

Pupil premium strategy statement (primary)

1. Summary information					
School	St. William's Primary School				
Academic Year	2017/2018	Total PP budget	£108,960	Date of most recent PP Review	Sept 2017
Total number of pupils	415	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Jan 2018

2. Current attainment			
	All pupils	Pupils eligible for PP (your school)	(national average)
% achieving expected standard in reading, writing and maths	56%	43%	61%
% making progress in reading	-0.9	-4.6	
% making progress in writing	-1.9	-4.4	
% making progress in maths	-2.9	-6.9	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Historically the progress of disadvantage pupils who have low starting points do not make sufficient progress by the end of KS2. We are not closing the gap quickly enough.
B.	The percentage of children passing the phonics screening test at the end of Year 1 continues to be slightly below the National.
C.	The percentage of children achieving greater depth at KS1 is significantly below national average. This prevents sustained high achievement in KS2.
D.	Historically the lack of parent engagement between home and school has been low. This prevents structured conversations and joining up the support between home and school.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	The attendance for last year's Year 5 children eligible for PP was 92.29% (slightly below the target for all children of 96%)

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Higher percentage of pupils eligible for PP achieve the expected standard in the Phonics screening test and is in line with other pupils. Phonics assessments checked every term and additional support is given as necessary.	Percentage of children who pass the phonics test is in line with national 81%.

B.	Higher rates of progress across key stage 2 for children with low prior attainment and middle prior attainment in Maths. – termly assessments analysed, discussions with class teachers during progress meetings.	Pupils eligible for PP with low prior attainment in maths make as much progress as ‘other’ pupils identified with similar prior attainment. Measured in Yr3, 4, 5 and 6 by teacher assessments and moderation practices established alongside other schools.
C.	Higher percentage of pupils achieving the standard of greater depth at KS1 and 2 in all subjects. Termly assessment analysis looks closely at children working at greater depth or on track to meet this standard. Teacher assessments discussed with teachers during progress meetings. Training provided for staff on what Greater Depth looks like and how we can get our children to reach the standard.	Higher percentage of pupils achieve the standard of greater depth in reading, writing and maths. Pupils that achieved exceeding in EYFS achieve greater depth at KS1. Children who achieved L3/Greater depth at KS1 are still on track to reach greater depth at the end of KS2. Monitored through progress meetings and moderation meetings.
D.	Increased attendance for pupils eligible for PP. – measure attendance every half term and take actions to address as necessary.	Overall PP attendance improves from 92.29% to 96% in line with national expectation.

5. Planned expenditure

Academic year

2017/2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A – D Consistent Thrive approach will ensure that the above desired outcomes are supported to be achieved. If children are in the right place to learn, progress can take place.</p>	<p>Continue the work with Thrive started last year. Continue to develop the trained practitioners to deliver further support for all staff. Further upskill TAs in class to provide children with a consistent approach from all adults.</p>	<p>Increased percentage of children demonstrating anxieties which are affecting their capacity to learn. Thrive is a proven programme to support children with emotional difficulties and gives a structured approach to help them cope with emotional development. Develop all staff understanding of the Thrive approach and what this looks like on a daily basis for all children to help support learners who demonstrate barriers to their learning/behaviour.</p>	<p>Trained staff continue to develop their roles through further training. Further training for all staff and within separate groups to focus on the different roles. Designated staff meeting time will be allocated following training sessions to share with wider school community. Use of online materials supports the implementation of the thrive approach in all classes.</p>	<p>Inclusion lead and Pastoral leads</p>	<p>Review January 2018.</p>
<p>A – D Culture in the school demonstrates one of positively, kindness and honesty – promoting the school's values and 7cs.</p>	<p>Inclusion lead to review behaviour policy with all staff to reflect the school's values and promote positivity with regards to pupil's behaviour. Use of Steps approach to upskill staff in their use of language with pupils and role modelling with staff. Also used for targeted support for children struggling to cope in mainstream.</p>	<p>Through pedagogy – the school values relationships with staff and pupils as a high priority to ensure maximum progress in learning. Through the use of Steps and promoting a positive approach to behaviour will impact on how learners feel about themselves and their role in school.</p>	<p>Step on training for all staff, including MSAs. Tutor training carried out for Inclusion lead in school. Step Up training provided for staff members working closely with particular children. Conversations with children take place each half term – including questioning on how they learn in the classroom and what motivates them to achieve.</p>	<p>Inclusion lead, Head teacher and Pastoral leads</p>	<p>Review January 2018</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Ensure all children have the same experiences as their peers.	Subsidising the cost of school visits both day trips and residential visits	Giving children a wider experience of school life – through experiencing residential trips.	Evaluation at SLT level. Ensuring highest percentage of children access educational visits. Use of pastoral lead to approach parents of children not intending to participate in educational visit.	HT/DH and Office Manager	Termly
B Increasing the percentage of children that achieve the expected standard in mathematics	Additional maths intervention available to children to support the attainment and progress at the end of KS2.	Reflecting on the results from the previous academic year, children need to have more exposure to mathematical concepts and develop increased fluency. We are noticing improved calculation skills from pupils being exposed to strategies earlier on, however this is not having a higher enough impact, especially for our PP. Additional sessions would give opportunity for this.	Qualified teachers undertake the booster sessions. Observations of booster sessions to ensure correct pitch.	Maths lead and DH	Every six weeks – end of each half term.
A – C Increase the percentage of children attaining the expected standard at their appropriate year group, resulting in higher attainment at both the end of KS1 and KS2.	Employment of additional HLTA intervention support in KS1 and KS2 Specific intervention time – social, writing, reading and maths. HLTAs linked to Year Groups to provide intervention, both planned programmes such as Fresh Start and responsive teaching.	HLTAs linked to year groups who also work in the year group, give a much more joined up approach. The adults know what the children are working on and can provide targeted support whether that be pre teaching or responsive teaching. The intervention that takes place can then be reinforced back in the classroom as the consistency of adults is maintained. Evidence from Sutton trust shows that targeted feedback and same day intervention can increase progress significantly. This is also the approach that Singapore take – children receive same day intervention if they haven't mastered a concept taught that morning.	Performance management of the HLTAs to ensure that they are able to carry out their duties and to good effective. Appointment of phase leaders from Sept 2017 can ensure a joined up approach across two year groups and ensure time is used effectively and flexibly. Intervention plans are rigorous and are reviewed every 6 weeks with starting points and outcome data.	Performance management reviewer/ SENCo/Phase leads/DH	Every 6 weeks – review of intervention programmes being carried out.

	Reading buddies All identified children are placed with an adult in school to support them with their reading.	Children will have designated 1:1 reading support on weekly basis in addition to first class teaching. Discussion around reading and expanding the child's reading range will improve vocabulary and understanding.	Reading lead to monitor implementation. Monitor the progress of reading for children with reading buddies. Discussions with the children on their thoughts on reading since having 1:1 reading buddy.	Reading lead.	Termly
A – D	Mentoring Child has adult assigned to them to engage in their learning. Take an interest in what they are learning and spend time talking through what they have achieved/had success and are working on.	EEF toolkit states that effective verbal feedback and mentoring can have significant improvement on attainment and progress. By giving children 1:1 feedback and support can increase a child's self-esteem and encourage their growth mind-set.	Regular mentor meetings to check on progress of engagement with child – what is currently being worked on and what has been achieved, including any barriers to their learning.		
D Increase attendance of our vulnerable families.	Shining Stars – our before and after school club to offer sessions to families who need support	By offering short notice use of Shining Stars we are able to support families with wrap around care. If wrap around care can be offered to families it can often reduce the need for keeping a child off school.	Monitoring attendance half termly. Keeping the lines of communication open with parents.	HT Shining Stars/Nursery lead.	Half termly.
A	Children with PP are accessing the nursery. Siblings of children attending St. William's are approached to use the nursery.				
Increase progress for vulnerable children in school who have significant gaps in their learning.	Focused tutoring – precision teaching. Planned to teach specific gaps in child's learning.	Child is working considerably below peers. Precision teaching is needed to both engage child in learning and also close the widening gap in attainment.	Monitoring the planning of agreed sessions. Monitoring outcomes through evidence in book and assessments carried out.	Assessment and progress lead SENCo	
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
A – D	Structured conversations Teachers are regularly holding progress meetings with all parents. To engage all parents and also have the child present to discuss their learning and what they are working on, to ensure the child sees their part in their learning. DH/Senior leaders to be involved in meetings to give challenge and support.	The school has moved away from the traditional parent evenings and giving parents' opportunities to come in on a regular basis at the start of the schools day. This can also include the child to talk through their learning. This can result in higher quality conversations. Teachers have less parents to see each week compared with a significant amount on an evening after a day of teaching.	Teachers to monitor meetings with parents and actively seek out parents to make alternative arrangements when appointments can't be kept. A designated time after school every six weeks allows catch up appointments to be made.	HT	Termly Jan 2017

6. Review of expenditure			
Previous Academic Year		2016/2017	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Successful Thrive approach will ensure that the above desired outcomes are supported to be achieved. If children are in the right place to learn, progress can take place.	Two TAs to be trained and deliver training to staff in the Thrive Approach. Designated staff to carry out Thrive sessions with specific children with concerns.	Successful completion of trained members of staff, including higher level of training to the two lead practitioners in school. All staff access the online assessment tool to identify children who would benefit from Thrive sessions. This included both children eligible for PP and children who do not but were raised using the assessment online tool. Regular sessions were carried out with specific pupils and impact is shown in a variety of ways including their repeat online Thrive profile.	The school will be continuing with the Thrive approach – building on the practice developed this year. Further updates will be given to staff by the two lead practitioners. Many staff feel they need more tools to use on a daily basis, such as using specific scripts with children. The two leads in school are also working more closely with the pastoral lead in school and SLT to ensure that children are correctly prioritised to the time available.

<p>The pedagogy of growth mind-set is evident in all aspects of the school. Children are motivated to learn and as a result take ownership over their learning. They believe all can achieve with effort and practice.</p>	<p>Growth Mindset Barry Hymer conference at TSA with cluster of schools. All stakeholders to attend. Develop wider understanding of the relationships we make with children and the impact of our behaviours.</p>	<p>All children, including children eligible for PP talking positively and confidently about growth mindset. All classrooms have clearly displayed growth mindset terminology and the school's 7Cs are routinely taught and celebrated through celebration assembly and classroom practice.</p> <p>Focus weeks such as Inspirational Maths Week had a positive impact on the views of maths for children and their parents. Open afternoon for parents to come and share maths challenges with their children.</p>	<p>The school now aim to continue to embed the language and practice of growth mindset. Focused weeks are continuing such as Inspirational Maths week and the school are also working on 6 weekly action plans which aim to focus on one aspect closely – e.g. Autumn term will be Handwriting and presentation and growth mindset will be behind the development and progress of this area.</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Access for all.</p>	<p>Subsidising the cost of school visits both day trips and residential visits</p>	<p>All pupils attended school visits if they wanted to. No child did not attend a trip due to financial costs.</p> <p>Children not eligible for PP were also impacted as by having conversations with parents and children about their reasons for not wanting to go on residential trips – it enabled other children to attend who had previously made the decision not to attend.</p> <p>Recent visit to Derbyshire in Nov 16 – children commented on how they didn't know places like this existed.</p>	<p>Continue to ask questions and explore potential barriers for children and parents.</p> <p>As a school we are passionate about enabling all children to attend extra-curricular activities and will continue to work with our parents to make all trips possible. This includes developing payment plans with some families.</p>
<p>Increasing the percentage of children that achieve the expected standard in mathematics</p>	<p>Additional maths intervention available to children to support the attainment and progress at the end of KS2.</p>	<p>The percentage of children achieving expected standard increased from 2016 to 2017 by 47% in 2016 to 71% in 2017.</p> <p>50% of the PP group (14) achieved expected in maths.</p>	<p>Analysis of data showed that of the 12 pupils in last years' cohort eligible for PP and have progress data – about 40% of pupils were not here in KS1. This shows us that we need to act quicker to assess the standard on entry.</p>

<p>Increase the percentage of children attaining the expected standard at their appropriate year group, resulting in higher attainment at both the end of KS1 and KS2.</p>	<p>Employment of additional HLTAs intervention support in KS1 and KS2 Specific intervention time – social, writing, reading and maths. HLTAs linked to Year Groups to provide intervention, both planned programmes such as Fresh Start and responsive teaching.</p>	<p>Improved results for both PP and other groups compared to previous year. Children eligible for PP who achieved the expected standard in reading, writing and maths rose from 8% to 43%</p>	<p>Model is to be reviewed and adapted, learning from lessons last year and strains in other areas. HLTAs to be linked to phase leader appointments and to allow them to deploy the interventions in the most appropriate way.</p> <p>We need to work further as a staff team on how we manage both pre teaching strategies and responsive teaching to manage misconceptions in the classroom.</p> <p>As above – we need to work more closely on progress of children eligible for PP. They are making accelerated progress within years but this is not seen consistently across the key stage.</p> <p>Our focus for next year, including incorporating into our cycle of performance management reviews is to look at pupils aiming to reach greater depth and the barriers stopping them reaching those milestones.</p>
<p>Develop a love of reading in school with all children – enhance the provision of reading in school, when not always achieved at home.</p>	<p>Reading buddies All identified children are placed with an adult in school to support them with their reading.</p>	<p>Small pockets of engagements and positivity around reading seen in the school. Also developed further relationships between adults and children in other year groups in the school.</p>	<p>Reading buddies – were a mixture of success. We have learnt that more careful thought needs to be given to deployment of buddies and that not all staff were able to meet with their child as regularly as others. The new reading lead in school will be developing this approach more consistently in 2017/2018.</p>
<p>Improve metacognition in pupils' attitudes to learning.</p>	<p>Mentoring Child has adult assigned to them to engage in their learning. Take an interest in what they are learning and spend time talking through what they have achieved/had success and are working on.</p>	<p>Children who accessed additional support in maths and had high quality reading buddy time resulted in more of an interest being taken in their learning as a whole.</p> <p>The school didn't achieve its intended goal due to other commitments last year. (2016/2017)</p>	<p>Appointment of mentor in school – however due to needs in school, she was deployed elsewhere. This is going to be further developed in 2017/2018</p>

Increase attendance of our vulnerable families.	Shining Stars – our before and after school club to offer sessions to families who need support	The option of shining starts was used much more for families to access on an ad hock basis – relationships were developed which resulted in higher attendance of pupils eligible for PP.	Shining starts continues to be a stable resource for many while at the same time being available for last minute bookings. It is staffed by St. William's members of staff allowing flexibility. All bookings are made through the office which means they are centrally managed and controlled. A link SLT member of staff works closely with the manager of the before and after school club.
Develop family relationships – build community around school.	Children with PP are accessing the nursery. Siblings of children attending St. William's are approached to use the nursery.	Reception year was oversubscribed for Sept 2017. Many families that attended the nursery gained places for Reception. This meant that handover into Reception was much more smooth this year and already the impact of this has been noted by the Reception team.	The nursery has had an extremely positive start and we are continuing to build on this success as well as look at further ways to bring Reception and Nursery working more closely to aid the transition for many.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Informing parents of the progress and attainment for their child on a regular basis.	Structured conversations Teachers are regularly holding progress meetings with all parents. To engage all parents and also have the child present to discuss their learning and what they are working on, to ensure the child sees their part in their learning. DH/Senior leaders to be involved in meetings to give challenge and support.	The change in the way parent meetings are managed have been well received by both parents and staff. 90% of all parents meet with teachers each half term and where parents do not attend, alternative appointments are made. Children also attend the meetings on a regular basis and forma big part of acknowledging their progress and next steps. There has been a significant rise in the number of parents attending these meetings compared with traditional parents' evenings.	Both parents and staff have welcomed the new approach and will continue to use this in 2017/2018. We have learnt that for some of our families it is important for us to be tenacious in our approach to get them into school to discuss their child's progress, however this is a small number and teachers will often use other opportunities to engage with parents, such as through sharing learning sessions alongside their child, or phone calls home. Senior leaders have not been used as much with progress meetings but with the release of both the DH and SENCo next year, this will give more opportunity to attend meetings with parents.