attendance rates of groups of pupils with additional vulnerabilities and complex needs is above national, showing an intersectionality around absence rates.
6	Increased social emotional mental health needs of children and families continue to be identified. Access to and engagement with support services, such as Early Help, is an ongoing challenge.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Supporting disadvantaged children to make accelerated progress in phonics and reading, towards end of year expectations, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.	<ul style="list-style-type: none"> - Year 1 (and Year 2) phonics screen results above local and national averages for disadvantaged pupils. - Systematic Synthetic Phonics scheme (Little Wandle) effectively embedded throughout the school and shows impact in reading and writing. All staff are confident in using the SSP to support children. - Increased parental engagement and confidence (workshops/meetings).
Improved maths attainment amongst disadvantaged pupils in maths, particularly in KS1, reducing the gap between disadvantaged and non-disadvantaged children in all year groups.	<ul style="list-style-type: none"> - Reduced attainment gap between disadvantaged pupils and other pupils in mathematics at the end of KS1. - Mastering Number is embedded across the school - staff feel confident to teach this and parental engagement is high.
Improved writing outcomes for disadvantaged children in KS1 and KS2, ensuring an increase in those reaching Greater Depth.	<ul style="list-style-type: none"> - Ensure the disadvantage gap is inline or less than national for children meeting GD - Increased number of disadvantaged children to reach GD in writing in both KS2 and KS1.
To develop early language and vocabulary acquisition to improve attainment for disadvantaged pupils at the end of EYFS.	<ul style="list-style-type: none"> - GLD for disadvantaged pupils at the end of Reception inline with national and local averages. - Communication and Language assessment for the GLD shows a reduced disadvantage gap, in line with Camden and national. - Impact of high quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils.
To ensure attendance and persistent absence rates of disadvantaged children is in line with national expectations and disadvantaged children from vulnerable groups are above national expectations.	<ul style="list-style-type: none"> - 96% attendance target achieved for disadvantaged pupils. - Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance, led by the Child and Family Support Worker. - Identification of barriers to attendance and signposting of services to identified families/groups is clear and consistent, using Early Help.

	<ul style="list-style-type: none"> - Staff feel confident to use EBSA guidance when supporting families with emotionally based school avoidance.
To ensure all disadvantaged pupils have access to a wide range of high quality services, extra-curricular provision and enrichment opportunities.	<ul style="list-style-type: none"> - All disadvantaged pupils attend at least two extra curricular clubs a week. Clubs subsidised for identified families. - All disadvantaged children to have access to enrichment opportunities and attend all residential trips when age is applicable. - Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours. - Disadvantaged pupils targeted to attend summer school and holiday HAF schemes.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding Mastering Number whole-class programme to develop number sense and fluency in EYFS, KS1 and Years 4 and 5 through:</p> <ul style="list-style-type: none"> - Professional development for new staff. - Ongoing modelling, team teaching, and support from Maths Lead. - Funding release time for teachers to attend training. 	<p>Supports development of secure number sense (EYFS & KS1) and children's multiplication fluency through structured programme using manipulatives and presentations (EEF, Improving Mathematics in the Early Years and Key Stage 1 & Improving Mathematics in the Early Years and Key Stage 2 and 3).</p>	1
<p>Embedding Little Wandle SSP scheme and ensuring all staff are trained, resources are updated and teaching is consistent across the school:</p> <ul style="list-style-type: none"> - Training for new staff. - Funding release for training new Early Reading Lead. - Purchase of new resources. 	<p>There is a strong evidence base for phonics approaches, particularly for children from disadvantaged backgrounds (EEF, Teaching & learning Toolkit).</p>	2
<p>Ensuring high quality EYFS teaching of Communication and Language by all staff through focused training, ensuring high quality interactions for all children:</p> <ul style="list-style-type: none"> - Camden Kids Talk training, linking with partner school - Camden Oracy Initiative ensuring clear medium term plans and progression documents for EYFS. 	<p>There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' (EEF, Early Years Toolkit) (SHREC)</p>	4

<p>Implementing Instructional Coaching through:</p> <ul style="list-style-type: none"> -Two-term training programme for team of coaches, including 1:1 coaching of coaches to develop highly skilled coaching team. -IRIS software subscription to support effective delivery of coaching. 	<p>Evidence suggests the potential of Instructional Coaching for improving student attainment through developing high-quality teaching (Kraft et al., 2018). The model incorporates many mechanisms of effective professional development (EEF, Professional Development Guidance Report).</p>	<p>1, 2, 3, 4</p>
<p>High quality, carefully planned professional development that is designed to include mechanisms to ensure a balanced approach that build knowledge, motivates staff, develops teaching techniques and embeds practice. This programme includes opportunities for video exemplification, live models from expert teachers (Lesson Design Observations), deliberate practice, peer observations and structured goal setting and action planning.</p>	<p>Evidence shows that high quality teaching is the best lever for improving attainment, especially for disadvantaged pupils. Carefully designed professional development should be evidence-based and include mechanisms to ensure a balanced approach (EEF, Effective Professional Development Guidance Report).</p>	<p>1, 2, 3, 4</p>
<p>Purchase Reading Road Map books for Key Stage 1 and 2</p> <ul style="list-style-type: none"> -Selection of award-winning children's literature to promote reading for pleasure culture. -Resources for each child, certificates and stickers to encourage engagement and reading for pleasure. 	<p>The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books.</p>	<p>2</p>
<p>STEAM Education - High quality science, computing and technology teaching through partnerships with local organisations and businesses, universities. .</p> <ul style="list-style-type: none"> - Artist in Residence - Scientist in Residence with Crick Institute - Enthuse Project - Google, DeepMind 	<p>Evidence summarised in the EEF Improving Primary Science report, emphasises the importance of high quality professional development to support high quality science teaching. It also emphasises the importance of relating science learning to real word contexts.</p>	<p>1, 2, 3, 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional high quality SLT teaching in Y6	Reducing class sizes has been shown to result in 2 months additional progress on pupils, on average (EEF, Teaching & Learning Toolkit).	1, 2, 3
Tuition in small groups in Upper Key Stage 2 for disadvantaged students: -Tutoring and teaching in Upper KS2 with specialist teacher -Tutoring by teaching staff after school for target disadvantaged children.	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils (EEF, Teaching and Learning Toolkit).	1, 2, 3
Talk Boost interventions in EYFS targeted at disadvantaged pupils who are identified as needing support with communication and language.	There is a strong evidence base for the impact of communication and language approaches in EYFS. ‘Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.’ (EEF, Early Years Toolkit).	4
Targeted support for lowest 20% in reading: -Additional phonics interventions, delivered by support staff, targeted at disadvantaged pupils who need additional support with decoding. - TutorMate reading interventions for targeted pupils in Key Stage 1. -Talisman Texts in KS2 for group reading with comprehension.	High quality structured interventions can support pupils who are struggling with literacy (EEF, Improving Literacy in Key Stage 2 and 3). Tutormate evaluation found twice the rate of increase in their reading enjoyment levels, twice the rate of increase in their self-reported reading skill, a statistically significant higher rate of progression in their reading skills (National Literacy Trust, 2019).	1, 2, 3, 4
Regular 1:1 reading with targeted children - Beanstalk reading volunteers - Bookmark reading volunteers	We have found that one-to-one reading support improves children’s confidence and enjoyment they gain from reading and supports fluency for children who have less support reading at home.	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school which is offered free to disadvantaged pupils. Programme of structured activities including sport, art and trips, run by school staff.	Summer schools have a positive impact on average (three months' additional progress) Summer schools that use teachers that are known to the pupils have a higher impact, on average. (DfE Evaluation; EEF Teaching & learning Toolkit)	5, 6
Subsidised extra curricular activities and trips, to ensure that all our children can access the full range of opportunities offered to enhance the curriculum, including: -Subsidised places at after school clubs -Subsidised/free places on residential in Y4, Y5, Y6. -Subsidised trips including external trips, workshops, e.g. Bloomsbury football extra curricular provision; subsidised clubs.	Participation in extracurricular arts and sports have a range of wider benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance (EEF, Teaching & Learning Toolkit). Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.	5, 6
Subsidised wrap-around care, including: - Breakfast Club (to cover staffing costs) - Magic Breakfast - Early Years wrap around care	Breakfast club: Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. (EEF, Magic Breakfast Evaluation). Wrap-around-care: To support low income families to be able to return to work, with a provision of high quality care before and after school (Family and Child Care Trust, Out of School Out of Mind).	1, 2, 3, 4, 5, 6
Pastoral Lead support- SEMH for targeted pupils and family support/ attendance, housing, benefits and wider services	Nationally, referrals to support mental health concerns in children continue to be high. The ongoing impact of the pandemic has increased reliance on housing and support services and impacted waiting lists. Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited. More intensive and sustained support parental engagement may be needed (EEF, Parent Engagement Guidance Report).	5, 6

<p>Family Liaison Officer who works with families to identify barriers and areas of support and signpost clear referral routes for families to access advice and services is essential. Targets disadvantaged pupils and attendance. Works closely with Child and Family Support Worker (funded by grant). Attendance initiatives reviewed and SLT time on attendance</p>	<p>More intensive and sustained support parental engagement may be needed (EEF, Parent Engagement Guidance Report).</p> <p>There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance (EEF, Attendance Interventions: REA).</p>	<p>5, 6</p>
<p>Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn Bought in Professional Services: CAMHS</p>	<p>There is evidence that mental illness is a key obstacle to social mobility and impacts attainment (EPI, 2019).</p>	<p>5, 6</p>

Total PPG 2023/24 Academic Year	£247,640
Item / Project	Cost
Teaching Staff Salary Costs % of Salaries for the following staff: <ul style="list-style-type: none"> - Leaders of Learning - KS2 Tutor - Year 6 Additional Teacher 	£150,542
Support Staff Salary Costs % of Salaries for the following staff: <ul style="list-style-type: none"> - Pastoral Care Leader - Community Liaison Officer - Deputy SENCO - PESSPA Staff - link to PE Premium - SEN Assistant - Inclusion Assistant 	£79,995
Staff Training & Development <ul style="list-style-type: none"> - Training and workshops - Supply cover for in-school CPD development (Connecting Classrooms) 	£3,000
Curriculum Enrichment <ul style="list-style-type: none"> - Artist in Residence - Reading/Phonics Schemes - resources - In-school reading support - Scientist in residence 	£6,000
Online Learning Resources - Whole School Initiatives <ul style="list-style-type: none"> - Maths & English subscriptions - Handwriting subscriptions - Curriculum licences 	£4,000
Mental Health and Wellbeing Support <ul style="list-style-type: none"> - CAMHS - EP SLA - Pastoral provision 	£6,500
Enrichment Opportunities <ul style="list-style-type: none"> - Extra curricular provision including breakfast club, after school club, extended provision - Class trips - Residential trips 	£10,000
<i>Total</i>	£260,037