

Pupil premium strategy statement

School overview

Metric	Data
School name	Torfield
Pupils in school	100
Proportion of disadvantaged pupils	55%.
Pupil premium allocation this academic year	£71,620
Review of 2019/2020 Plan for 2020 2021	Review of 2020/2021 Plan for 2021/2022
Publish date	1 April 2021
Review date	31 march 2022
Statement authorised by	R Preece
Pupil premium lead	J Anderson
Governor lead	S Taylor

Disadvantaged pupil progress scores for last academic year where data was published (2018-19)

Measure	Score
Reading	0.9
Writing	-2.3
Maths	0.6

Disadvantaged pupil barriers to success

SEN – autism, communication difficulties and limited access to appropriate role models to support social communication skills.
Distance from home to school where usual transport arrangements are inflexible in enabling pupils to stay after school and benefit from enrichment opportunities.
Establishing and maintaining shared aspirations with parents/carers who are hard to reach and may have learning difficulties themselves. This includes achieving high attendance where transport to school is not available.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils eligible for pupil premium continue to make expected levels of progress in reading, writing and maths.	MAPPM Data Analysis Compare Schools Data FFT Aspire.	September 2022
Pupils have access to academic interventions to mitigate the losses in learning caused by the global pandemic	Analysis of intervention programmes MAPPM Data Analysis Compare Schools Data FFT Aspire.	July 2022
Pupils eligible for pupil premium benefit from a broad and balanced curriculum and make similar progress to 'all' pupils	MAPPM Data Analysis Learning walks and work studies, internal and external outcome indicators	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Improve pupils' communication skills so that more pupils are able to interact effectively with peers and adults.	Red slip behaviour analysis- through MAPPM anal-	July 2022

	<p>ysis shows improved behaviour / increase of pupils' rewards</p> <p>Rainbow Awards show high % success in personal development.</p>	
Raise aspiration for all pupils to achieve well and identify appropriate onward placements.	<p>Destinations data</p> <p>Parental engagement-feedback from surveys including past pupils.</p>	July 2022
Support extra-curricular activities including residential trips so all or nearly all PP pupils participate in enrichment opportunities	% of pupils attending extra-curricular and residential activities	July 2022
Improve attendance and behaviour of pupils eligible for pp funding	<p>Overall attendance for pupils eligible for pp funding to equal whole school attendance data</p> <p>Fewer behaviour incidences recorded</p> <p>Supportive behavioural interventions in place</p>	July 2022
Pupils have access to social / personal development interventions to mitigate the losses in social development caused by the global pandemic	<p>Analysis of interventions</p> <p>Pupil voice survey</p> <p>Parental questionnaire</p>	July 2022

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Progress in reading	<p>Pupils achieve school based expected progress in reading. (Raise the importance of reading every day through rewards and regular and frequent reinforcement with carers through home/school communication.)</p>	June 2022
Progress in writing	<p>Pupils achieve school based expected progress in writing. (Support pupils' ability to communicate their ideas</p>	June 2022

	independently through the provision of a range of resources including IT resources (Clicker 7, talking tiles and tablets)	
Progress in mathematics	Pupils achieve school based expected progress in number, SS&M and U&A. (Support pupils' ability to communicate what they know and understand through the provision of a range of resources including IT resources (Clicker 7, talking tiles and tablets))	June 2022
Progress in phonics	Pupils apply phonic knowledge in all contexts to support reading and spelling. (All pupils access daily support for phonics through small group/1:1 sessions.)	June 2022
Other: 1 Communication skills	1 Pupils achieve school based expected progress in expressive and receptive communication.	June 2022
2 Attendance	2 Attendance of 95%+	July 2021
Projected spending	£36,315	

Wider strategies for current academic year

Measure	Activity
Priority 1	<p><u>Attendance and behaviour</u> Share expectations for individual pupils in briefings so that individual needs can be managed within the whole school behaviour policy, while a consistent approach to promoting positive behaviour is maintained.</p> <p>Reward and promote positive behaviour, attendance and attitudes, maintaining and developing the motivational processes already in place</p> <p>CPD for all staff to ensure consistent expectations of and understanding about issues that affect in behaviour and attendance</p> <p>Monitor progress of targeted pupils in relation to the additional provision they are accessing</p> <p>Tracking planned interventions</p> <p>Support families to address barriers to attendance e.g., through provision of subsidised local transport where required and access to breakfast clubs, after school clubs and holiday activities, school trips and residential opportunities etc.</p>
Priority 2	<p><u>Self-awareness</u> / personal development Support access to activities and clubs in school and trips / activities in the wider community</p> <p>Develop opportunities for pupils to take on positions of responsibility around the school (to also promote work related learning).</p> <p>PSHE curriculum and resources revised so that workshops and lessons raise the self-esteem and self-awareness of KS2 Pupil Premium pupils.</p>
Barriers to learning these priorities address	Low aspiration and expectation, issues surrounding parental support, the individuals' community values and beliefs, poor self-regulation, low confidence and self esteem
Projected spending	£36,315

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development Monitoring the impact of CPD- ensuring all staff have understood expectations and priorities.	Use INSET days, staff meetings and additional cover where necessary Collaborative working, review individual performance management targets.
Targeted support	Ensuring consistency and that enough time is allocated to deliver targeted support on a regular basis. Recruiting and maintaining quality staff to facilitate support.	Additional cover where necessary Deployment of additional needs team Regular monitoring
Wider strategies	Ensuring parental engagement from all families Socio economic factors	Use all platforms available to make contact with parents/ carers Respond to parental feedback Working closely with the authority and other external agencies to ensure they are aware of the needs and support required for our pupils.

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading	Multi Agency Pupil Progress Meetings showed that all Pupil Premium Pupils made at least expected progress in reading up till Term 4
Progress in writing	Multi Agency Pupil Progress Meetings showed that all Pupil Premium Pupils made at least expected progress in writing up till Term 4.
Progress in Mathematics	Multi Agency Pupil Progress Meetings showed that all Pupil Premium Pupils made at least expected progress in mathematics up till Term 4.
Phonics	All Pupil Premium Pupils received daily phonics or spelling sessions.
Communication skills	Multi Agency Pupil Progress Meetings showed that all Pupil Premium Pupils made at least expected progress in expressive and receptive communication up till Term 4.

Aim	Outcome
Attendance	Lockdown had a profound impact upon attendance and the school's ability to ensure good attendance, Prior to lockdown attendance of Pupil Premium Pupils was 93.24%, which was lower than that on non-Pupil Premium Pupils at 95.31% but higher than the national average of 90.9% for special schools.