

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	08/10/19	N/A

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

Phonics

	Pupil Premium			Non-Pupil Premium			Difference		
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Year 1	88%	93%	84%	94%	93%	84%	-6%	-0%	-0%
Year 2	95%	88%	100%	95%	97%	97%	-0%	-9%	+3%

Key Stage 1

Expected Standard	Pupil Premium			Non-Pupil Premium			Difference		
Subject	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Reading	75%	67%	76%	84%	85%	81%	-9%	-18%	-5%
Writing	45%	50%	53%	79%	81%	76%	-34%	-31%	-23%
Maths	70%	67%	76%	84%	86%	81%	-14%	-19%	-5%
Combined R, W and M	35%	33%	47%	74%	75%	75%	-39%	-42%	-28%

Greater Depth Standard	Pupil Premium			Non-Pupil Premium			Difference		
Subject	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Reading	30%	11%	12%	41%	38%	39%	-11%	-27%	-27%
Writing	30%	11%	0	37%	24%	24%	-7%	-13%	-24%
Maths	30%	22%	18%	40%	46%	41%	-10%	-24%	-23%
Combined R, W and M	25%	11%	0%	30%	15%	16%	-5%	-4%	-16%

Key Stage 2

Expected Standard	Pupil Premium			Non-Pupil Premium			Difference		
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Subject	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Reading	37%	69%	65%	71%	82%	82%	-34%	-13%	-17%
Writing	63%	56%	59%	90%	71%	83%	-27%	-15%	-24%
Maths	47%	63%	53%	81%	73%	81%	-34%	-10%	-28%
SPAG	63%	69%	71%	78%	84%	79%	-15%	-15%	-8%
Combined R, W and M	32%	50%	35%	64%	55%	67%	-32%	-5%	-32%

Greater Depth	Pupil Premium			Non-Pupil Premium			Difference		
	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Subject	16/17	17/18	18/19	16/17	17/18	18/19	16/17	17/18	18/19
Reading	11%	6%	6%	21%	37%	32%	-10%	-31%	-26%
Writing	16%	0%	0%	31%	7%	19%	-15%	-7%	-19%
Maths	5%	0%	6%	24%	15%	22%	-19%	-15%	-16%
SPAG	11%	19%	6%	36%	29%	39%	-25%	-10%	-33%
Combined R, W and M	5%	0%	0%	8%	5%	13%	-3%	-5%	-13%

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"> ● At the end of key stage 1 phonics is at or above the national average overall and for pupil premium as a group; ● In reading and maths at key stage 1, for the expected standard, the gap between

	<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. 		<p>the pupil premium has significantly closed;</p> <ul style="list-style-type: none"> ● There still is the need for a focus at key stage 1 on writing both at the expected and greater depth standard for pupil premium pupils; ● Greater depth pupil premium needs to be a focus at key stage 1 for reading, writing and maths; ● The GAP for expected standard in SPAG has closed; ● There needs to be a continued focus on closing the gap for expected and greater depth pupil premium pupils at Key Stage 2; ● Writing, Maths and SPAG expected outcomes for pupil premium pupils have improved overall at key stage 2, but so have the non-pupil premium, meaning the gap still remains.
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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. 		<ul style="list-style-type: none"> • Aspirations week happened in the second half of the summer term;
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 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>All PP students make expected progress when they are at the expected age related standard or working at a greater depth.</p> <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>	<ul style="list-style-type: none"> • Pupils are regularly reflecting on their work in learning journals; • Rates of progress are still variable across the year groups and different subjects and this needs to remain a focus.

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"> • All learning mentors have attended the training mentioned. This has led to CHUMs supporting a group of children in school and a better understanding of the referral and threshold procedures.
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"> • All parents who had structured conversations stated that they felt more engaged and involved with the school; • Progress since the start of structured conversations has increased; • All stay and learn sessions happened; • All 32 structured conversations happened.

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 	<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"> • Key stage 1 achieved at least national outcomes for reading and maths; • Progress still remains an issue at key stage 1 and 2 from their previous key stage; • Over the last three 3 years the gap at key stage 2 for pupil premium, has continued to close in individual subjects but the rate of closure needs to increase; • Progress in reading and maths over the 3 years has continued to improve; • Progress in maths needs to be addressed. 	<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>	<p>£46,324</p>

	<p>Pixl or Cornerstones tests;</p> <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 	<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>	<ul style="list-style-type: none"> • Combined attainment, for the expected standard, at key stage 1, continues to improve and is at its highest level in the last 3 years. 47% achieved the combined; • At key stage 1 and 2 greater depth combined needs to be addressed for the pupil premium pupils. 0% 	<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>£60,657</p>

	<p>Teach in the classroom;</p> <ul style="list-style-type: none"> • MITRE project to skill up the implementation of TAs through 'Achievement For All' 	<p>At the end of Key Stage 1, 85% to be on track in R, W and M.</p>	<p>achieved the expected standard;</p> <ul style="list-style-type: none"> • Combined at key stage 2 for the expected standard is variable each year and needs to be addressed. 35% achieved the expected standard. 	<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>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 	<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"> • . This was a focus for performance management in 2018/19; • Outcomes were variable across year groups and individual subjects. 	<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>	<p>£16,800</p>

	time to focus on action rather than working out data.				
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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. 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.	• All pupils entitled received a uniform voucher.	£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; • YrR,1 and 2 to be taken on a trip to the seaside • Yr3 and 4 a trip to the zoo	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.	• Attainment at the expected standard continues to improve at key stage 1 and in key stage 2 within writing and spag	£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

	<ul style="list-style-type: none"> Yr5 and 6 a trip to the ice skating rink 				
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"> . 	£3,000 swimming costs (Swimming)	£3,000
Residential visits subsidised	<p>Pay half of the cost for residential visits for Pupil Premium children to ensure equality of opportunity.</p> <p>This will cover Gratham Water (Yr4) and Kingswood (Yr6)</p>	Children will develop social and emotional skills as well as vital life skills.	<ul style="list-style-type: none"> All pupil premium pupils attended. 	£3,000 Residential Costs Residential)	£3,000
Learning Mentor for Parental Support and pastoral support	<p>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.</p> <p>Supporting the emotional, social and mental health needs of children to enable them to be ready to learn</p>	<p>Attendance for Pupil Premium children to be at least 95%.</p> <p>Improvement in learning attitudes of pupils when in school.</p> <p>90% of pupil premium parents believe the school is supportive.</p>	<ul style="list-style-type: none"> Attendance was 95.34% for pupil premium pupils; During structured conversations all parents believed that they had a better relationship with school and had a better understanding 	<p>£2,00 of CPD budget for LM and safeguarding leads to attend training</p> <p>100% of a learning mentor £20,975 (Staffing)</p>	£22,975

	<p>Parenting course training (Webster Stratton) for 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>Attainment GAP for Pupil Premium children will be no more than 2 points different from non-Pupil Premium children.</p>	<p>of how to help their children learn.</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>	<ul style="list-style-type: none"> Parent engagement was better as a result of the CAFÉ programme. 	<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>	<ul style="list-style-type: none"> Pupils received the access to acting clubs and OSC. 	<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

