

# William Fletcher Primary School

## Impact of Pupil Premium Funding

### Annual Report to Parents and Carers for the academic year 2015-2016

#### Background

The Pupil Premium Grant is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of children and those who are more well off.

For the 2015 to 2016 financial year, funding for the pupil premium has increased to £2.545 billion. Schools will receive:

- £1,320 per pupil of primary-school age
- £935 per pupil of secondary-school age
- £1,900 per pupil who: has been looked after for 1 day or more or has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangements order.
- £300 per pupil of families in the armed services

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2015; some or all of it may be carried forward to future financial years.

#### How Pupil Premium funding is used at William Fletcher School?

When we make decisions about how to spend the Pupil Premium grant we look first at the barriers to learning our PP children experience. This can be a range of barriers including: fewer skills in speech and communication compared to children of a similar age, less support from home, poor attendance, poor behaviour, low aspirations and less parental engagement with school. No one child is the same as another and so our challenge is to meet the needs of each individual child.

Our primary objective is to narrow the attainment gap between those children eligible for the PP grant and those who are not. We know from our own internal data and from national data that there is an attainment gap which if not addressed can result in the gap widening as our young people go through the education system, ultimately leading to a restricted career choice in adulthood.

After reviewing our data for 2016 we have recognised that we need to work on the following areas in order to narrow the attainment gap. These areas are:

- Achieve good pupil progress and attainment in reading, writing and mathematics which is at least in line with national data
- Explicitly extend the vocabulary of Foundation stage and KS1 pupils.
- Improve parental engagement
- Teach explicitly about how to learn (Building Learning Power)
- Develop and extend aspirations around achievement

In order to meet the above objectives the school will continue to develop the following areas:

- Oral language interventions, including structured questioning to improve upon reading comprehension
- Continue to develop feedback to pupils, including developing peer tutoring
- Mentoring programme
- Parental engagement initiatives (including parents meetings and curriculum support for parents)
- Close monitoring of attendance

### **Provision**

- 2 Teaching Assistants trained in reading programme – Project X for children in Key stage 1 and year 3, resources purchased to support this reading programme.
- Additional TA time to lead speech and language programmes across the school.
- Change4life after-school club
- Targeted groups of Key stage 2 children receiving specific small group interventions.
- Nurture groups to support children’s social and emotional development.
- Subsidise educational visits, residential visits and music tuition
- Funding for children to access out of school activities, for example swimming lessons, sports coaching, Rainbows.
- Breakfast club
- Funding for additional Family Support Worker to support families and children.
- Additional 1:1 tuition for children in year 6 in Mathematics and English.
- Additional TA time to support targeted children in Foundation stage and Key Stage 1 in Mathematics and English
- On-line support in mathematics
- Staff CPD
- Mentor time for disadvantaged children
- Supported transition to Secondary School
- Accessing support from other professional agencies

### **Impact of Pupil Premium Grant**

In April 2015 we received £50,300 in Pupil Premium income, reflecting the number of children in the qualifying groups.

Action	Budget	Evaluation and impact
Reading Recovery programme for children in KS1	£4000	A highly effective intervention of one-to-one tutoring, targeting 3 children. 2 children reached age expected levels.
Project Code X reading programme for children in KS1 and year 3	£6000	A reading intervention programme that embedded systematic phonics. 2 out of 3 children achieved age expected levels.

Speech and Language support, including small group intervention in Foundation Stage	£1,900	1:1 and 1:2 support for 2 children working with a TA on targets set by the Speech & Language therapist. Both were discharged from the service because of progress made.  A structured language development programme for EAL pupils in FS.
Volunteer Reader		2 children supported by a trained reading helper, to provide one-to-one literacy support.
Quality 1 <sup>st</sup> writing intervention in years 3 and 4	£1750	A trained TA ran the intervention targeting 2 children; developing spelling, handwriting, grammar and punctuation skills.
Additional teacher in year 5 and 6 to support small groups in literacy and maths	£11,000 (part funded through Pupil premium grant)	5 children benefitted from small, adult led, support groups.
Learning mentors (TAs, SLT, SENCo)	£3500	Mentoring programme in place for all children. Mentoring led to children identifying areas for development, as well as ways in which learning could be supported outside of the classroom eg small dictionaries were purchased for some children's book bags so these could be used at home. These have continued to be used by children as they have moved on to secondary school.
Positive, assertive, confidence skills intervention for KS2	£1500	A nurturing programme which (PACS) targeted 6 children who developed strategies to manage challenging situations.
Maths booster intervention in KS1	£1500	A structured intervention which addressed gaps in learning. 3 children were part of the focus group.
Small group intervention in maths and literacy in KS2	£7000	4 children benefitted from small, adult led, support groups.
Change4life	£1500	This programme targeted children in years 3 and 4. The children took part in a range of physical activities after school to aid their physical and mental wellbeing.
Subsidised	£4000	All of our children on the Pupil Premium

educational visits, residential visits, out of school activities and music tuition		register were able to take part in the full range of educational trips and visits on offer. These visits supported the children in their learning as well as developing social skills and improving self-esteem.
Breakfast club	£1500	8 children attended breakfast club, enabling them to have a calm start to the day and a nutritious breakfast.
Mentor from Marlborough		1 child met weekly with a pupil from their 6 <sup>th</sup> form, to raise aspirations and provide a positive male role model.
Family support worker	£2500	4 families were supported by the Family support worker exploring a range of issues around parenting.
Play therapy	£1200	2 children benefitted from 1:1 play therapy sessions. These sessions improved self-esteem and addressed issues around managing personal feelings. This saw an improvement in engagement in the classroom.
Supported transition to Secondary School	£150	Additional visits ensured a smooth transition to secondary school for 2 children.
TA/ teacher training in mathematics, Success @ arithmetic	£630	A trained TA provided support to improve understanding of number and written calculation skills.
Provide release time for SENCo to track pupil premium children	£1250	Clear tracking system in place.

### Impact on pupil progress

Analysis of the school's pupil progress tracking information indicates that the majority of children who receive the Pupil Premium Grant made good progress, and that this is in line with the progress made by children who are not eligible for this additional funding. Children making less than expected progress were also on the school SEN register for learning difficulties. These children will be monitored closely in the year ahead with interventions put in place by the school SENCo to accelerate progress in 2016-17.

Performance information of disadvantaged pupils (pupils eligible for FSM or in Local Authority Care)			
	KS1 Attainment	KS2 Attainment	Progress from KS1 to KS2

Reading	In 2016, 4 out of 7 of the disadvantaged pupils in year 2 achieved the expected standard or above.	In 2016, 3 out of 6 of the disadvantaged pupils in year 6 achieved the expected standard or above.	All children made expected or better progress in reading from their Key stage 1 starting point.
Writing	In 2016, 3 out of 7 of the disadvantaged pupils in year 2 achieved the expected standard or above.	In 2016, 5 out of 6 of the disadvantaged pupils in year 6 achieved the expected standard or above.	All children made expected or better progress in writing from their Key stage 1 starting point.
Maths	In 2016, 4 out of 7 of the disadvantaged pupils in year 2 achieved the expected standard or above.	In 2016, 3 out of 6 of the disadvantaged pupils in year 6 achieved the expected standard or above.	5 out of 6 children made expected or better progress in mathematics from their Key Stage 1 starting point.
English grammar, punctuation and spelling	N/A	In 2016, 4 out of 6 of the disadvantaged pupils in year 6 achieved the expected standard or above.	N/A
Phonics screening	In 2016 2 out of 4 disadvantaged children achieved a pass in the phonics screening check.		
RWM KS2	In 2016, 2 out of 6 children achieved expected or above in reading, writing and maths combined.		
	The data for disadvantaged children is based upon very small numbers. Every child who is on the school disadvantaged register is tracked throughout the year by class teachers and the senior leadership team. Where children make less progress compared to other children in the cohort detailed action plans are put in to place.		

## Pupil Premium Strategy Statement 2016-2017

### 1. Summary Information

<b>School</b>	William Fletcher Primary School				
<b>Academic Year</b>	2016-2017	<b>Total PP Budget</b>	£54,000	<b>Date of most recent PP Review</b>	July 2016

<b>Total number of pupils</b>	253	<b>Number of pupils eligible for PP</b>	42	<b>Date for next internal review of this strategy</b>	July 2017
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## 2. Barriers to Future Attainment (for pupils eligible for PP)

### In-school Barriers (issues to be addressed in school)

<b>A</b>	Attendance of some pupil groups
<b>B</b>	Behaviour for learning – ability to maintain focus, resilience, confidence
<b>C</b>	Poor phonic skills
<b>D</b>	Poor spoken grammar
<b>E</b>	Basic skills of children joining the school in FS low

### External Barriers (issues which also require action outside school, such as low attendance)

<b>F</b>	Attendance of some pupil groups
<b>G</b>	Parental engagement and aspirations

<b>3. Desired Outcomes</b> (Desired outcomes and how they will be measured)		<b>Success Criteria</b>
<b>A</b>	All pupils will have at least 95% attendance	Have all PP pupils got at least 95% attendance?
<b>B</b>	All pupils who achieved expected at the end of KS1 achieve expected at the end of KS2	100% of pupils achieve the expected standard at the end of the year who achieved expected at the end of KS1
<b>C</b>	Increase parental engagement	All parents attend parents evenings or take part in a phone conversation
<b>D</b>	All year 2 pupils who did not pass the year 1 test pass the test in year 2	All eligible year 2 pupils pass the phonics test.
<b>E</b>	Early years identification (early identification)	All families eligible for PP are identified during EYFS
<b>F</b>	All pupils make expected progress in reading	100% of pupils make at least expected progress
<b>G</b>	All pupils make expected progress in maths	100% of pupils make at least expected progress

## 4. Planned Expenditure 2016-2017

### 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
<p>All pupils make expected progress in reading and maths</p>	<p>Effective use of assessment for learning to close the gaps in pupil's learning.</p> <p>INSET in providing effective feedback to learners and opportunities to respond to marking</p> <p>Spelling and maths programme introduced to all children</p> <p>Guided reading sessions are structured to support all children in their reading development</p> <p>More able children are targeted in class with tasks enabling for learning at greater depth.</p> <p>Curriculum workshops for parents and carers.</p> <p>Additional phonics sessions.</p>	<p>The use of AfL impacts positively on children's progress. Effective feedback can have an impact of +9 months (EEF toolkit)</p> <p>IT programmes can have an impact of +4 months (EEF toolkit). Spelling is a key area for development in all year groups.</p> <p>Mastery approach has been linked with a positive impact upon pupil progress.</p> <p>Phonics has been identified as a barrier in improving pupil reading and writing.</p> <p>Small group and</p>	<p>Learning walks, book scrutinies by SLT. Evidence is reviewed with class teachers every 6 weeks.</p> <p>Tracking of pupil progress at 3 assessment points in the year</p>	<p>DN / SLT/ SENCo</p>

	<p>1:1 tuition for specific children in reading and maths</p> <p>Group maths tuition (yr6)</p> <p>Maths interventions for specific children)</p>	1:1 tuition can have an impact of +5 months and +3 months (EEF toolkit)		
<b>Total budgeted cost: £21 000</b>				

<b>ii. Targeted support</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>
Improve the speech and communication of PP children in FS	Talkboost	Early intervention can have an impact of up to +6 months (EEF toolkit)	SENCo will monitor implementation, tracked using progress grids	SENCo
Pupils make expected progress in reading	<p>Code X reading intervention programme combining synthetic phonics and comprehension (yr 2, 3 &amp; 5)</p> <p>Reading recovery intervention programme (yr2) which aims to accelerate the progress of low attainers</p>	Early intervention can have an impact of up to +6 months (EEF toolkit)		



	Reading comprehension project (yr 4, 5)			
Pupils make expected progress in mathematics	Success@arithmetic programme to develop fluency, understanding and confidence in written calculation.  Maths project (yr3)  Maths booster (yr2) to provide revision and over learning of key maths concepts.	Early intervention can have an impact of up to +6 months (EEF toolkit)		
<b>Total budgeted cost: £19 000</b>				

## ii. Other approaches

<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>
Children engaged positively in their learning with high aspirations and personal goals	SLT mentor named children 1:1 years 3-6	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	SLT monitor termly	SLT
All children have a successful transition to secondary school	Transition programmes at The Marlborough and Gosford Schools	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	Meeting with head of year 7 at both schools, agree programme times	SENCo
Children engaged	PP champion mentor named	Social and emotional	SENCo monitor implementation	

positively in their learning with high aspirations and personal goals	children 1:1 Years 3-6	learning can have an impact of up to +4 months (EEF toolkit)		
Provide nurturing programmes in KS2	PACs and Play therapy	Enable children to understand how to use assertive behaviour and develop social skills. To raise confidence and boost self-esteem	SENCo monitor implementation. Tracked using QCA behaviour grids and progression framework	SENCo
Enable children to access the wider curriculum	Support parental payment for residential, visits and after school curricular clubs	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	HT review expenditure and take up of this resource	HT
Children begin the school day calmly and having eaten breakfast	Support attendance at School Breakfast club	Social and emotional learning can have an impact of up to +4 months (EEF toolkit)	HT review attendance	HT
<b>Total budgeted cost: £14 000</b>				