

Pupil premium strategy statement (primary) – Outcomes Sept 2018

1. Review of expenditure			
Previous Academic Year		2017/2018	
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)
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.	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.	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.	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. 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>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>
--	---	--	---

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.		
-------	---	--	--