

Pupil premium strategy statement

School overview

Metric	Data
School name	St. William's Primary School
Pupils in school	457 including Nursery
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£106260
Academic year or years covered by statement	2019/2020
Publish date	Sept 2019 (Draft due to Maximising Pupil Premium Course)
Review date	February 2020 (following Pupil Premium Research Training: Maximising the Pupil Premium – Teaching and Research School)
Statement authorised by	Sarah Shirras
Pupil premium lead	Victoria Buxton
Governor lead	Gareth Joel (update Jan 2020 Jackie Cole)

Disadvantaged pupil progress scores for academic year 2018-2019

Measure	Score
Reading	1.2
Writing	-2.87
Maths	-1.87

Disadvantage pupil performance overview for last academic year

Measure	Score
Reading	75% (103 SS)
Writing	75%
Maths	67% (101.2 SS)
Meeting expected standard at KS2	58%
Achieving high standard at KS2	0%

Strategy aims for disadvantage pupils

Measure	Activity
Priority 1	<p>Embed Power of Reading – tool to support reading and writing</p> <p>The school have been part of a Power of Reading training through CLPE delivered by VNET. This involved two members of staff being trained centrally and then feeding back to whole school.</p> <p>This will ensure children are exposed to high quality, age related texts. All staff have high expectations and consistency of teaching approach in order to increase progress and raise attainment in writing. Teaching sequences provided by POR are used to inform teaching. This also provides support for children to exceed expectations through the use of high order vocabulary and structure.</p> <p>Aim: to increase number of children exceeding at KS1 and KS2.</p>
Priority 2	<p>Continue to develop PIVOTAL pedagogy/ Thrive approach</p> <p>All staff will use effective behaviour management techniques and Thrive principles to support children in school.</p> <p>Staff use scripts from Thrive to support children – restorative conversations are used to support children.</p> <p>Two pastoral workers in school are non-classed based to allow discrete Thrive sessions with individual children as well as class support as needed.</p> <p>Staff will model and teach the children strategies in order that they develop strategies to manage their emotions and are motivated to engage in improving their learning.</p> <p>Aim: to support learning behaviours in school both inside the classroom and outside. Children are better able to manage their emotions and can communicate when things don't go as expected.</p>
Priority 3	<p>Increase the number of children to reach expected in maths</p> <p>Following analysis of data in 2018/2019, focus groups in maths at Year 3 and Year 6 – focusing on gaps in knowledge and support to improve their learning behaviours (metacognition).</p> <p>Continue to develop the use of White Rose maths scheme across the school – use of resources to enhance the teaching and learning.</p> <p>Introduce tools to support learning of timestables – TT Rockstars.</p> <p>Aim: to increase the number of children reaching the expected standard at KS1 and KS2 in maths.</p>

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Raising aspirations • Language skills on entry to school • Wider understanding of maths – fluency in arithmetic has dramatically improved, now the focus needs to be on problem solving and application. • Issues with self-efficacy (motivation, concentration, aspiration and resilience)
Projected spending	£50,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to be above the national average progress scores in KS2 reading	July 2020
Progress in Writing	To close the gap in progress scores in writing +1	July 2020
Progress in Mathematics	To close the gap in progress scores in maths +0	July 2020
Phonics	Achieve at least national expected standard in the Phonics Screening Check – target 86%	July 2020
Other	Increase parental engagement – involving parents more in their child's education. Attendance at progress meetings, curriculum meetings. 90% attendance at progress meetings.	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to stream groups in phonics across Reception and KS1 – teaching to the children's gaps. Assessing half termly and using information to inform next steps.
Priority 2	Develop the use of curriculum time to support children not on track to reach the expected standard – through the use of interventions in reading: Fresh

	Start and Sound discovery as well as personalised approaches to get children 'loving reading'. Use of time in the school day for adults to 'catch up' with children to ensure they 'keep up'. Effective and timely feedback in action.
Priority 3	Smaller group of mathematicians in KS2 to support areas of underperformance. Groups taught by teachers and personalised to what the group needs.
Barriers to learning these priorities address	Meta-cognition – children's resilience towards their learning. Concentration, aspiration, resilience. Communication and language skills – additional need for speech and language intervention in the early years.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Parental engagement through: <ul style="list-style-type: none"> • Progress meeting visits throughout the year with class teachers • Family support – signposting, universal FSP • Home/School learning links
Priority 2	Further professional development for staff to widen skillset around the Thrive approach, Pivotal education – support for children who are experiencing trauma, Nurture provision.
Priority 3	Widen the experiences of those children who may not access other opportunities: Visits to meet authors, Education visits Residential trips in Years 3,4,5 and 6 Before and after school club access support Wider curriculum opportunities – whole school projects, e.g. food festival.
Barriers to learning these priorities address	Readiness to learn and resilience towards learning. Multiple-vulnerable groups and external family factors.
Projected spending	£6,260

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>Plan time effectively to support professional development of staff.</p> <p>Challenge teachers during progress meetings to demonstrate how their actions impact on the progress.</p>	<p>CPD for subject leads to widen their role in school.</p> <p>CPD for returning teachers and newly qualified.</p> <p>Peer coaching in phases to support.</p>
Targeted support	<p>Monitor the delivery of interventions, wider use of the school day – challenge staff during progress meetings to account for time spent on targeted support.</p>	<p>Pupil progress meetings with staff to discuss attainment and progress of individuals not on track/vulnerable.</p>
Wider strategies	<p>Monitor the uptake of parental engagement at pupil progress meetings and 'chase' missed appointments.</p> <p>Establish internal FSP to support families and ensure it is 'good enough'.</p>	<p>Actively encourage parents to attend events in school.</p> <p>Build relationships with families, especially more vulnerable families to support and challenge.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Attainment and progress across KS2, particularly the disadvantage group.</p>	<p>As a result of focusing on quality teaching for all, analysing children's needs and targeting interventions we saw:</p> <p>Rise in reading attainment at KS2 over the past three years, now at 75% above the national standard. Reading progress is also above 0 and has been for the last three years.</p> <p>75% achieved expected standard in Writing, compared with 31% the previous year.</p> <p>67% achieved expected standard in maths, compared with 46% the previous year.</p>
<p>Ensure all children have the same experience as their peers</p>	<p>As a result of the Pupil Premium grant, disadvantage pupils across the school were able to participate in the same extra-curricular activities as their peers, this included residential trips and our before and after school club.</p> <p>90% uptake on all residential trips in Years 3,4,5 and 6.</p>

<p>Increase the number of children reaching the expected standard in maths</p>	<p>There has been an increase in the average scaled score for maths, reaching 104 in 2019.</p> <p>The number of children achieving a higher standard in maths also increased at KS2 to 22%, almost doubling on previous years.</p>
<p>Develop oracy in the school</p>	<p>Year 6 were part of a project: Oracy through the English speaking union. This involved all pupils engaging in debates with their peers and being exposed to high quality teaching.</p> <p>This has given children tools to communicate more effectively in the wider community.</p>
<p>Parental support for families to ensure high attendance and access to services</p>	<p>Two pastoral leads work closely with families to support. Further work has begun around using internal FSP to support families as well as using the referral system to access family practitioner support.</p>