

# William Fletcher 3-year pupil premium strategy (2020-2023)

SUMMARY INFORMATION			
Pupil premium strategy			
CURRENT PUPIL INFORMATION [2020-2021]			
Total number of pupils:	270	Total pupil premium budget:	£44,040 (2020)
Number of pupils eligible for pupil premium:	32	Amount of pupil premium received per child:	£1,345 (2020)

COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	14	44%
Girls	18	56%
SEN support	13	41%
EHC plan	2	6%
EAL	3	9%

## Assessment data

Due to coronavirus, there is no assessment data for the 2019/20 academic year. Instead we have used data for the previous 3 years.

EYFS									
	Children eligible for Pupil Premium			All pupils			National average		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Good level of development (GLD)	25% (4)	0% (3)	67% (3)	79%	79.4%	78.7%	71.8%	72%	72%
Reading	25% (4)	0% (3)	67% (3)	82%	79%	81%		77%	77%
Writing	25% (4)	0% (3)	67% (3)	75%	79%	81%		74%	74%
Number	25% (4)	0% (3)	67% (3)	82%	79%	79%		72%	72%

## YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for pupil premium			All pupils			National average		
2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
60% (	25% (4)	75% (4)	82.2%	82%	86%	81%	82%	82%

## END OF KS1

	Pupils eligible for pupil premium			All Pupils					
				School average			National average		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths		80% (5)	25% (4)	71%	72.7%	69.7%	65%	65.3%	64.9%
% making expected progress in reading		80% (5)	25% (4)	78%	81.8%	81.8%	74%	75.4%	74.9%
% making expected progress in writing		80% (5)	25% (4)	71%	75%	75.8%	65%	69.9%	69.2%
% making expected progress in maths		80% (5)	25% (4)	87%	80%	76%	75%	76%	75.6%

END OF KS2									
	Pupils eligible for pupil premium			All pupils					
				School average			National average		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	50%	33% (6)	70%	70%	80.6	73.3	62%	64.7	65.2
% making expected progress in reading	86% (6)	50% (6)	90%	87%	87.1	86.7	72%	75.7	73.6
% making expected progress in writing	66% (6)	33% (6)	80%	80%	83.9	83.3	77%	78.7	78.9
% making expected progress in maths	66% (6)	33% (6)	80%	70%	87.1	83.3	75%	75.8	79

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	Attendance data is good because of the continued spotlight the school places on good attendance for all children.	Some families find it difficult to establish routines and provide boundaries for children including school attendance. A continued focus on attendance is necessary.

Behaviour data	Behaviour across the school is good. There have been no fixed term or permanent exclusions in the last three years.	Some of our parents from hard to reach families find it difficult to support the school when their child displays challenging behaviours.
Safeguarding referrals	The school has 4 trained DSL and a family support worker. The FSW has taken addition training in Domestic abuse and the impact this has on childrens' lives. Together with our locality team families are well supported by the FSW and other members of staff.	Some of our families find it difficult to engage with services and we need to ensure we continue to maintain good open relationships with parents and carers in order to maximize the impact that working with other agencies can have on the lives of our children.

## LONG-TERM PLAN (3-YEAR TIMESCALE):

Decide on 3 to 5 priorities for your school.

For each of these, explain:

- Why it's a priority
- How it links to other school improvement priorities (if relevant)

### 1. READING – ATTAINMENT AND PROGRESS

- Within the current KS1 group there are a group of low readers who need a lot of support in order to make good progress. As a school we need to particularly target the FS and KS1 boys. This is closely linked to the SDP target 1a where we are closely monitoring boys in Year 2 and focusing on teaching towards their interests in order to keep them engaged. A focus for pupil premium children is to ensure that we maintain the love of reading throughout their time at William Fletcher.

### 2. ATTENDANCE

- Attendance overall is good, however many of our disadvantaged children have lower attendance rates when compared to their peer groups.

### 3. SOCIAL AND EMOTIONAL DEVELOPMENT (CULTURAL CAPITAL / RESILIENCE / MENTAL WELLBEING)

- Some of our children do not have the opportunity to take part in a wide range of cultural activities outside of school, for example visiting museums, galleries, the theatre and other places of interest. Some children do not have the opportunity to take part in sporting activities outside of school for example gymnastics, dance classes. Many children do not have the opportunity to go on holiday and experience life in different places in the UK. This all has an impact upon children's wellbeing and sense of self.
- Part of our work will be to ensure that all children are able to take part in school trips and residential. Where possible we will support children in attending extra-curricular clubs.
- We will work to enable children to take on leadership roles within the school, for example, through joining one of the many pupil voice groups operating in school.
- Children in KS2 will take part in termly mentoring sessions with a member of the school senior leadership team.

### 4. MATHEMATICS – ATTAINMENT AND PROGRESS

- Many of the disadvantaged children find it difficult to apply their mathematical knowledge to reasoning and problem solving. Generally, our children do very well in mental arithmetic, but find it difficult to work on more complex activities involving application of their maths skills.

## PRIORITY 1

Member of staff responsible: Emma Brown

Objectives	Success criteria	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Staff CPD on Whole class guided reading, key skills in reading and developing vocabulary	Staff feel more confident teaching these areas of the curriculum	CPD – 13/10 CPD – 3/11 CPD – 15/12	EB and Julie Sargeant	End of Term 2	Staff meeting time SLT time	
2. Audit of children's reading habits during lockdown	Understanding of Pupil Premium's experience of reading during the lockdown	Audit done and data collated	EB	End of Term 2	SLT time (EB)	
3. Magnetic letters and numbers and magnetic whiteboards given to each PP child	Packs with letters, numbers, magnetic boards and suggestions for use go home with each PP child.	EB purchase and put together packs	EB	End of Term 1	SLT time (EB)	
3. Book packs made for PP children across the school	Each class to receive a pack of books based on recommendations from staff.	EB purchase and put together packs of books for each class	EB	End of Term 1	SLT time (EB)	
4. Regular mentoring sessions with SLT with a focus on Reading	Children are meeting termly with a member of SLT and looking at reading, including which books the children enjoy; helping them choose a library book; gaging home reading; sharing a story etc.	SLT mentoring list drawn up  SLT members meet with PP chn	EB  SLT	During Term 1  Termly	SLT time	

5. Reading interventions– Fresh Start – two chn from UKS2 Reading quest – two chn from year 2	Children within these interventions make good progress	Interventions running regularly	JD (UKS2)	Fresh Start running from September 2020 onwards  Reading Quest starts January 2021	TA time	
6. Regular library visits	PP children have regular access to the library and discussions around books/chances to read with adult and choose new books.	Regular visits throughout the year	CT/TA	Throughout the year	CT/TA time	
7. Reading for pleasure tasks in each classroom	Reading for pleasure displays – reading recommendations/currently I am reading	EB discuss with staff in staffmeeting Jan 2021. Displays up and being used.	EB/Staff team	End of Term 3	EB/Staff team	
8. School author visits	One author visit arranged for 2020-2021 (probably virtual due to COVID).	Organised by end of Term 3	EB	End of term 3	SLT time (EB)	

## PRIORITY 2

Member of staff responsible: Deborah Nind / Karen Chambers

Objectives	Success criteria	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
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<p>1. Review attendance data of all children and track carefully those children with attendance below 95%. Plan put in place to support school attendance for children below 90%.</p>	<p>All staff aware of children with poor attendance and understand the school plan to improve their attendance rates.</p>	<p>Attendance monitored monthly</p> <p>Action plan in place for each child with attendance below 90%</p>	<p>KC/DN</p> <p>KC</p>	<p>Monthly</p> <p>Monthly</p>	<p>Parent programmes</p> <p>FSW time</p> <p>ELSA time</p>	<p>Attendance data</p>
<p>2. The importance of good attendance is highlighted to parents regularly.</p>	<p>All parents know their child needs to attend school everyday unless they are ill.</p>	<p>Weekly reminders in school newsletters.</p> <p>Attendance chart for each class in newsletter.</p> <p>Attendance bear awarded to best class attendance weekly.</p>	<p>KC</p> <p>SM</p> <p>DN</p>	<p>Weekly</p>		

<p>3. Hard to reach families are supported to enable good attendance</p>	<p>Families feel they are supported by the school and feel able to discuss difficulties with the school around attendance.</p>	<p>Regular phone call home to families, where attendance is celebrated if good. Where attendance is poor regular phone calls home to offer advice and support.</p> <p>Train an additional TA to deliver ELSA.</p>	<p>DN/KC/FSW</p>	<p>Monthly</p>	<p>FSW/ HT/ SENCo time</p> <p>Parent programme</p> <p>ELSA provision</p>	
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### PRIORITY 3

Member of staff responsible: Paul Austin

Objectives	Success criteria	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Classes/KS to ensure trips, residentials and visitors are scheduled throughout the year	All children attend trips, residentials, have visitors which inspire, enthuse and educate children.	Staff to carefully plan trips and visits across the year linked to learning/topics.  Staff ensure trips/visits are accessible for all.	SLT/Staff team	Autumn 20 (on going)	Planning time  Place of visit	
2. Regular mentoring session with SLT member	PP children feel comfortable to discuss their social and emotional development.	PP meet with mentor once a term.  SLT member to note any changes in emotional well-being / behaviour  SLT to discuss any concerns and liaise with class teacher and FSW	SLT	Autumn 20 (on going)	SLT/FSW time	

<p>3. Ensure pupil voice is heard across the school through groups (anti-bullying, school council, BLP, etc)</p>	<p>Children feel valued and that their voice is heard</p> <p>Children successfully represent school in activities inside and outside of school</p>	<p>Children volunteer and teachers carefully select pupils to ensure wide range of children are chosen to represent the school.</p> <p>Groups meet regularly and set yearly objectives.</p> <p>Children share thoughts and ideas with the whole school</p>	<p>Staff (who lead a pupil group)</p>	<p>Autumn 20 (on going)</p>	<p>Staff planning time</p>	
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<p>4. Teachers provide children with tools to manage their mental health and well-being</p>	<p>All children can draw on a range of tools and skills to help manage their social and emotional development.</p>	<p>Staff identify specific children displaying emotional and behavioural difficulties who require additional support.</p> <p>CPD on understanding children's mental health</p> <p>Staff follow the Jigsaw scheme of work.</p> <p>Well-being group meet termly and share updates with staff.</p> <p>Additional intervention where necessary (FSW, play therapy, Forest School, etc)</p>	<p>Teaching staff and TA's</p>	<p>Autumn 20 (on going)</p> <p>Updates from well-being group through year</p>	<p>Staff time</p> <p>Well-being group meeting time</p> <p>Staff Inset/meeting</p>	
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5. Extra-curricular activities available to children	All children have the opportunity to access extra-curricular activities (music, sport, art, cooking)	School to ensure a wide range of activities are available (drumming, karate, breakfast/after school clubs)	SLT	Autumn 20 (on going)  Reviewed Jan 21 (covid restrictions dependent)	Staff time  School space (hall, HH room)	
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#### PRIORITY 4

Member of staff responsible:

Objectives	Success criteria	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators
1. CPD around helping children to apply Maths skills in reasoning and problem-solving contexts	All teachers are able to plan and teach Maths reasoning skills confidently.	INSET to be organised around teaching reasoning and problem-solving skills. Possibly including visiting trainer.	Andrew	Spring 2021	Possible expense if a visiting trainer is used.	

<p>2. Exploring opportunities for Maths across the wider curriculum</p>	<p>Planning in Foundation subjects to include links to Maths content where appropriate. e.g. Measuring in D.T. Measuring results and presenting data in Science. Position and movement in Geography. Estimating and approximating with large numbers when discussing dates and chronology in History.</p>	<p>Cross-curricular focus to be emphasised during planning sessions for Foundation subjects</p>	<p>Foundation Subject leaders.</p>	<p>Autumn/Spring 2020/2021</p>		
<p>3. Third Space learning Maths intervention (one child from UKS2)</p>	<p>Children to be successfully using Third-Space Learning weekly. All children targeted are working just below age related expectations. By Spring term assessments, the aim is that they are working at age related expectations.</p>	<p>Third-Space access to be arranged.</p>	<p>Deborah</p>	<p>To begin in January 2021.</p>	<p>Catch-up Tutor money.</p>	
<p>4. Successful completion of Year 4 Times Tables tests.</p>	<p>The school will continue to prepare for, and take, the Year 4 national times tables tests. The aim is for Year 4 PP children to achieve the best possible scores.</p>	<p>Children in Year 4, and 3, to be taught times tables regularly. Learning to include the use of TTRockstars and other online practice sites.</p>	<p>Andrew</p>	<p>Autumn 2020 ongoing.</p>		