

# Pupil premium strategy statement

1. Summary information					
School	William Fletcher Primary School				
Academic Year	2018-19	Total PP budget	£53 740	Date of most recent PP Review	06.09.18
Total number of pupils	264	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 19
2. Current attainment					
Year 6 (2017-2018) 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)			33%	70%	
% making at least expected progress in reading (or equivalent)			Progress score 2.32	Progress score 0.31	
% making at least expected progress progress in writing (or equivalent)			Progress score -2.02	Progress score 0.24	
% making at least expected progress in maths (or equivalent)			Progress score 3.78	Progress score 0.31	
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.	Mental health issues including high levels of anxiety, managing anger and strong emotions.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of pupils eligible for PP funding is below the attendance of non-PP children				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>			Success criteria		

<b>A.</b>	Improve spoken grammar skills for all pupils eligible for the PP grant which then has an impact upon writing.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>B.</b>	Behaviours for learning are embedded across all year groups	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Fewer behaviour incidents are recorded by class teachers.</li> <li>• Children come to school with the correct equipment; PE kit, homework completed and reading diary.</li> </ul>
<b>C.</b>	Systems in place to support children with mental health issues	<ul style="list-style-type: none"> <li>• Pupils identified with mental health issues are supported in school through our nurture TA who will undergo ELSA training.</li> <li>• Play therapy in place for children who need this additional support</li> <li>• Staff attend CPD manage pupil emotional development</li> </ul>
<b>D.</b>	Increased attendance rates for pupils eligible for PP grant	<ul style="list-style-type: none"> <li>• Number of persistent absentees is reduced.</li> </ul>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
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					
<b>i. Quality of teaching for all</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>	<b>When will you review implementation?</b>

<p>A. Improved spoken grammar for all year groups.</p>	<p>Talkboost - FS class</p> <p>Provide high quality feedback to pupils about their work including how to make improvements/next steps</p> <p>Spelling IT programme for all children.</p> <p>Spelling CPD for all staff</p> <p>Attend PP writing conference</p>	<p>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.</p> <p>EEF toolkit shows effective feedback can have a high impact upon pupil attainment, up to +9 months.</p> <p>IT programmes can have an impact of +4 months (EEF toolkit). Spelling is a key area of development for all year groups.</p>	<p>Staff CPD Lesson observations, learning walks. Book scrutiny Writing data</p>	<p>SENCo</p> <p>English Lead</p> <p>English Lead</p> <p>Headteacher and English lead</p>	<p>May 2019</p> <p>Termly</p> <p>January 2019</p> <p>November 2018</p>
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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.	Lesson observations Pupil progress meetings SLT mentoring with KS2 pupils	Deputy headteacher	Termly
C. Systems in place to support children with mental health issues	Staff training to support children with mental health issues	School data shows children with mental health concerns such as high levels of anxiety and managing anger impacts upon progress and achievement. Harnessing and using good mental health strategies with children should impact upon academic achievement and progress.	Lesson observations Pupil progress meetings SLT mentoring with KS2 pupils	SENCo	March 2019
<b>Total budgeted cost</b>					£23 000
<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>	<b>When will you review implementation?</b>

B. Behaviours for learning	Mentoring with PP champion Mentoring with SLT	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.		SENCo Headteacher	Termly reports completed
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.	Headteacher to report to SLT termly  Tracking data through using QCA behaviour grids and progression framework.	Headteacher	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. Systems in place to support children with mental health issues children	Small group and 1:1 work with identified children addressing mental health issues	School data shows children with mental health concerns such as high levels of anxiety and managing anger impacts upon progress and achievement. Harnessing and using good mental health strategies with children should impact upon academic	Nurture assistant and SENCo to have additional training  Structured timetable for Nurture TA to work with children  Clear process in identifying and referring children	SENCo	Termly

<b>Total budgeted cost</b>					£19000
<b>iii. Other approaches</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>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					<b>£12 000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017-2018</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved spoken grammar for all year groups	Staff CPD on language acquisition and improving development of vocabulary and word choice	Training led by Amanda King. Staff able to instigate advice and recommendations. This had a positive impact upon all children including PP children.	Whilst there was a positive impact upon all children's writing, the achievement and progress of PP children in their writing was still below that of their non-pp peers. Clearly the development of vocabulary is a long process and one that needs to be at the forefront of our school development work over the coming year. .	£500
	Talk Boost in FS	All children in FS made good progress in developing speech and language, however for PP children and EAL children this progress was not enough to reach GLD	This identified group of children will need continued support as they move into year 1. The Talk Boost programme has proven to be effective and we will continue to use this in the coming years to support speech and language in the early years.	£1200
	Provide high quality feedback to pupils about their work	Book scrutinies and lesson observations showed that children made good use of this feedback, particularly in upper KS2. For some PP children this made all the difference in their attainment at the end of the year. For some of our other older PP children they found it difficult to take on board advice and this proved to be more of an issue around their own self-esteem and ability to focus.	This is an area we will continue to develop for all pupils	
	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
	Spelling IT programme for all children			
	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
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve speech and communication of Pupil premium children in Foundation stage.	Maths interventions	. Max's Marvellous Maths, 3 <sup>rd</sup> Space Learning and Success@Arithmetics enabled PP children to develop understanding and certainty in written calculation.	The impact of 3 <sup>rd</sup> space learning was not as great as had been expected and so we will not run this next year but rather use highly skilled TA to support PP children in maths  To continue to run the other interventions listed	£1950  £2400  £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 2018/19; 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
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<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>Nurture activities with trained TA</p>	<p>Children who worked with TA were able to better address their emotional needs, for some children this has had a positive impact on their learning. For other children their emotional needs are so deeply embedded it will take longer to see an improved picture in academic achievement.</p>	<p>We will continue to provide nurture support, in addition we will provide additional training for the TA to support children with more profound needs.</p>	<p>£3510</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>