

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Torfield Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	John Anderson Headteacher
Pupil premium lead	John Anderson
Governor / Trustee lead	Sue Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73 630
Recovery premium funding allocation this academic year	£13 630
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	£87 260

Part A: Pupil premium strategy plan

Statement of intent

At Torfield we are committed to raising pupil achievement across the planned curriculum and supporting the wider learning opportunities to promote their engagement with and the development of learning, self-help, communication, social interaction and independence.

Our intent at Torfield is to enrich the lives of all our students, no matter their background or prior attainment. At Torfield, we have a much higher than national average number of pupils eligible for Pupil Premium funding. It is therefore right to ensure most of their needs are increasingly met through high quality universal provision.

We invest our pupil premium income to extend and develop high quality teaching by investing in professional development, training and support for early careers teachers. This ensures that all pupils benefit from high quality teaching and that all teachers are supported to keep improving.

Our broad aims to achieve success with our pupils are to:

Improve the progress of disadvantaged students through high quality teaching and learning.

Effectively use data tracking points based on high quality assessment to identify PP pupils that are not making the required progress and target these pupils for interventions.

Improve engagement with disadvantaged parents in the community.

Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.

Ensure the mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Challenges

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

Challenge number	Detail of challenge
1	All pupils are significantly behind age expected attainment on arrival at Torfield (typically 3-4 years). Pupils are socially vulnerable within their local communities and with neuro-typical peers. Research shows that the overall academic progress tends to be lower in most subjects for disadvantaged pupils, when comparing them to non-disadvantaged pupils. Disadvantage is just one indicator of being at risk of under achievement; our pupils typically display multiple indicators of this risk.
2	Research, observations and discussions with pupils and their families demonstrate that the education, wellbeing and wider aspects of development of pupils eligible for pupil premium and SEND have been impacted by the pandemic to a greater extent than for other pupils.
3	Through observations, research and feedback from parents and pupils, we notice that pupils have fewer opportunities to develop cultural capital outside of school.
4	Catchment area: many of our pupils live a significant distance from the school where usual transport arrangements present a challenge for some pupils accessing extracurricular and enrichment activities after school, thereby limiting social and personal development opportunities. This is also true of some pupils who live closer to the school, but whose families experience greater challenges in supporting participation for their children e.g. children attending multiple schools, limited transport opportunities and low income. The pandemic has increased anxieties around friendships, socialising, and school.
5	Our observations and feedback from parents/ carers and pupils indicate that pupils often require additional support to develop personal skills, self-awareness and confidence.
6	SEN: most pupils attending Torfield have speech, language and communication difficulties or social communication and interaction difficulties. Pupils are more likely to have language comprehension difficulties and challenges around communicating and expressing their needs.

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
Pupils eligible for pupil premium continue to make good or better progress in all subjects relative to their starting points as identified through Multi Agency Pupil Progress Meetings, end of year assessments including end of key stage assessments and in school monitoring.	85%+ of pupils eligible for the Pupil Premium Grant make at least good progress against academic targets in core subjects. Data analysis shows that pupils eligible for the Pupil Premium Grant make progress in line with their non-PPG peers.
Pupils can use a range of communication systems to aid their understanding, develop expressive communication skills and record their work independently.	85%+ of pupils eligible for the Pupil Premium Grant make at least good progress in developing their expressive and receptive language skills.
Pupils benefit from opportunities to access a range of activities to enrich learning and personal development within and outside the classroom, to mitigate loss of opportunity caused by the global pandemic.	All pupils eligible for the Pupil Premium Grant are given the opportunity to benefit from an enrichment after-school club. Pupils are supported by Pupil Premium Grant to access other enrichment and personal development activities where financial hardship is a barrier to participation (e.g. residential trips)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21 569 (PPG contribution to overall cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Sounds Write to further develop teaching of Systematic Synthetic Phonics (SSP). This will ensure teaching rigorous, systematic, is consistently strong across the school and enables good or outstanding progress for all pupils including those who are disadvantaged.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Link to evidence	1, 6

Implementation will include all Class Teachers and Teaching Assistants to receive in-depth CPD on teaching SSP using the Sounds Write Model.		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Class Teachers and Teaching Assistants to receive CPD on understanding the principles of maths mastery and how to implement these in a special school context.</p> <p>This will enable our pupils to benefit from carefully sequenced maths lessons which develop their fluency and reasoning skills.</p> <p>The subject leader for mathematics will ensure that all pupils are able to improve and develop their understanding and skills through access to high-quality resources and manipulatives.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Link to evidence</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Link to evidence</p>	1, 6

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

Budgeted cost: £40 606 (PPG contribution to overall cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for pupils' early speaking and listening skills.</p> <p>Two Class Teachers and an experienced Teaching Assistant working with children in the early stages of developing speaking and listening skills receive in-depth</p>	<p>Evidence shows that speaking and listening interventions have a high impact upon improving pupils' outcomes. In the early years this impact has shown to be as much as an additional seven months development and in KS1 and 2 six months.</p> <p>Link to evidence</p>	1, 2, 6

<p>CPD on delivering the Nuffield Early Language Intervention.</p> <p>Three groups of children identified as requiring additional support in developing early speaking and listening skills will receive daily interventions to support their development.</p>		
<p>Engaging with the National Tutoring Programme to provide daily phonics sessions with disadvantaged KS1 children whose ability to decode has been affected by Covid-19.</p> <p>Further support will be provided in class on a 1:1 basis to enable these pupils to apply their phonic skill to support their early writing.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Link to evidence</p>	1,2,6
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic so that all children make progress in reading and writing in-line with our expectations by summer 2022. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>Link to evidence (one-to-one)</p> <p>Link to evidence (small group)</p>	1,2,6

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

Budgeted cost: £25 085 (PPG contribution to overall cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on protecting children from harmful sexual behaviour and peer-on-peer abuse. Training to include ensuring that the PSHE curriculum meet's the DfE's statutory guidance.</p>	<p>Harmful sexual behaviour, including peer-on-peer abuse has been shown to be commonplace across the UK. While there have been no reported incidents at Torfield it is clear that no school should be complacent and must remain vigilant in addressing this issue.</p>	2

	Link to evidence	
<p>Every child offered at least one after-school activity per week and all pupils given the opportunity to attend Easter and Summer club activities.</p> <p>Pupils transitioning to a new phase of their education are given targeted and subsidised activities to ensure a smooth transition to the next stage of their learning.</p> <p>Free and subsidised transport offered to improve the accessibility of after-school and holiday provision.</p>	<p>Feedback from parents and carers shows that without our provision many of our pupils would not have the opportunity to access activities and experiences beyond the school day. Pupils engaging with activities outside of school time might be valuable in themselves or as a means of securing further academic attainment.</p> <p>Link to evidence</p>	2, 3
<p>Disadvantaged pupils receive free and heavily subsidised opportunities to expand and develop their cultural capital. This includes in school opportunities in addition to educational visits to theatres, museums, and other appropriate institutions.</p>	<p>Due to our pupils' complex special education needs combined with the circumstances experienced by many of our families, parents and carers often find it challenging to expand their cultural capital through extra-curricular activities.</p>	3, 4
<p>The consistency of teaching and learning during periods of lockdown is maintained through ensuring all classes are adequately staffed.</p>	<p>Due to their complex special educational needs our pupils require a consistently high staff to pupil ratio. As vulnerable pupils it is also a national priority for them to continue their education uninterrupted. During periods of localised outbreaks which result in significant staff absences we will maintain classroom-based learning through agency staff.</p>	1, 2, 5, 6

Total budgeted cost: £194,517 of which, £87 260 is allocated from available PPG resource.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments of pupils progress during 2020/21 shows that there is no significant difference in the performance of disadvantaged pupils and their peers. In certain subjects, and in EYFS, pupils eligible for Pupil Premium made greater levels of progress than their more advantaged.

While no pupils 'lost learning' entirely during 2020/21 the level of progress made by some pupils was lower than that seen in 2018/19 due to the disruption of Covid-19. Disruption included higher than usual periods of absence due to pupils self-isolating, Covid restrictions preventing the delivery of targeted 1:1 and small group interventions during significant parts of the academic year. Lockdown also caused disruption to aspects of EHCP provision, most significantly NHS facilitated speech and language therapy. This has driven our engagement with additional speech and language interventions to address this shortfall.

Torfield remained open to all pupils throughout the academic year and parents and carers were actively encouraged to ensure their child attended school as normal. Where parents and carers did opt for their child to learn remotely high quality and individualised remote learning was provided by the school. This was made possible by redeploying two teachers from classroom teaching to delivering remote learning which meant that experienced teachers were able to prepare physical and online remote learning for pupils. These teachers were also able to provide pupils working remotely with online feedback and support, this support was also extended to parents and carers to ensure they were able to understand and guide their child's remote learning. Despite the quality of the remote learning the pupils self-isolating made less progress than their peers who attended school during lockdown. As a result, these pupils will be the focus of interventions and additional support in order to secure accelerated progress this academic year.

Overall attendance throughout 2020/21 was 89.64% and consistently above comparable special schools and high in relation to many local mainstream schools. However, it was below our average 93.15% achieved in the years prior to Covid-19. Working with the parents and carers of disadvantaged pupils to encourage and support their attendance during periods of lockdown meant that there was no significant difference between the attendance of pupil in receipt of the PPG and non-PPG pupils.

As Covid-19 continues to cause significant disruptions to pupils' attendance we are focussing additional resources and attention on improving and supporting regular attendance amongst all pupils, but especially disadvantaged pupils. This includes heavily subsidises transport to and from school for pupils whose parents and carers are unable to provide regular transport.

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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- developing and enhancing our curriculum so that all pupils benefit from a broad and balanced curriculum which is carefully sequenced to their individual learning needs.
- creating and implementing a bespoke tool to improve teacher's formative assessment of pupils' academic and personal development.
- Engaging with local partners such as the Hastings Opportunity Area to identify examples of best practice in teaching and learning which improve Torfield's provision.
- Providing free and heavily subsidised transport to and from school to ensure the regular attendance, and improved punctuality, of disadvantaged pupils.

The cost of implementing our Pupil Premium Strategy significantly outweighs the contributions from the pupil premium grant. Aspects of the strategy will be funded through alternative revenue streams including, in the example of residentials and trips, contributions from parents and carers. It will also include contributions from our available school budget. The pupil Premium Grant will be used to ensure disadvantage pupils have heavily subsidised or cost-free access to such extra-curricular activities.