Pupil premium strategy statement

School overview

Metric	Data
School name	William Fletcher Primary School
Pupils in school	268
Proportion of disadvantaged pupils	9.3%
Pupil premium allocation this academic year	Click or tap here to enter text.
Academic year or years covered by statement	2019-2020
Publish date	December 2019
Review date	November 2020
Statement authorised by	Deborah Nind
Pupil premium lead	Emma Brown
Governor lead	Anna Isles

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score
Reading	4.5
Writing	-0.7
Maths	-0.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading, writing, Maths combined 70% Reading 90% Writing 80% Maths 80% Grammar 70%
Achieving high standard at KS2	Reading, writing, Maths combined 0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Embed maths mastery across the school through all staff participating in school based CPD and staff meeting time discussions
Priority 2	Progress in writing is meets national average progress scores by the end of KS2
Barriers to learning these priorities address	Ensuring members of staff have skills and knowledge to teach maths and writing effectively.
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to score at or above the national average progress scores in KS2 Reading (0)	September 2020
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	September 2020
Progress in Mathematics	Achieve national average progress scores in KS2 mathematics (0)	September 2020
Phonics	Achieve the national average for phonics in year 1	September 2020
Other	Achieve the national average for tables tests in year 4	September 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	Additional maths intervention groups in place for targeted children. All staff work to ensure children have wide mathematical vocabulary and are able to discuss maths reason questions and problem-solving activities
Priority 2	All staff using spelling scheme

	Staff training leads to children developing and using a wider vocabulary
Barriers to learning these priorities address	Encouraging use of wider vocabulary choice. Understanding application of maths to solve problems and answer reasoning questions.
Projected spending	£26,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting children attending breakfast club and support funding of visits, residentials and music lessons
Priority 2	Fund Family support worker to support attendance of key children and support our most vulnerable families
Barriers to learning these priorities address	Families understanding the importance of good attendance at school and raising aspirations of our disadvantaged children.
Projected spending	£14000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Providing time for training and development	Training through INSET, cover from Class Act and Senior Leaders
Targeted support	Time for Maths and English leads to support teachers and Teaching assistants in delivering lessons / interventions	Classes in year 5 are small and allows for additional support for these children. Two members of staff have trained in maths mastery and are working to support colleagues.
Wider strategies	FSW works part-time and does not have enough time to support the need in our school	The headteacher provides additional support for vulnerable families. SLT meet with KS2 PP children to discuss progress and aspirations.

Review: last year's aims and outcomes

Aim	Outcome
Improve spoken grammar skills for all pupils eligible for the PP grant which then has an impact upon writing.	There has been a steady improvement in grammar, punctuation and spelling for disadvantaged pupils, however this has not yet been evidenced in pupil writing. As a result vocabulary development and adoption of school wide spelling scheme will be embedded across the school to ensure progress in writing.
Behaviours for learning are embedded across all year groups	Evidence from lesson observations indicate that pupils are displaying good learning behaviours including perseverance. The school behaviour log indicates there are fewer incidences of poor behaviours.
Systems in place to support children with mental health issues	ELSA trained TA in place. Play therapy used to support identified pupils. The impact has been that needs of children have been met more swiftly rather than waiting for outside agencies to support children
Increased attendance rates for pupils eligible for PP grant	Attendance for disadvantaged children was 94.11% (2018-2019). Whilst the number of disadvantaged children with persistent absence has decreased, overall attendance is below attendance for non-disadvantaged children and therefore continues to be a focus