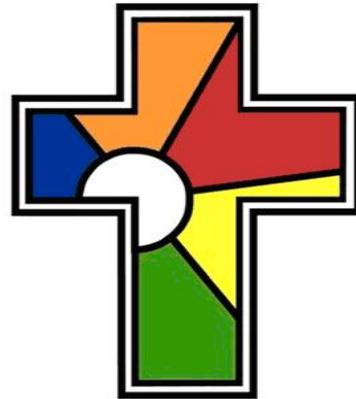


William Law CE Primary School



Pupil Premium Strategy Report 2018-19

Pupil Premium Strategy Statement 2018-19

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%	£166,280	01/09/18	23/10/18	April 2019

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 2018/19 rate of funding remains at £1,320 per pupil, for children of armed service personnel will be £300 per pupil and £2,300 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 **£166,280** 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	Boys	Girls	SEN	EAL	PP	PP+SEN	PP not SEN	Not PP
R	89	62	27	3	21	9	0	9	80
1	90	49	41	4	9	18	0	18	72
2	90	47	43	9	4	17	3	14	73
3	90	41	49	11	15	17	5	12	73
4	90	52	38	8	9	22	4	18	68
5	90	44	46	13	12	26	6	20	64
6	89	44	45	10	18	20	2	18	69
Totals	628	339	289	58	88	129	20	109	499

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 then informs planning. This will	<p>At the end of KS1, 2 and phonics screening for Pupil Premium to be at least the national average for attainment.</p> <p>The GAP between national for progress to continue to narrow at KS2. This is to be less or equal to -1;</p> <p>80% of teaching in writing to be at least good or better by Summer term</p>	<ul style="list-style-type: none">•

	<p>happen 6 times a year in year 2 and 6;</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; • Consistent approach to teaching core subjects; • Targeted CPD in specifically addressing writing; • Targeted pupils receiving 1:1 tuition across the school. 		
B	<p>Aspirations to be built into the KS2 curriculum.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> • Aspirations week in Year 6 after SATs; • Careers represented across topic work over the year. In each year group 3-5, at least one visit to a place where pupils can have a career. 		•
C	<p>A wide range of teaching and learning behaviours for rapid progress.</p> <p>Highly skilled staff, who are trained in learning powers, growth mindset and</p>	<p>All PP students make expected progress when they are at the expected age related standard or working at a greater depth.</p>	•

	<p>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"> Continuing to embed our growth mindset approach, learning powers and reflection across the school; Use of 'You are Awesome book' by Matthew Syed in Year 6 lessons to improve self-esteem and self-confidence with lessons delivered alongside through Pixl. 	<p>Those who are below the expected age-related standard to make more than expected progress.</p> <p>Learning journals show that pupils are reflective on their learning and know how to improve.</p>	
D	<p>To increase the knowledge and understanding of mental health of pupils in school.</p>	<p>Learning mentors- 1 being trained with mental health first aid. 1 attending CHUMs training on mental health and strategies to support.</p>	<ul style="list-style-type: none">
E	<p>Increased parental engagement, to support parents understand how children learn in school.</p> <p>This will be achieved by;</p> <ul style="list-style-type: none"> Stay and Learn 3 times a year; Parent volunteers on trips and in school to be representative of PP pupils; Achievement for all pupils to have completed structured conversations 3 times a year; 	<p>Each year group to have held 3 stay and learn sessions throughout the year. Play and Stay in Reception.</p> <p>Structured conversations for disadvantaged off track children to take place 3 times a year;</p> <p>90% of parents, who have structured conversations, feel that they can access support from school on how to support their children learn;</p>	<ul style="list-style-type: none">

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 across school. Identifying key marginal children and delivering therapies; • Pixl 38 weeks 3in3 used across the school for homework and SATs prep; • 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; 	<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>		<p>M6 teacher salary for group interventions £33,824 (Staffing)</p> <p>£8,000 for learning resources and revision guides- Revision guides, You are Awesome books(Teaching and Learning Resources)</p> <p>£2,500 Pixl assessments to identify gaps and deliver effective interventions (Assessment)</p> <p>£2,000 Talk for Writing Training for the Whole School (CPD)</p>	£46,324

	<ul style="list-style-type: none"> • Staff CPD to improve subject knowledge, delivery and teaching pedagogy; • Consistent approach to teaching maths, SPAG, Writing and Reading with regular opportunities to be exposed to test material; • Revision guides for Year 6 with homework tasks; • 1:1 tuition for identified pupils 				
<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. TA Swap • SLT member to be responsible for Teaching and Learning and Team Teach in the classroom; • MITRE project to skill up the implementation of 	<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>		<p>£10,000 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</p>	£60,657

	TAs through 'Achievement For All'			learning across the school (Staffing)	
<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 information to help staff and SLT to monitor outcomes 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>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> <p>Those who are off track will make more than expected progress in reading, writing and maths</p>	<ul style="list-style-type: none"> . 	<p>£2,500 Scholar Pack Online assessment tool (Assessment)</p> <p>£3,500 Standards Tracker for online performance management and monitoring (CPD)</p> <p>£10,800 – 20% of a member of SLT to be responsible for pupil performance data (Staffing)</p>	£16,800

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	•	£4,000 providing payment to Peripatetic teachers (Equality of Access)	£4,000
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.	•	£3,000 uniform costs (Uniform)	£3,000
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 Pupil premium chd to be taken to the following; <ul style="list-style-type: none"> • YrR,1 and 2 to be taken on a trip to the seaside • Yr3 and 4 a trip to the zoo • Yr5 and 6 a trip to the ice skating rink 	Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children. Boost the confidence and self-esteem of the pupils in question Increase the life experiences of the children so they build vocabulary and knowledge of the world.		£5,000 to pay for coach and costs associated with the visit and specific PP trips to the ice skating rink, Woburn Safari Park and the Seaside (Trips)	£5,000

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	• .	£3,000 swimming costs (Swimming)	£3,000
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.		£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	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		£2,00 of CPD budget for LM and safeguarding leads to attend training 100% of a learning mentor £20,975 (Staffing)	£22,975

	<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>	<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>£2,000 – 5% of SLT member to run the programme. (Staffing)</p> <p>£500 resources (Teaching and Learning Resources)</p>	£2,500
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>£2,000 to provide gymnastic club, acting club as well as other resources for home, OSC for 2 pupils (Equality of Access)</p>	£2,000
				Total Spent	£169,256
				Total In	£166,280
					£2,976