

Pupil premium strategy statement

1. Summary information					
School	William Fletcher Primary School				
Academic Year	2017-18	Total PP budget	£58,600	Date of most recent PP Review	14.09.17
Total number of pupils	39	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 18
2. Current attainment					
Year 6 (2016-2017) six pupils eligible for PP funding.			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected or above in reading, writing & maths (or equivalent)			67%	tbc	
% making at least expected progress in reading (or equivalent)					
% making at least expected progress progress in writing (or equivalent)					
% making at least expected progress in maths (or equivalent)					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Poor spoken grammar, this impacts upon speaking and listening skills and writing development for PP children across all years groups				
B.	Behaviours for learning – ability to maintain focus, resilience, confidence.				
C.	High ability pupils, eligible for PP grant are not making as much progress as other high ability children.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of pupils eligible for Pupil Premium funding is below attendance of non-PP children. 52.5% of PP children have attendance below the school target of 96%				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>			Success criteria		

A.	Improve spoken grammar skills for all pupils eligible for the PP grant.	<ul style="list-style-type: none"> • Pupils in FS eligible for the PP grant will make rapid progress and will meet age related expectations by the end of the academic year. • Pupils eligible for the PP grant in other years will make rapid progress in GPS and this will be reflected in their writing. Most pupils eligible for the PP grant will meet age related expectations unless they have significant learning difficulties and they are on the SEND register.
B.	Behaviours for learning are embedded across all year groups	<ul style="list-style-type: none"> • Pupils display good levels of perseverance and they are able to take more control of their own learning. They understand the need to focus on their learning and they know a range of strategies to use when they become stuck or make a mistake. This will be measured through lesson observations, pupil mentoring interviews and class teacher anecdotal evidence. • Fewer behaviour incidents are recorded by class teachers. • Children come to school with the correct equipment; PE kit, homework completed and reading diary.
C.	High ability pupils make good progress which is line with their peers of similar ability.	<ul style="list-style-type: none"> • Pupils identified as high attainers in KS2 (in years 4,5 and 6 these are pupils who scored level 3 in end of KS1 tests) make the same progress in maths and English as their peers of similar ability. This will be measured through Pira and Puma tests.
D.	Increased attendance rates for pupils eligible for PP grant	<ul style="list-style-type: none"> • Number of persistent absentees is reduced. Overall number of pupils eligible for PP grant whose absence is below 96% moves from 52.5% to 25%.

5. Planned expenditure					
Academic year		2017-2018			
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. Improved spoken grammar for all year groups.	Staff training on developing talk in the classroom. We will also link with SDP action – P4C	Evidence from Cambridge university (pub July 2017) indicates where teachers structure talk in the classroom, pupils on PP register make good progress	Staff CPD Lesson observations, learning walks. Book scrutiny Writing data	English lead	June 2018
	Talkboost - FS class	Evidence from EEF and own school data from previous year shows children's oral skills improve. We know pupils from disadvantaged backgrounds hear fewer words before they start school compared to their more affluent peers.		SENCo	May 2018
	Provide high quality feedback to pupils about their work including how to make improvements/next steps	EEF toolkit shows effective feedback can have a high impact upon pupil attainment, up to +9 months.		Headteacher	Termly
	Spelling IT programme for all children.	IT programmes can have an impact of +4 months (EEF toolkit). Spelling is a key area of development for all year groups.		English Lead	January 2018

B. Behaviours for learning	Building Learning Power training for new members of staff. This is firmly established in the school, we need to ensure new staff joining the school adopt the strategy early on in their teaching.	Pupils take responsibility for their learning; metacognition helps pupils become better learners through an understanding of how they learn..			
C. High ability pupils make good progress	Staff training in teaching high ability children, providing stretch.	In year tracking indicates that some pupils eligible for PP make less progress than other high attaining children in KS2, this may be partly a lack of aspiration which we are tackling through mentoring. We want our class teachers in KS2 to have high expectations for these pupils and to provide stretch. This needs to work alongside BLP work.		Deputy headteacher	March 2018
Total budgeted cost					£25 000
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?

B. Behaviours for learning	Mentoring with PP champion Mentoring with SLT 1:1 Forest school activities for year 6	Mentoring enables discussions with an adult outside of the family about aspirations, difficulties, worries which can be acted upon immediately. Previous experience has shown that this strategy has worked well to develop behaviours for learning through practical work. 1:1 work provides strategies to manage feelings and behaviours in a positive manner through using the outdoor environment.		SENCo Headteacher	
B. Behaviours for learning	Play therapy	Enable children to develop their social skills and enhance self-esteem. We know that some of our pupils have social and emotional difficulties which act as a barrier to their learning.	SENCo to report to SLT termly Tracking data through using QCA behaviour grids and progression framework.	SENCo	Termly
B. Behaviours for learning	Enable pupils to access the wider curriculum by part funding residential visits, day visits and extra curricular clubs.	We know that social and emotional learning can have an impact of up to +4 months (EEF toolkit).	Headteacher will review expenditure and the take up of this resource	Headteacher	April 2018
C. High ability children	Small group work for identified high ability children	Evidence from past school performance shows high ability children in year 6 benefit from small group work in maths.	Maths lead will work with year 6 high ability children. Maths lead will support class teachers in planning small group work for high achieving children. Book Club raises the aspirations of higher ability readers.	Deputy headteacher	July 2018

Total budgeted cost					£20000
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?
Attendance	<p>Family support worker will liaise with families where there has been a history of poor attendance.</p> <p>Continue to celebrate good attendance for all children.</p>	<p>Pupils need to be in school if they are to make good progress in their learning. The FSW will be able to provide strategies to families to ensure their child comes to school everyday.</p> <p>Children learn from each other and the celebration of good attendance in assemblies and in the school newsletter provides a strong message to all, that children need to attend school.</p>	<p>SENCo /Headteacher will review attendance weekly.</p> <p>Plans will be put in place for those pupils whose attendance becomes a cause for concern.</p>	SENCo	Termly
Total budgeted cost					£13 600

6. Review of expenditure				
Previous Academic Year		2016-2017		
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)	Cost

Pupils make expected progress in reading and maths	Effective use of assessment for learning. Tracking of PP children through Pupil Progress meetings	All children made expected progress with some children making more than expected progress. Non PP children also made expected or better than expected progress	The focus on PP children in book scrutinies, lesson observations and Pupil progress meetings enabled all staff to maintain a high level of focus on these children. This will be continued next academic year.	
	IT programmes to support maths and spelling	Arithmetic across year groups showed an improvement. Children who used the spelling IT programme also showed an improvement in their spelling test scores .	Children responded positively to the maths IT programme. We provided lunchtime availability for using school computers to support those children with no internet access at home. The children enjoyed the competitive strand of the maths programme. We will continue with both programmes next academic year and provide additional support for teachers who have not yet put in place regular sessions using the spelling programme. Children also have access to IT during homework club.	£3280
	Staff CPD teaching structured Guided reading sessions	Pupil premium children made good progress in reading.	Teachers worked with more confidence in leading guided reading sessions. The school is keen to explore the use of whole class reading sessions in KS2 as a way of supporting pupils with developing reading skills and deepening understanding of texts and vocabulary acquisition.	£600
	Curriculum workshops for parents and carers		Parents who attended the sessions on phonics, grammar and maths reported a deeper understanding of the curriculum being taught and a greater understanding of how to support their children at home with their learning.	£50

	Additional phonics	Pupil premium children in year 2 who did not pass the phonics test in year 1 passed the phonics test in year 2.	We will continue to provide additional phonics sessions for those Pupil premium children who are at risk of not passing the screening test both in year 1 and year 2. We will also continue to provide targeted phonics sessions for those in Year 3 who require it.	£5850
	Maths interventions	Max's Marvellous Maths, 3 rd Space Learning and Success@Arithmetics enabled PP children to develop understanding and certainty in written calculation.	To continue to run these interventions; exploring the possibility of running an intervention in LKS2.	£1950 £2400 £1950
	Pirate and Dragon Writing	Children became more confident and motivated to write, spellings were targeted also.	To continue to run this intervention next year; shortening the sessions to 30 minutes, but running them every day.	£6000
	Spirals	Provided support for early language skills such as focus, listening and turn taking.	The intervention will continue to run in KS1, targeting Year 1 in term 1.	£2000
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)	Cost
Improve speech and communication of Pupil premium children in Foundation stage.	Talkboost	High impact, 75% pupil premium children in FS achieved expected in speaking.	Talk boost sessions had a positive impact upon all children who participated, both pupil premium and non-pupil premium. The programme will be implemented next academic year with sessions beginning earlier on in the academic year after early identification has taken place.	£1950
Pupils make expected progress in reading	Code X reading intervention Reading comprehension programmes in Years 4 & 5 Reading Recovery in Year 2 Reading Volunteer	Reading interventions enabled PP children and low achievers to make progress in synthetic phonics and reading comprehension.	To continue to run these interventions in 2017/18; starting the interventions quickly once children have been identified, to enable 2 cohorts to run during terms 1-4. To use a Reading Volunteer in Years 5 and 6.	£6900 £5856
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)	Cost

<p>Children engage positively in their learning and have high aspirations and personal goals</p>	<p>SLT mentor programme</p> <p>PP champion mentor named children 1:1 in years 3-6</p>	<p>High impact, observed high levels of engagement in KS 2 children.</p>	<p>Staff gained a greater insight into the aspirations of pupil premium children and were actively able to support these aspirations.</p>	<p>£700</p> <p>£2500</p>
	<p>PACs and Play therapy</p>	<p>PACS- targeted children were more able to develop strategies to manage challenging situations at school and home.</p> <p>Play Therapy- the sessions allowed children to explore their emotions, confidentially, within a safe environment; these skills appeared not transfer into the school day however.</p>	<p>PACS- not running this year as need is not currently evident, this may change as the year progresses.</p> <p>Play Therapy- run by a TA who, being part of the school community is in a position to promote/encourage the skills developed in the intervention.</p>	<p>£1950</p>
<p>Enable children to access the wider curriculum</p>	<p>Support payment towards visits, residential and after school clubs</p>	<p>All children who wished to participate were able to, financial cost was not a constraint. Observations and anecdotal evidence indicate the children benefit from attending visits, residential and clubs. Building self-esteem and a sense of belonging.</p>	<p>The school will continue to support payments for visits, residential and clubs. We know that such involvement has a positive impact upon a child's desire to succeed and their general well being.</p>	<p>£3760</p>
<p>Children begin school day calmly and having eaten breakfast</p>	<p>Support attendance at breakfast club</p>	<p>Children who attended breakfast club start the school day calmly, where attendance or late arrival has been an issue this is diminished.</p>	<p>Some families began breakfast club and then stopped. We will continue to offer breakfast club to Pupil premium children and use our newly appointed Family Support worker to work with these families.</p>	<p>£2340</p>