

# 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

<b>Measure</b>	<b>Activity</b>
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 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

<b>Measure</b>	<b>Activity</b>
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
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### 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

	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
Embed maths mastery across the school through all staff participating in school based CPD and staff meeting time discussions	All classes are now using a Mastery Maths approach based on the White Rose schemes for learning. Teachers are confident in their approach to mastery (based on lesson observations Autumn 2020). Progress is difficult to measure at this point due school closure Spring-Summer 2020 (Covid-19).
Progress in writing meets national average progress scores by the end of KS2	Children made good progress in writing, 80% (4 chn) were at expected level and 20% (1 child) achieved greater depth. CPD for developing spelling took place, due to Covid all actions around spelling, further action around developing spelling across the school has been carried forward to 2020-2021.
Supporting children attending breakfast club and support funding of visits, residential and music lessons	Up until the first lockdown, all children were able to take part in school visits and residential (Hooke Court). Music lessons were funded as required and PP children were able to access breakfast club. The impact of children taking part in these activities has been improved self-confidence and enjoyment in taking part in wider cultural experiences.

<p>Fund Family support worker to support attendance of key children and support our most vulnerable families</p>	<p>Family support worker has worked closely with families of children with poor attendance, we have seen a significant improvement in children's attendance.</p>
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