Pupil premium strategy statement

School overview

Metric	Data
School name	Torfield School
Pupils in school	103
Proportion of disadvantaged pupils	50.5%
Estimated Pupil premium allocation this academic year. Excluding LAC funding from virtual schools	£68,575
Academic year or years covered by statement	Review of 2019/2020 Plan for 2020 2021
Publish date	1 April 2020
Review date	1 March 2021
Statement authorised by	R Preece
Pupil premium lead	N Shuttleworth
Governor lead	S Taylor

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.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.9
Writing	-2.3
Maths	0.6

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Audit all staff skills in supporting communication needs and identify key areas for whole school training.
Priority 2	Support pupil ability to generalise and apply communication skills across different settings through structured off site and after school learning opportunities.
Barriers to learning these priorities address	Ensuring all staff understand: the impact on behaviour of delayed communications; how to adapt their communication strategies to make learning accessible for pupils and how to use resources to develop pupil independence.
Projected spending £34,228	£34,228

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	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.)	June 2021
Progress in Writing	Pupils achieve school based expected progress in writing. (Support pupils' ability to communicate their ideas independently through the provision of a range of resources including IT resources (Clicker 7, talking tiles and tablets)	June 2021
Progress in Mathematics	Pupils achieve school based expected progress in number, SS&M and U&A. (Support pupils' ability to communicate what thy know and understand through the provision of a range of resources including IT resources (Clicker 7, talking tiles and tablets)	June 2021
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 2021
Other: 1 Communication skills 2 Attendance	1 Pupils achieve school based expected progress in expressive and receptive communication. 2 Attendance of 95%+	June 2021 July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Wider strategies for current academic year

Measure	Activity
Priority 1	Introduction of text based home/school communication to share photos of achievements with parents/carers and encourage engagement with the Rainbow Awards targets for home learning.

Priority 2	Engage pupils in the after school programme to develop skills targeted through the Rainbow awards
Barriers to learning these priorities address	Pupils SEN and distance from home to school making regular communication and access to end of day/holiday opportunities challenging.
Projected spending	£34288

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	On-going professional development and induction programmes for new and often inexperienced staff.	Use of INSET days and additional cover being provided by senior leaders and some teacher time capacity created through placement of PGCE trainees
Targeted support	Sustaining regular interventions (staffing) and allocating appropriate distraction free areas often used by pupils in crisis.	Some capacity for teacher time capacity created through placement of PGCE trainees.
Wider strategies	Allocating enough time to the setting up of a new system for home/school communication and training of staff/ guidance for parents/carers.	Teacher meeting and INSET time creates capacity for the development of guidelines for teachers and parent/carers.

Review: last year's aims and outcomes

Aim	Outcome
Specialist speech and Language TA provision and training and associated resources. **Staff Training and other targeted training**	A training programme aimed at skilling groups of staff to meet the needs of specific learners has been rolled out. This includes Lego Therapy, Makaton, PECS and language for social interaction. Pupils are supported within the classroom where all staff understand pupil needs and share consistent approaches to supporting them. In addition a range of resources have been provided to all classes that will support communication, language and vocab development and writing. Pupils are becoming familiar with resources over time and becoming more independent when identifying what resources will support them to complete tasks and share their ideas.
Family Support programme	Training sessions linked to the termly Rainbow Award focus. The popular café

	style approach enabled parents/carers and pupils to experience a range of activities together. Feedback was positive and a number of parents/carers tried approaches successfully at home.
IT Equipment / software. **Continued use of subscription websites to support learning across the curriculum and outside of school**	Education City is used to engage pupils at home in games and activities to support the development of reading and other core skills. Other subscriptions - Purple Mash and Espresso support all areas of the curriculum and allow home access.
Behaviour reward scheme. **Attendance reward prizes / trips**	A highly motivating and responsive reward system engages pupils and supports positive choices and behaviour. Many pupils show the ability to defer gratification through saving and more able pupils take on roles and responsibilities that are rewarded and engage pupils in work experience.
Improvements to external learning environment.	High quality external learning and leisure resources are well maintained and regular inspection ensures continuous use. Forward planning enables high value projects to be financed. All groups of learners have access to appropriate and motivating equipment.
To provide a wide range of additional learning opportunities through subsidising offsite trips and activities. **To embed and extend extracurricular activities. Increased offer to cover the gap created by the cessation of the ESCC withdrawal of after school and holiday clubs, including transport, drivers and escorts**	Pupils engage in a broad range of visits that support the generalisation and application of skills and knowledge. Extended day trips are well established in UKS2 and include a week long residential and a London theatre trip. Trips for pupils with more complex needs support the generalisation of communication and independence skills. Enrichment opportunities take place after school on three nights. Pupils enjoy opportunities to e make friends and extend their range of interests whilst being supported by familiar and highly trained staff.
Subsidy of school tuck shop	All pupils receive a small snack. Choice is offered and healthy eating encouraged.
Purchase and provision of school uniform and clothing items to support access to education and attendance.	Swimming trucks effective for incontinent pupils are provided to ensure consistent access to swimming sessions.
Release of LAC funding to LA	An annual bid to the virtual school identifies resources to support engagement, progress and wellbeing of LAC pupils.