

Pupil premium strategy statement (primary)

1. Summary information					
School	St. William's Primary School				
Academic Year	2018/2019	Total PP budget	£94,120	Date of most recent PP Review	Sept 2018
Total number of pupils	404	Number of pupils eligible for PP	73 (18%)	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
	All pupils	Pupils eligible for PP (your school)	(national average)
% achieving expected standard in reading, writing and maths	55%	23%	64%
% making progress in reading	-1.2	0.7	-0.7 (2017 data)
% making progress in writing	-2.8	-3.7	-0.4 (2017 data)
% making progress in maths	-2.8	-2.7	-0.6 (2017 data)

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 below the National.
C.	The progress of learners achieving progress of 0 or above is lower than expected. Children attain well at the end of EYFS and KS1 but do not progress enough at KS2.
D.	The attainment of children achieving expected across all three subjects at KS2 is not high enough. Too many children are miss out on one subject, causing the whole percentage to decrease.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Average attendance for the group in 2017/2018 was 94% Pupil Premium persistent absence for last academic year was 25% which the school wants to actively challenge.
4. Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria

A.	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.
B.	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%.
C.	Teachers are more confident in knowing how to achieve good progress for all their learners, including children who qualify for the pupil premium allocation.	Average progress of all children is closer or above 0 at the end of KS2. The disadvantage group’s progress is also close to or above 0. Individual children achieve progress of 0 or above.
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 94% to 96% in line with national expectation and the persistent absence is significantly decreased.

5. Planned expenditure

Academic year

2018/2019

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?
Attainment and progress are increased across the school, particularly at KS2.	Pivotal training – whole school behaviour model. Ensuring relationships are built to allow for deep learning to take place.	Following training given to the head teacher and SENCO. Proven strategy of building positive relationships between children and adults has a positive effect on educational outcomes.	Whole staff training session in September, including MSAs to ensure message is received by all. Follow up sessions with small groups to share messages. Regular teacher and TA meetings discussing practice/reflections. Use of Paul Dix's book "When the adults change" to support the implementation of the behaviour policy.	SENCO	Ongoing. Reviewed at Jan – staff reflections.
Children have access to up to date technology. Enhancing the curriculum to engage and motivate.	Interactive screens in all classrooms.	Up to date access to technology in all classrooms ensures that classrooms are responding to the modern world and preparing children for the outside.	Implementation of screens over Summer 2018. ICT coordinator to give training to all staff on how to use system and enhance the school curriculum.	ICT coordinator	Termly review of impact of use.
To ensure that children with lower prior attainment and on the SEN register are supported to make progress.	Use of systems such as Lexia and clicker to support additional learning.	The use of targeted support can have a positive impact on children's attainment.			
	Pastoral leads/Behaviour mentor appointed				
	Phase leader release time				

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
Increasing the percentage of children that achieve the expected standard in mathematics	Reduce Y6 group sizes in order to target needs more specifically to individual academic and holistic needs.	Rationale: We recognised that some disadvantaged children in Y6 had low self-esteem in relation to their maths skills and needed to develop a growth mind set to maths. These children required an 'over-learning' approach to improve their arithmetic skills. By reducing the group sizes, we also aimed to target the needs of those disadvantaged pupils who required more challenge in order to exceed national expectations.	Qualified teachers undertake the daily maths lessons, additional teacher to take the third group.	Maths lead and DH	Every six weeks – end of each half term.

<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 HLTA intervention support in KS1 and KS2 Specific intervention time – social, writing, reading and maths. TAs use to provide intervention/cover supervisor role to enable teachers to carry out pre teaching, responsive teaching</p> <p>Planned programmes such as Fresh Start and responsive teaching.</p>	<p>TAs in classes can have direct impact in the classroom. Adults in the class 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.</p>	<p>Performance management of the HLTAs/TAs to ensure that they are able to carry out their duties and to good effective.</p> <p>Appointment of phase leaders from Sept 2017 continue to ensure a joined up approach across two year groups and ensure time is used effectively and flexibly.</p> <p>Intervention plans are rigorous and are reviewed every 6 weeks with starting points and outcome data.</p>	<p>Performance management reviewer/ SENCo/Phase leads/DH</p>	<p>Every 6 weeks – review of intervention programmes being carried out.</p>
<p>Develop oracy across the school and increase reading attainment across the school. Ensuring all children become fluent readers by the end of Primary School.</p>	<p>Reading buddies All identified children are placed with an adult in school to support them with their reading.</p>	<p>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.</p>	<p>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.</p>	<p>Reading lead and English lead.</p>	<p>Termly</p>
<p>Develop academic buoyance across the school, targeted with specific individuals.</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>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.</p>	<p>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.</p>		

Increase attendance of our vulnerable families.	Morning contact of children identified, office staff challenging attendance more on the front line as well as assessment lead to challenge families. Continue to offer Shining Stars – our before and after school club to offer sessions to families who need support	Through developing good relationships with our families, the school feel more confident to challenge when things are not good enough for their child. 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/Assessment lead. Involving pastoral leads when established relationships have been formed.	Half termly.
Continue to work with families and help support the transition to Reception.	Actively approach families to access the school's nursery. Siblings of children attending St. William's are approached to use the nursery.	The earlier children arrive in educational settings the more opportunities they can be given to develop emotionally and socially through exposure of vocabulary and widening their experiences.	Meetings with Nursery Lead and Gov link – monitoring of numbers and families with nursery age children.	Nursery Lead	Jan 19.
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. Intervention programmes such as SNIP	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	Dec 18.

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?
Continue to build strong relationships with families and ensure regular feedback is given to parents around child's academic achievement.	Structured conversations Teachers are regularly holding progress meetings with all parents. To engage all parents and also have the child present to	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 school's day. This can also include the child to talk through their learning.	Overview of aims of each meeting drawn up and shared with teachers and parents to ensure consistency across classes and to ensure meetings are rigorous. Teachers to monitor meetings with parents and actively seek out	HT/DH	Ongoing. Drop in observations throughout the year to ensure consistency.

	<p>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.</p>	<p>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.</p>	<p>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.</p>		
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6. Review of expenditure			
Previous Academic Year			
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)
<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>Thrive has continued to be implemented over the past academic year. Regular Thrive sessions take place with identified children. Improved communication with vulnerable families, helping to react to situations appropriately and support children. Increase in Family Support Plans in place. Pastoral leads support staff in assessing the need of the children in their class, using the website for resources. As part of the behaviour review, staff are consistently using more scripts with children and use of restorative conversations are improving.</p>	<p>Thrive continues to be at the heart of what we do at St. William's Primary School. In the next academic year, the school will focus on how Thrive and Pivotal support each other.</p> <p>Next academic year, it is important to bring more discussion back around Thrive, particularly around the use of the online materials. Are we being as effective as we could be outside of the discrete Thrive sessions?</p>

<p>A – D Culture in the school demonstrates one of positivity, 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>Behaviour has at times been challenging over the last academic year. The use of weekly certificates for every child has promoted a culture of positivity.</p> <p>Two members of the SLT have heard Paul Dix (Pivotal training) speak and have discussed with staff how this will feed into our policy.</p> <p>The majority of the school demonstrate the school's values and 7cs.</p>	<p>Behaviours for learning will become a key focus for the school's SDP in September. All staff will be involved in the Pivotal training event in September, including lunchtime staff. Updated behaviour policy will reflect the updates and be in place by the end of September 2018. The school will be focusing more on consistency and in particular the routines of the school, ensuring their consistency.</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>Ensure all children have the same experiences as their peers.</p>	<p>Subsidising the cost of school visits both day trips and residential visits</p>	<p>The percentage of children accessing school trips is 90%. The reasons for not attending residential trips is not due to financial reasons. Families discuss financial worries with us as well as access to charity funds such as Thomas Anguish have increased.</p>	<p>Outside events, such as residential trips continue to be an important part of the St. William's curriculum. The school will continue to work with families to ensure all children attend, where possible.</p>
<p>B 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 who attained the expected standard in maths in 2018 was 67% - this is a fluctuating trend. PP children achieving the expected standard is below the expected for the school.</p>	<p>The attainment and progress of all children is not where we need it to be. More work next year on children across the school learning key facts, such as timestables will be relentlessly taught. The use of learning mentors will be in place for Yr6 supporting key learning – this will take place before school and after school as well as pre and post teaching.</p>

	<p>Reading buddies All identified children are placed with an adult in school to support them with their reading.</p>	<p>Staff and pupil feedback has generally been positive. KS2 reading assessments have seen an upward trend over the past three years. PP attainment in reading has fluctuated over the past three years and continues to be a focus next year.</p>	<p>Reading buddies needs to be monitored more carefully in 2018/2019 as it continues to be sporadic. Findings from progress meetings with teachers during Summer 2018 showed that teachers need to take more ownership over the reading attainment in their classes, particularly around children's comprehension skills in the written form – KS2 SATs require this. Lots of oral work takes place to support reading assessments, but not as much is recorded.</p>
<p>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.</p>	<p>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.</p>		
<p>A – D</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>		

D Increase attendance of our vulnerable families.	Shining Stars – our before and after school club to offer sessions to families who need support		
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.		
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)

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.		
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