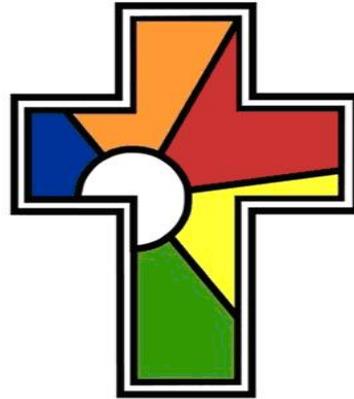


William Law CE Primary School



Pupil Premium Strategy Report 2017-18

Pupil Premium Strategy Statement 2017-18

Number on Roll	Number of children eligible for Pupil Premium	% of the school cohort that are Pupil Premium	Pupil Premium Grant 2017/18	Date the plan was set	Last Updated	Date of Review
628	132	21%	£172,740	01/09/18	11/06/18	Sept 2018

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 2017/18 William Law CE Primary received **£172,740** 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	Total	PP	PP+SEN	PP not SEN	Not PP
Rec	90	14	0	14	76
1	90	16	3	13	74
2	89	17	5	12	72
3	91	22	4	18	69
4	90	26	7	19	64
5	89	19	1	18	70
6	89	20	3	17	69
Totals	628	134	23	111	494

Pupil Premium and Non-Pupil Premium Gap Data 2017/18

KS1 & KS2 Data for Academic Year 2017/18

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
	23.12	24.11	-0.99	22.65	23.93	-1.28	23.82	24.44	-0.62
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
	28.24	30.33	-2.09	27.53	29.77	-2.24	28.29	30.37	-2.08
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
	34.91	35.53	-0.62	33.96	34.66	-0.7	34.78	35.75	-0.97
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
	38.62	40.82	-2.2	36.27	39.19	-2.92	38.65	40.37	-1.72
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
	46.3	47.67	-1.37	44.2	45.94	-1.74	45.5	47.32	-1.82
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
	51.2	54.39	-3.19	50.73	53.36	-2.63	50.4	53.73	-3.33

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	<p>Continue to diminish the difference between PP and non-PP students in progress and attainment.</p> <p>This will be achieved by;</p> <ul style="list-style-type: none">• Targeting children for the initiative achievement for all;• Using Pixl assessments to identify gaps in learning. This	<p>At the end of KS1, 2 and phonics screening for Pupil Premium to be at least the national average for Pupil Premium Children.</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">• Pupils have been identified for Achievement For All Programme. This is targeting the most disadvantaged and also targeting parents who usually don't engage in school. All 32 targeted families are engaging. An example of its success is a Pupil in Year 2 has now

	<p>then informs planning. This will happen 6 times a year;</p> <ul style="list-style-type: none"> • Use of Scholar Pack to track Core Subjects. This will happen 3 times a year; • Using Pupil premium funding to invest in CPD for staff so that the workforce is skilled in the teaching of these pupils; • Support interventions that need to be delivered by the TA or Teacher. 		<p>made expected for the end of key stage after being off track at the beginning of the year.</p> <ul style="list-style-type: none"> • In school gaps are closing compared to last year. They are all below -2 and the only exception is year 6; • Key Indicators suggest that further improvements are needed at Key Stage 1 to ensure the disadvantaged make better progress and attainment; • Pixl is now across Year 5 and 6. Pixl is starting to be used as a whole school model and will continue next year across the school as part of a fortnightly team meeting; • GAPs in learning are being identified but 5 times a year; • Achievement for All next year to focus on the impact of TAs and maximising their impact; • In year 6, the gap between pupil premium and non-pupil premium pupils for progress is closing in all subjects except writing. It is still not at 0 but is much better than previous years;
B	<p>A wide range of teaching and learning behaviours for rapid progress.</p> <p>This will be addressed through:</p>	<p>All PP students make expected progress when they are at the expected age related standard or working at a greater depth.</p>	<ul style="list-style-type: none"> • Progress rates for Pupil Premium are below the expected standard and are

	<ul style="list-style-type: none"> • The new approach to behaviour management; • Continuing to embed our growth mindset approach, learning powers and reflection across the school. 	Those who are below the expected age related standard to make more than expected progress.	<p>not accelerating at the last assessment point;</p> <ul style="list-style-type: none"> • The end of key stage 2 gap for progress is closing; • The end of key stage 1 attainment for pupil premium has risen but is still below the national average.
C	<p>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> <p>This will be addressed through:</p> <ul style="list-style-type: none"> • Targeted CPD in specifically addressing reading; • Osiris Outstanding Teaching Programme. 	<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> <p>Challenge and pitch to be a strength of Spring and Summer monitoring for Pupil Premium children.</p>	<ul style="list-style-type: none"> • Outstanding Teacher Programme was completed by 5 teachers. This was completed by the end of the Autumn Term;
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"> • Every year group has had three stay and learn sessions; • These have been received well by parents; • Parents fill in a short survey of qualitative data at the end of each session. This is used to plan the next session.

--	--	--	--

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. • Pixl in Years 5 and 6. Identifying key marginal children and delivering therapies. • Use of question level analysis to identify gaps in knowledge for children. These gaps are then addressed through first quality teaching. This will be done through Pixl or Cornerstones tests • Staff CPD to improve subject knowledge, delivery and teaching pedagogy 	<p>At 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>	<ul style="list-style-type: none"> • In school gaps are closing compared to last year. They are all around -2 and the only exception is year 6; • Attainment by the end of Key Stage 2 for combined reading and maths for pupil premium has risen but is still below the national average; • Attainment for reading, maths and SPAG has risen and is closing to national by the end of key stage 2 for disadvantaged; • Progress by the end of Key Stage 2 for disadvantaged is rising towards national and is at/above non-pupil premium pupils in reading, maths and spag; 	<p>M6 teacher salary for group interventions £33,824 (Staffing)</p> <p>£4,000 for learning resources and assessment tools (Teaching and Learning Resources)</p> <p>£2,500 Pixl assessments to identify gaps and deliver effective interventions (Assessment)</p>	£40,324

<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 	<p>At least 70% of children are on track in reading, writing and maths across the school.</p> <p>At the end of key stage 2 75% of children to be on track in R, W and M.</p> <p>At the end of Key Stage 1, 85% to be on track in R, W and M.</p>	<ul style="list-style-type: none"> • In all year groups except Year 4, all children are at least 70% in the individual subjects for reading, writing and maths; • Combined R, W and M is at 70% or above in Years 1 and 2 • Combined year 6 was 54%; • Combined across KS2 is below 70%; 	<p>£10,097 – Osiris Outstanding Teaching Intervention for 6 teachers. (CPD)</p> <p>£13,535 of CPD budget to enable classroom based staff to attend high quality CPD (CPD)</p> <p>£19,369 HLTA to provide classroom cover to enable release for teachers to participate in CPD activities (Staffing)</p> <p>£31,288 – 80% of SLT members salary to team teach and focus on the quality of teaching and learning across the school (Staffing)</p>	<p>£74,289</p>
<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 • Data system to provide clear 	<p>At least expected progress will be made for Pupil Premium children who are on track (6 points a year)</p> <p>Key Stage 2 progress is in positive figures</p>	<ul style="list-style-type: none"> • Pupil premium Target not on all performance management this year but will be in the academic year 2018/19; • Pixl is used to identify gaps and close these; • As of 2018/19, Pixl meeting will take place fortnightly in team meeting session; 	<p>£2,500 Scholar Pack Online assessment tool (Assessment)</p> <p>£3,500 Standard Tracker for online performance management and monitoring (CPD)</p> <p>£10,800 – 20% of a member of SLT to be responsible for pupil</p>	<p>£16,800</p>

	<p>information to help staff and SLT to monitor outcomes</p> <ul style="list-style-type: none"> Track performance management using an online tool, 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>Those who are off track will make more than expected progress in reading, writing and maths</p>	<ul style="list-style-type: none"> Progress by the end of Key Stage 2 is closing the gap to national and matching or exceeding non-pupil premium pupils within school. 	<p>performance data Staffing)</p>	
--	--	--	---	--	--

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. 30% of PP children receive tuition for music lessons	<ul style="list-style-type: none"> • 18% of PP take up extra music tuition; • More year 3 pupils as they were targeted; • September 2018 RM to target more pupils in ks1 and Year 4 to increase uptake. 	£2,873 providing payment to Peripatetic teachers (Equality of Access)	£2,873
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.	<ul style="list-style-type: none"> • All pupils have access to this and this is tracker and monitored for spending. 	£2,490 uniform costs (Uniform)	£2,490
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 gaps closed around -2.	£6,000 to pay for coach and costs associated with the visit (Trips)	£6,000

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	<ul style="list-style-type: none"> All pupil premium pupils went swimming. 	£2,336 swimming costs (Swimming)	£2,336
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 pupils who are disadvantage have access to half or full cost subsidy if required.	£3,000 Residential Costs Residential)	£3,000
Learning Mentor for Parental Support and pastoral 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. Supporting the emotional, social and mental health needs of children to enable them to be ready to learn Parenting course training (Webster Stratton) for learning mentors and 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 supportive. Attainment GAP for Pupil Premium children will be no more than 2 points different	<ul style="list-style-type: none"> Internal gap closing with the exception of Year 6, based on internal data; Attendance is 95.29% for Pupil premium Children. 	100% of a learning mentor (Staffing)	£20,975

	<p>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>	<p>from non-Pupil Premium children.</p>			
CAFÉ Programme	<p>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>	<p>Improvement in learning attitudes of pupils when in school.</p> <p>90% of parents believe their parenting is better after the sessions.</p> <p>90% of parents believe that school is supportive.</p>	<p>All parents felt supported by café programme</p>	<p>£2,000 – 5% of SLT member to run the programme. (Staffing)</p> <p>£500 resources (Teaching and Learning Resources)</p>	<p>£2,500</p>
Access of equality	<p>To provide extra curricular support for outside clubs where a talent is identified.</p>	<p>Improve engagement in school</p>	<p>Clubs do have a good representation from the pupil premium pupils.</p>	<p>£1,153 to provide gymnastic club, acting club as well as other resources for home (Equality of Access)</p>	<p>£1,153</p>
				Total Spent	£172,740
				Total In	£172,740