

William Law CE Primary School



Pupil Premium Strategy Report 2016-17

Pupil Premium Strategy Statement 2016-17

Number on Roll	Number of children eligible for Pupil Premium	% of the school cohort that are Pupil Premium	Pupil Premium Grant 2016/17	Date the plan was set	Last Updated	Date of Review
630	130	21%	£178,505	12/09/16	07/09/17	July 2017

General Context

- The Pupil Premium is a per-pupil payment, additional to main school funding, which is intended to address underlying socioeconomic inequalities between pupils.
- The Premium was introduced in April 2011 and paid to children eligible for free school meals (FSM pupils) in that year. From April 2012, this was replaced by the 'Ever6' measure i.e. it is paid for every pupil who has been FSM eligible at any point in the last six years. Pupils who have been looked after continuously for more than six months.
- The 2016/17 rate of funding remains at £1,320 per pupil, for children of armed service personnel will be £300 per pupil and £1,900 for Children Looked After and Post LAC (adopted).
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The main purpose of the grant is to diminish the difference between Pupil Premium pupils and Non-Pupil Premium pupils.
- New measures will be included in performance tables that will capture the achievement of pupils covered by the Pupil Premium.
- From September 2012, schools are also required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The purpose of related action is to narrow the disadvantage gap and raise the attainment of students from low-income families. We have focused the spending of this funding in five areas:

1. Interventions addressing Teaching and Learning
2. Interventions addressing underachievement in Literacy and Numeracy
3. Interventions addressing educational Support Needs
4. Interventions addressing emotional, social and behavioural needs

5. Interventions addressing financial hardship need

In the academic year 2016/17 William Law CE Primary will receive **£178,505** of Pupil Premium grant.

The performance of the Pupil Premium cohort will be improved by ensuring that classroom teachers are analysing data to identify issues, have rigorous plans in place to address under-achievement and by targeting interventions towards those pupils most in need.

William Law CE Primary Pupil Premium numbers per year group

Year	PP	PP+SEN	PP not SEN	Not PP
Reception	12	2	10	78
1	15	3	12	75
2	21	7	14	69
3	25	3	22	66
4	20	1	19	70
5	19	3	16	70
6	18	2	16	72
Totals	130	21	109	500

Pupil Premium and Non-Pupil Premium Gap Data

Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		
Year 1	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	23.4	24.41	-1.01	22.64	24.17	-1.53	23.2	24.41	-1.21
Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		
Year 2	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	29.9	30.39	-0.49	29.1	30.06	-0.96	29.76	30.42	-0.66
Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		
Year 3	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	34.54	36.37	-1.83	33.25	35.02	-1.77	34.5	35.92	-1.42
Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		
Year 4	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	40.95	41.9	-0.95	40.1	41.36	-1.26	40.2	41.5	-1.3
Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		

Year 5	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	43.15	47.45	-4.3	42.85	47.33	-4.48	42.55	47.35	-4.8
Year	Average Steps Scores			Average Steps Scores			Average Steps Scores		
Year 6	Reading			Writing			Mathematics		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
	50.61	53.32	-2.71	50.72	53.64	-2.92	50.72	53.43	-2.71

Barriers to Learning

Disadvantaged pupils at William Law CE Primary commonly face the following barriers to achievement:

In School Barriers

- A. Literacy and Numeracy skills, targeting those below the age expected standard
- B. Low self-esteem, aspirations and lack of resilience
- C. Learning behaviours to ensure rapid progress in all areas of the curriculum

External Barriers

- D. Social and Emotional concerns – inc Mental Health
- E. Poor parental engagement – inc maternal poverty in terms of resources for learning, space to work at home

Outcomes	Desired outcome and how they will be measured	Success Criteria	Impact
A	Continue to diminish the difference between PP and non PP students in progress and attainment.	<p>At the end of KS1, 2 and phonics screening for Pupil Premium to be 10% above the national average.</p> <p>On average the gap between pupil premium and non-pupil premium to be no higher than 2 points in reading, writing and maths.</p>	<ul style="list-style-type: none">• Phonics- 85% of children who were pupil premium passed the phonics screening in year 1. In 2016% nationally 83% of Pupil Premium children passed. This is due to closely tracking the children on a half termly basis;• At the end of key stage 1 pupil premium achieved the following; reading 77%, Writing 54% and

			<p>Maths 72%. This is roughly in line with national average date for 2016 except writing which is 16% below. At greater depth in 2017; reading 29%, Writing 29% and maths 29%. This was above the national average in 2016;</p> <ul style="list-style-type: none"> Disadvantaged children at KS2 still attain well below the national average when compared to 2016 data. GAPs in Yrs1-4 have continued to be no more than -2. In year 5 and 6 this is not the case with gaps still existing.
B	A wide range of teaching and learning behaviours for rapid progress.	All PP students make expected progress when they are at the expected age related standard or working at a greater depth. Those who are below the expected age related standard to make more than expected progress.	<ul style="list-style-type: none"> Lesson observations and monitoring demonstrate that learning behaviours are embedded into the practice of the school and this was highlighted as a strength at the last Ofsted Inspection April 2017.
C	Highly skilled staff, who are trained in learning powers, growth mindset and are able to teach in an engaging way. CPD to be focused around improvement areas based on monitoring and data.	<p>Teachers to observe and share good practice across the school and with other schools in the triad.</p> <p>6 Teachers to complete the Osiris Outstanding Teaching Programme.</p> <p>Teaching and Learning by the Spring term to be 80% good or better. In Summer 90% to be good or better. This is based on books, data, lesson observations and other monitoring.</p>	<ul style="list-style-type: none"> Within school there is an ethos of sharing good practice. Teachers did complete the Osiris outstanding teaching programme.

		Challenge and pitch to be a strength of Spring and Summer monitoring for Pupil Premium children.	
D	Increased parental engagement, to support parents understand how children learn in school.	<p>Each year group to have held 3 stay and learn sessions throughout the year. Play and Stay in Reception.</p> <p>90% of parents feel that they can approach the school with concerns.</p> <p>50% of pupil premium parents to attend CAFÉ programme or Webster Stratton Parenting course.</p>	<ul style="list-style-type: none"> • Play and stay sessions did happen 3 times a year. This year there will be an increased focus on a parent information session at the beginning of the stay and learn session. • Pupil premium parents were targeted for Webster Stratton and this was successful. There was more than 50% of PP parents.

Planned expenditure for the Academic Year. The following is the strategy and projected spending to address the above barriers to learning. It demonstrates how we will be using the funding to improve classroom pedagogy, provide targeted support and support whole school strategies.

Academic Support					
Objective	Approach/Actions	Expected Outcome	Actual Outcome	How the Money will be spent	Cost
<p>Develop literacy and numeracy strategies to close gaps in understanding</p> <p>Improve reading, maths, SPAG and phonics knowledge of children who are off track</p>	<ul style="list-style-type: none"> • Maths and English intervention programmes in place for small group work • Pupils identified for 1:1 tuition and intervention to be conducted • Use of question level analysis to identify gaps in knowledge for children. These gaps are then addressed through first quality teaching • Staff CPD to improve subject knowledge, delivery and teaching pedagogy 	<p>10% above the national average at KS1 and 2 for pupil premium attainment.</p> <p>Progress at KS1 and 2 to be in line or better than national progress for Pupil Premium pupils</p> <p>Pupil Premium GAP is closed within 2 points difference across the school in reading, writing and maths</p>	<p>Phonics- 85% of children who were pupil premium passed the phonics screening in year 1. In 2016% nationally 83% of Pupil Premium children passed. This is due to closely tracking the children on a half termly basis.</p> <p>At the end of key stage 1 pupil premium achieved the following; reading 77%, Writing 54% and Maths 72%. This is roughly in line with national average date for 2016 except writing which is 16% below. At greater depth in 2017; reading 29%, Writing 29% and maths 29%. This was above the national average in 2016</p> <p>Disadvantaged children at KS2 still attain well below the national average when compared to 2016 data</p> <p>GAPs in Yrs1-4 have continued to be no more than -2. In year 5</p>	<p>M6 teacher salary for group interventions £30,191</p> <p>£3,008 for learning resources and assessment tools</p>	<p>£33,199</p>

			and 6 this is not the case with gaps still existing		
<p>Develop high quality teaching and learning</p> <p>To ensure that all Pupil Premium pupils experience high quality teaching and learning</p>	<ul style="list-style-type: none"> High quality in-house CPD to be focused around priorities for improvement Sharing of good practice across the school SLT member to be responsible for Teaching and Learning and Team Teach in the classroom 	At least 85% of children are on track in reading, writing and maths across the school	Tracking indicates that at Key Stage 1 children are on track in reading and maths but writing remains an issue. At key stage 2 pupil premium children are well below 75%.	<p>£10,097 – Osiris Outstanding Teaching Intervention for 6 teachers</p> <p>£30,000 of CPD budget to enable classroom based staff to attend high quality CPD</p> <p>£19,369 HLTA to provide classroom cover to enable release for teachers to participate in CPD activities</p> <p>£31,288 – 80% of SLT members salary to team teach and focus on the quality of teaching and learning across the school</p>	£90,664
<p>Ensure accountability or all performance across the year</p> <p>To develop staff confidence in using tracking data to identify children who are falling behind</p>	<ul style="list-style-type: none"> All classroom staff to have a performance management target to close the attainment gap between Pupil Premium pupils and non-Pupil Premium pupils 	At least expected progress will be made for Pupil Premium children who are on track (6 points a year). Those who are off track will make more than expected	<p>In Reading 57% of children made expected and 22% more than expected.</p> <p>In Writing 49% of children made expected and 20% more than expected.</p> <p>In Maths 53% of children made expected progress and 17%</p>	<p>£2,500 Scholar Pack Online assessment tool</p> <p>2,500 Pixl gap analysis test package</p> <p>£3,500 Standard Tracker for online performance management and monitoring</p>	£19,300

	<ul style="list-style-type: none"> • Data system to provide clear information to help staff and SLT to monitor outcomes • 30 day improvement plans based on monitoring and data • Introduce an online system for performance management and monitoring, so that strengths and areas for development can easily be identified. This will allow more time to focus on action rather than working out data. 	<p>progress in reading, writing and maths.</p>	<p>made more than expected.</p>	<p>£10,800 – 20% of a member of SLT to be responsible for pupil performance data</p>	
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Equal access, social and emotional support, material barriers and aspirations					
Objective	Approach/Actions	Expected Outcome	Actual Outcome	How the Money will be spent	Cost
To increase involvement in Music Peripatetic lessons	Provide instrument lessons to disadvantaged children to boost their self-esteem and give them equal opportunity to access provision	Those showing interest and aptitude for music are able to have instrumental tuition	17% of pupil premium children accessed peripatetic lessons This still continues to be a focus	£1,500 providing payment to Peripatetic teachers	£7,401
Uniform	Each child who qualifies for Pupil Premium will receive one £30 uniform voucher	Equal opportunity of uniform. Children attend school with correct uniform, ready to learn.	All children had equal access of opportunity to the correct uniform. Noted in behaviour walk that all children were in correct uniform. This contributed to the exemplary behaviour at William Law.	£3,900 uniform costs	£3,633
Trips	All Pupil Premium pupils will have their educational visits paid for. This is to give them equal access of opportunity but also to support their academic studies	Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children	All children had equal access of opportunity to trips. GAPs in Yrs1-4 have continued to be no more than -2. In year 5 and 6 this is not the case with	£5,850 to pay for coach and costs associated with the visit	£3,520

			gaps still existing		
Swimming	Pay for the costs of swimming for all Pupil Premium pupils in year 4 and 5 as well as year 6 children who still can't swim by the end of year 5	All Pupil Premium pupils will be able to swim 25m by the end of Year 6	All children had equal access of opportunity to trips.	£2,200 swimming costs	£2,585
Residential visits subsidised	Pay half of the cost for residential visits for Pupil Premium children to ensure equality of opportunity. This will cover Gratham Water (Yr4) and Kingswood (Yr6)	Children will develop social and emotional skills as well as vital life skills.	All children had equal access of opportunity to trips.	£4,510 Residential Costs	£2,949
Learning Mentor for pastoral support	Supporting the emotional, social and mental health needs of children to enable them to be ready to learn	Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children	GAPs in Yrs1-4 have continued to be no more than -2. In year 5 and 6 this is not the case with gaps still existing	£20,979 – 1 learning mentor	£20,979
Learning Mentor for Parental Support	Early Help Assessments for families who need support. This will allow the learning mentor to prepare for the meeting, chair the meeting and put in place any support from external agencies. Parenting course training (Webster Stratton) for	Attendance for Pupil Premium children to be at least 95%. Improvement in learning attitudes of pupils when in school 90% of pupil premium parents believe the school is	GAPs in Yrs1-4 have continued to be no more than -2. In year 5 and 6 this is not the case with gaps still existing. Attendance for PP 2016/17 was 94.9% 94% of parents in	40% of a learning mentor	£8,390

	<p>learning mentors and for this to be delivered to parents 1 time a week during the Spring term.</p> <p>Coffee morning – to build positive relationships with parents. This will be held throughout the academic year every Friday by the learning mentor.</p>	supportive	<p>the survey Jan 17, commented o how they felt their child is well cared for</p> <p>96% of parents in the survey Jan 17, commented on how they are encouraged to engage with school</p>		
CAFÉ Programme	To engage Reception and Year 1 pupils' parents who are eligible for Pupil Premium. The sessions are used to model positive relationship building between parents and child. It also enables behaviour management strategies to be modelled.	<p>Improvement in learning attitudes of pupils when in school.</p> <p>90% of parents believe that school is supportive.</p>	<p>GAPs in Yrs1-4 have continued to be no more than -2. In year 5 and 6 this is not the case with gaps still existing</p> <p>94% of parents in the survey Jan 17, commented o how they felt their child is well cared for</p> <p>96% of parents in the survey Jan 17, commented on how they are encouraged to engage with school</p>	<p>£2,000 – 5% of SLT member to run the programme.</p> <p>£500 resources</p>	£2,500
Access of equality	To provide extra	Improve engagement in	Children have	£3,225 to provide	£3,225

	curricular support for outside clubs where a talent is identified.	school	equality of access to wider opportunities	gymnastic club , acting club as well as other resources for home	
				Total Spent	£198,347
				Total In	£178,505
					£19,842