

# Pupil premium strategy statement (primary)

1. Summary information					
School	St. William's Primary School				
Academic Year	2016/2017	Total PP budget	£95,580	Date of most recent PP Review	n/a
Total number of pupils	433	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	8% (12 pupils)	60%
% making progress in reading	-2.37	
% making progress in writing	-2.21	
% making progress in maths	-6.16	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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>B.</b>	The percentage of children passing the phonics screening test at the end of Year 1 was significantly below national for pupils eligible for PP.
<b>C.</b>	The percentage of children achieving greater depth at KS1 is significantly below national average. This prevents sustained high achievement in KS2.
<b>D.</b>	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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The attendance for last year's Year 5 children eligible for PP was 91.14% (slightly below the target for all children of 96%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</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%.
<b>B.</b>	Higher rates of progress across key stage 2 for children with low prior attainment and middle	Pupils eligible for PP with low prior attainment in maths make as

	prior attainment in Maths. – termly assessments analysed, discussions with class teachers during progress meetings.	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>C.</b>	Higher percentage of pupils achieving the standard of greater depth at KS1 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.	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.
<b>D.</b>	Increased attendance for pupils eligible for PP. – measure attendance every half term and take actions to address as necessary.	Overall PP attendance improves from 91.14% to 96% in line with national expectation.

5. Planned expenditure					
Academic year	2016/2017				
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?
A – D 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.	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.	Two lead trained Thrive members of staff will be supported through the training. 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.	Pastoral Lead and HLTA	Review January 2017.
A – D 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.	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.	The research carried out by Carol Dwek and Barry Hymer have shown that the way we talk to children about their success and their achievements can have a dramatic impact on their attainment and progress. Developing children's intrinsic motivation in school will have more of a lasting impact on children's ability to learn.	Whole staff training session with Barry Hymer in October 2016, with all stakeholders, including Midday Supervisors. Provide reading material to staff to add to their understanding of growth mindset. Conversations with children take place each half term – including questioning on how they learn in the classroom and what motivates them to achieve.	Head teacher and HLTA	Review January 2017
<b>Total budgeted cost</b>					
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?

	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. This is also the final year group that have not been exposed to the new curriculum since entering KS2. It is important that previous coverage is embedded. 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. Commencing....
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.	Performance management reviewer/SENCo	Every week – review impact of the role with SENCo.

	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.	SENCo 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.	SENCo 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.			
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/Nurse ry lead.	Half termly.
A	Children with PP are accessing the nursery. Siblings of children attending St. William's are approached to use the nursery.				
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A – D	Structured conversations Teachers are regularly holding progress	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	Teachers to monitor meetings with parents and actively seek out parents to make alternative arrangements when appointments	HT	Termly Jan 2017

	<p>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.</p>	<p>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.</p>	<p>can't be kept. A designated time after school every six weeks allows catch up appointments to be made.</p>		
<b>Total budgeted cost</b>					