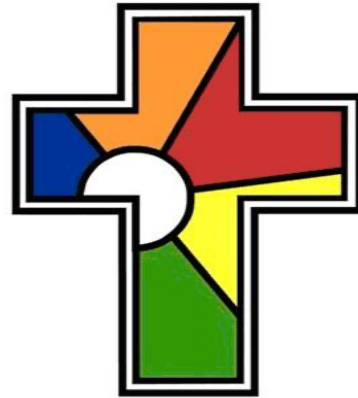


William Law CE Primary School



Pupil Premium Strategy Report 2020-21

Pupil Premium Strategy Statement 2020-21

Number on Roll	Number of children eligible for Pupil Premium	% of the school cohort that are Pupil Premium	Pupil Premium Grant 2020/21	Date the plan was set	Last Updated	Date of Review
613	147	24%	£190,990	02/09/20	10/05/2021	September 2021

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 2020-21 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 2020-21 William Law CE Primary received **£190,990** 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	78	39	39	1	25	13	0	13	65
1	83	45	38	4	0	17	1	16	66
2	88	54	34	5	18	16	1	15	72
3	93	52	41	7	11	31	3	28	62
4	93	49	44	9	8	20	2	18	73
5	90	41	49	8	13	25	4	21	65
6	88	53	35	9	11	25	4	21	63
Totals	613	333	280	43	86	147	15	132	466

Pupil Premium and Non-Pupil Premium Gap Data

Phonics

	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Year 1	88%	93%	84%	80%	94%	93%	84%	96%	-6%	-0%	-0%	-16%
Year 2	95%	88%	100%	91%	95%	97%	97%	95%	-0%	-9%	+3%	-4%

Key Stage 1

Expected Standard	Pupil Premium				Non-Pupil Premium				Difference			
Subject	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Reading	75%	67%	76%	71%	84%	85%	81%	76%	-9%	-18%	-5%	-5%
Writing	45%	50%	53%	57%	79%	81%	76%	76%	-34%	-31%	-23%	-19%
Maths	70%	67%	76%	68%	84%	86%	81%	81%	-14%	-19%	-5%	-13%
Combined R, W and M	35%	33%	47%	57%	74%	75%	75%	76%	-39%	-42%	-28%	-19%

Greater Depth Standard	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	30%	11%	12%	14%	41%	38%	39%	50%	-11%	-27%	-27%	-36%
Writing	30%	11%	0	7%	37%	24%	24%	27%	-7%	-13%	-24%	-20%
Maths	30%	22%	18%	14%	40%	46%	41%	45%	-10%	-24%	-23%	-31%
Combined R, W and M	25%	11%	0%	7%	30%	15%	16%	27%	-5%	-4%	-16%	-20%

Key Stage 2

Expected Standard	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	37%	69%	65%	75%	71%	82%	82%	80%	-34%	-13%	-17%	-15%
Writing	63%	56%	59%	63%	90%	71%	83%	84%	-27%	-15%	-24%	-21%
Maths	47%	63%	53%	67%	81%	73%	81%	81%	-34%	-10%	-28%	-14%
SPAG	63%	69%	71%	58%	78%	84%	79%	66%	-15%	-15%	-8%	-8%
Combined R, W and M	32%	50%	35%	54%	64%	55%	67%	81%	-32%	-5%	-32%	-27%

Greater Depth	Pupil Premium				Non-Pupil Premium				Difference			
	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*	16/17	17/18	18/19	19/20*
Subject												
Reading	11%	6%	6%	17%	21%	37%	32%	44%	-10%	-31%	-26%	-27%
Writing	16%	0%	0%	8%	31%	7%	19%	25%	-15%	-7%	-19%	-17%
Maths	5%	0%	6%	13%	24%	15%	22%	41%	-19%	-15%	-16%	-28%
SPAG	11%	19%	6%	21%	36%	29%	39%	53%	-25%	-10%	-33%	-33%
Combined R, W and M	5%	0%	0%	8%	8%	5%	13%	25%	-3%	-5%	-13%	-17%

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

External Barriers

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

Outcomes	Desired outcome and how they will be measured	School Provision	Success Criteria	Cost	Impact
A	Continue to diminish the difference between PP and non-PP students in	<ul style="list-style-type: none"> • Continuing with structured conversations and achievement for all profiles for 63 children; • Using Pixl assessments to identify gaps in learning. This then informs planning. 	<ul style="list-style-type: none"> • Structured conversations happen 3 times over the year; • 90% of parents feel supported in supporting their child to learn 	Pixl assessments, gap analysis, data analysis and resources £3,230 Teacher to provide first quality teaching and deliver	<ul style="list-style-type: none"> • Structured conversations have happened twice this year so far. Parents will be surveyed

	<p>progress and attainment.</p>	<p>This will happen at least termly across yr1-6;</p> <ul style="list-style-type: none"> • Use of Scholar Pack to track and analyse data for Core Subjects. This will happen 3 times a year; • Using GL assessment to track reading for years 2, 5 and 6 and spelling ages for years 2-6; • Use reading now assessment to track reading ages in year 1; • Implement Accelerated Reader into Year 3 and 4 to motivate, track and analyse reading engagement and progress; • Use Pixl to track the combined R, W and M; • Pupil progress meetings 3 times a year ensuring provision for pupil premium is catered for and delivered; • 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>through structured conversations;</p> <ul style="list-style-type: none"> • On average, pupil premium children to make accelerated progress in reading, writing, maths and SPAG; • Structured conversation children all make accelerated progress; • 67% of pupil premium children achieve the expected standard in reading, writing and maths combined at Key Stage 1; • 64% of pupil premium children achieve the expected standard in reading, writing and maths combined at key stage 2; • At least 90% of pupil premium children achieve 	<p>intervention as part of whole class provision</p> <p>£34,736</p> <p>GL Assessments for reading and spelling ages. Data analysis</p> <p>£4,697</p> <p>CPD to improve teaching and learning</p> <p>£25,000</p> <p>2x UPS3 teacher to lead English and maths in school driving improvement</p> <p>£7,162</p> <p>30% of SLT member to oversee and evaluate pupil progress meetings, structured conversations, parental engagement, data analysis and</p> <p>£26,102</p> <p>Accelerated reader to improve engagement with reading in</p>	<p>during the summer term;</p> <ul style="list-style-type: none"> • Children are making expected progress in all years with the exception of reading and writing in years 4 who need to make better progress; • Currently in Key Stage 2 61% on track in reading, 53% on track in SPAG and Maths. Writing needs further focus.
--	---------------------------------	--	--	---	--

		<ul style="list-style-type: none"> ● Consistent approach to teaching core subjects; ● Targeted CPD particularly addressing mathematics; ● Targeted pupils receiving 1:1 tuition across the school where needed; ● Year 6 revision guides to support home learning; ● Vocabulary to be at the centre of the new curriculum; ● New curriculum which is skills and knowledge focussed; ● Maths lead to support planning weekly through maths meeting; ● Moderation of writing 3 times a year internally, 1 time external for year 2 and 6; ● Standardisation of scholar pack grades by team/year group leaders using reading and spelling age assessments and Pixl assessments 	<p>the expected standard in phonics in year 1.</p>	<p>year 3 and 4, track and monitor progress.</p> <p>£5,657</p> <p>Maths consultancy work to get external support and validate of teaching and learning in maths</p> <p>£2,000</p> <p>English consultancy to support with writing moderation and training</p> <p>£450</p> <p>Admin support to ensure pupil premium funding is accessed by parents and distribute uniform vouchers</p> <p>£1,246</p> <p>Curriculum development to support teaching and learning SLT member 1-month salary</p> <p>£4,904</p> <p>Year 6 revision materials</p> <p>£546</p> <p>ScholarPack MIS to analyse data and record judgements</p>	
--	--	--	--	---	--

		<ul style="list-style-type: none"> • Work with consultants on writing in year 6; • Work with a maths consultant to improve outcomes for children; 		<p>saving time on teachers so they can focus on teaching and learning</p> <p>£6,161</p>	
B	<p>Learning attitudes and behaviours developed for all pupils</p> <p>Pupils have a high level of oracy skills which impacts on standards in writing</p>	<ul style="list-style-type: none"> • P4C silver award to be achieved. • P4C to be implemented into a range of lessons to encourage critical thinking and oracy skills; • Children to reflect 3 times a week in reflection diaries to encourage learning powers, growth mindset and metacognition; • 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. 	<ul style="list-style-type: none"> • P4C sessions happen throughout the curriculum; • Reflection diaries demonstrate children are encouraged to reflect 3 times a week; • Pupils spoken language in lessons is highlighted as a strength in the Summer term. 	<p>P4C silver award £1558</p> <p>You are Awesome books £539</p>	<ul style="list-style-type: none"> • RW Working through the P4C silver award; • You are Awesome covered by year 6; • P4C evidence collected by P4C lead; • Reflection now part of each lesson as part of the lesson structure.
C	<p>SEMH provision supports pupils effectively.</p>	<ul style="list-style-type: none"> • PSHRE taught at least weekly in line with new Sex and Relationships guidance; • Learning mentors to have groups of pupils for self- 	<ul style="list-style-type: none"> • Each learning mentor group evaluated after each 6-week period for impact; • Learning mentor groups are effective 	<p>UPS 3 teacher supporting nurture group of year 6 pupils £3,581</p> <p>Learning mentors support to support pupils SEMH</p>	<ul style="list-style-type: none"> • SEMH training now in the summer term because of Covid-19; • Group work has not

		<p>esteem, confidence, anxiety etc;</p> <ul style="list-style-type: none"> • Trained designated senior mental health lead in school; • PASS survey to be completed, analysed and intervention put into place to support pupils; • Nurture groups in years 6 with a teacher; • Forest School 	<p>at least 90% of the time.</p> <ul style="list-style-type: none"> • Nurture group evaluated using the STEW scale; • Nurture group shows improvement in SEMH each term; • Training for staff in supporting SEMH completed by Spring 2021; 	<p>£52,768</p> <p>Pass Survey to identify and measure pupils attitude to self and school</p> <p>£900</p>	<p>recommended but learning mentors have seen all children on their return to school after lockdowns following a survey.</p>
D	<p>Increased parental engagement, to support parents understand how children learn in school.</p>	<ul style="list-style-type: none"> • Targeted parent workshops focussing on supporting pupils with reading, phonics spelling and times table facts; • Materials sent home to support reading, spellings and times tables; • Structured conversation parents to over Zoom x 3 a year; • Uniform voucher for all children including house competition T-shirts to ensure that all parents are checked for eligibility for pupil premium; • Equal opportunity to access music lessons, out of 	<ul style="list-style-type: none"> • 90% of parents know how to support their children with their learning at home; • Pupil Premium children receive a £30 uniform voucher each; • Each year group targets 10 parents, who are not achievement for all to participate in a parental workshop (raffle for prizes if parent attends); • At least 35% of pupil premium children access music lessons; 	<p>Uniform costs and House T-Shirt to encourage uptake</p> <p>£7,100</p> <p>Club participation and extra-curricular support</p> <p>£2,000</p> <p>Music tuition to enable equality of access</p> <p>£8,000</p>	<ul style="list-style-type: none"> • Parent workshops not happened due to covid; • Structured conversations are happening over Zoom; • Uniform vouchers sent to PP children. Office encourage families to send; • Clubs not recommended; • 2 pupils access the

		school clubs e.g. drama, music, sports etc,	<ul style="list-style-type: none"> 10 pupils access extra-curricular provision either through OSC or community-based clubs. 		OSC provision.
			Total Spent	£198,338	

Action Plan- Pupil Premium

Areas of Improvement	Staff Responsible	Timescale	Resources	Monitored by	Success Criteria	Evaluation
Concrete and pictorial objects or images are used as part of maths lessons.	CF	Dec 2020	N/A	DS	Maths progress is good or better in all year groups	Autumn term progress was good or better in all year groups.
					Book looks identify that pictorial images and concrete apparatus is being used to support all learners	Aut- Still some inconsistency within year groups.
					Lesson Observations and learning walks identify this as a strength	Aut- Still some inconsistency within year groups
Assessment for learning moves learning on in maths.	CF	Mar 2020	N/A	DS	Self and peer assessment is happening in all classes. This will be evidenced in books	
					Book looks identify assessment for learning as a strength	
					Mathematical progress is good or better in all year groups	Autumn term progress was good or better in all year groups.

					Baseline assessments in maths, to take place at least 1 week before new unit, so that this can take account of prior learning and close gaps. End of unit assessments highlight progress.	Needs to be more consistent but cold-gold being used at the start and end of unit assessment.
					Misconceptions in books addressed by adults and learning is moved on. This is to be evidenced in book looks.	
High quality teaching and learning is planned for in maths through the identification of vocabulary, questioning, differentiation and challenge.	CF	July 2020	N/A	DS	CF to hold weekly planning meeting with the same teacher for each term. The focus will be on producing high quality planning	<ul style="list-style-type: none"> This is currently happening every Tuesday with key members of staff from each year group.
					Mathematical progress is good or better in all year groups	Spring term progress was good or better in all year groups.
					White Rose planning to be adapted to break learning down into the smallest steps	<ul style="list-style-type: none"> Training in staff meeting 16/11/2020 with clear modelling of how to apply this in planning. Training 08/03/21 updated staff on WhiteRose recap elements and slowing the learning down.
To close gaps in learning, new lesson format which	SLT	March 2020	N/A	DS and TC	New planning structure in place of recap-teach-practise-review	Aut- CC has formulated a working party and is devising this.

takes into consideration the learning process.						<p>Spr- New cycle trialled with year 5 and 3.</p> <p>Sum- Whole school approach to planning</p>
					<p>New planning supported by learning theories in relation to remembering and forgetting curves as well as retrieval practice.</p>	<p>Aut- CC has formulated a working party and is devising this.</p> <p>Spr- New cycle trialled with year 5 and 3.</p> <p>Sum- Whole school approach to planning</p>
					<p>Pixl assessments inform planning and 10-weekly plans</p>	<ul style="list-style-type: none"> • Pixl 10-week plans in place from baseline assessments; • QLA from baseline has informed planning
					<p>Accelerated progress in reading, writing and maths from baseline assessments</p>	<p>Aut- most year groups are making accelerated progress. 1 year group is making good progress in writing.</p>
					<p>Focus on high quality teaching and learning in the classroom with adults working with groups to move learning on</p>	
Ensure that structured conversation provision is	DS	Dec 2020	N/A	TC	<p>Pupil voice identifies that A4A children are being supported in the classroom.</p>	<p>DS complete pupil voice in Aut 2020. Results were shared with staff via email. Needs further monitoring in the summer term</p>

consistently happening in the classroom					Parent voice identifies that A4A is supporting parents to support their children in learning.	
					Monitor structured conversation meetings and provision via learning walks and drop ins.	Monitoring sampled after spring data drop. Provision shared via email for a great lesson.
Parental engagement to be improved to support pupils learning.	DS	July 2021	N/A	TC	10 children, who are off track, in each year group identified for support with parental engagement and learning.	
					Each year group to deliver 2 x parental workshops on either reading, phonics, multiplication facts etc.	
					90% of parents state that have attended the workshops state that school has supported them with their child's learning.	
Ensure that data is consistent so that progress can be measured accurately.	Year group leaders and HE	Dec 2020	N/A	DS	Writing exemplification in place for each year group using national key stage 1 and 2 portfolios	
					Writing exemplification for years R, 1, 3, 4 and 5 are in place to support assessments	

					Every term each team to moderate writing DS to support year 4, CC to support year 3, TC to support year 6	
					Year 6 supported by local authority advisor in moderating writing and recognising	
					Year group leaders to standardised scholar pack grading	
Provision for pupils is in place and is effective in raising the attainment and progress of all pupils					Monitoring of pupil progress meetings holds teachers to account	JP and DS look at this during pupil progress meetings
					Monitoring of A4A profile meetings holds teachers to account	
					Classroom provision for pupils is highlighted as a strength in spring term monitoring	
					Pupil premium identified as a target for performance management purposes for teaching staff. Team leaders to have targets related to whole year group outcomes.	

					Progress in reading, writing and maths is good or better	Aut- In autumn term this was achieved.
Opportunities for core subjects to be developed through foundation subjects.	GD	Dec 2020	N/A	DS and TC	Evidenced in topic book looks each term	Year 5 were strong in the spring term Year 1 and 4 strong in autumn term Needs further embedding in spring term and return to school.
					Progress in reading, writing and maths is good or better	Aut- In autumn term this was achieved.