



William Shrewsbury Primary School



Pupil Premium Report

(Updated November 2018)

Background

Pupil Premium is used to provide educational support to improve progress and to raise the standard of achievement for pupils who are, or who have ever been, registered as eligible for FSM. A premium is also available for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. Pupil Premium Plus has been introduced for adopted children, those who are looked after or on special guardianship. The funding is used to diminish the difference between the achievement of these pupils and their peers. As far as its powers allow, the school will also use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Details of Pupil Premium

Allocation: £120,700 from April 2016 - April 2017

£91,080 from April 2017 - April 2018

Breakdown of PP pupils at school

2017-18 (May 2018)				2018-19(Oct 2018)			
Year group	Male	Female	Total	Year group	Male	Female	Total
Nursery				Nursery	2	2	4
YR	3	4	7	YR	5	1	6
Y1	3	7	10	Y1	3	4	7
Y2	2	9	11	Y2	4	7	11
Y3	2	7	9	Y3	3	11	14
Y4	7	5	12	Y4	2	9	11
Y5	5	3	8	Y5	11	5	16
Y6	7	13	20	Y6	7	3	10
Overall Total	29	48	77	Overall Total	37	42	79

PP funding and spending

2016-2017		2017-2018		Oct 2017 Census, funding for Sept 18	
Funding Stream	Amount	Funding Stream	Amount	Funding Stream	Amount
FSM	£105,800	FSM	91080	FSM	62 @£1320 = £81,840
LAC	£13,700	LAC	6580	LAC	5 @£2300 = £11,500
Service Premium	£1,200	Service Premium	900	Service Premium	4 @£ 300 = £1,200
Total Income	£120,700	Total Income	101,480	Total Income	£94,540 (71 pupils)

How the funding was spent - 2017-2018

Intervention	Amount	description
Small group tuition/reduction in class sizes	£38,750	Additional support from a qualified teacher in Year 6 supporting small groups and 1:1, Small group work in Years R-5
Sensory Assessments external agencies	£750	2 pupils with attachment needs were assessed externally
Oral language intervention	£10,750	Speaking and listening groups. Dedicated TA for Speaking and Listening in EYFS(Wellcomm)
Enrichment	£1,000	Residential and other trips, music lessons
Social and emotional support	£36,000	Hope and Positive play work helping hands
1:1 to develop a love of reading	£1,100	1:1 teacher intervention to target reluctant boy readers
Blank level training	£650	Small talk- TA training
TA interventions and	£6,880	Inference, FFT
Basic skills resources	£5,200	Tests
TOTAL	£101,580	

Impact: Progress and attainment 2017-2018

Attainment at the end of Key Stage 2:

(DAP = Disadvantaged pupils)

KS2 at Expected (Higher Level in brackets)	School DAP	School All	National All	National Other 2018
Reading	76% (24%)	90% (47%)	75% (28%)	80% (33%)
Writing	76% (19%)	89% (27%)	78% (20%)	83% (24%)
Mathematics	86% (24%)	89% (39%)	76% (24%)	81% (28%)
RWM combined	71% (19%)	83% (20%)	64% (10%)	70% (12%)
GAPS	71% (29%)	82% (42%)	78% (34%)	82% (39%)
Science	76%	90%	82%	87%

(Taken from ASP)

At the end of KS2, disadvantaged pupils generally perform well in Reading, Writing and Maths at the expected levels and are higher than national in RWM combined at expected and greater depth. In Writing, however, they are slightly below national at expected but in line at greater depth. Our key area of focus to support this is to fully embed the text based curriculum in 2018-2019. In Maths, our disadvantaged children performed higher than national for expected and are in line for greater depth.

Progress at the end of KS2:

Group/No of Children	Reading	Writing	Maths
All Pupils year 6 (87)	+2.6	+1.14	+2.51
Disadvantaged (21)	-0.11	+0.27	+1.17

(Taken from ASP)

Disadvantaged pupils have made good progress compared to national in writing and maths but slightly below in reading. However this is not as much as their peers in our school and therefore we are aiming to ensure that this group of pupils make more accelerated progress across the school in order to catch up.

Attainment at the end of KS1:

KS1 at expected (greater depth in brackets)	School DAP 2017	School Other 2017	School All 2018	National All (2018)
Reading	50% (50%)	86% (33%)	83% (24%)	75% (26%)
Writing	50% (0%)	85% (25%)	82% (18%)	70% (16%)
Maths	83% (50%)	89% (28%)	84% (21%)	76% (22%)

For KS1 disadvantaged pupils, attainment of expected was below national figures in reading and writing at expected but above at greater depth. The introduction of the text based curriculum in 2017 and the plans to fully embed this in 2018 will look to support the disadvantaged pupils and continue to raise their attainment in reading and writing.

Phonics:

The percentage of disadvantaged pupils passing the Year 1 phonics screen (100%) was higher than all other year 1 pupils (87%).

Early Years:

In EYFS there were seven disadvantaged children. Four out of the seven (57%) achieved a good level of development (GLD). Due to the small numbers involved, one more child at GLD would have brought this to 71% which would have been in line with all children.

Data for 2017-18: (based on Teacher Assessment) DAP

Maths

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	9/10	90%	1/10	10%
Year 2	7/11	64%	2/11	18%
Year 3	6/9	67%	2/9	22%
Year 4	7/12	58%	1/12	8%
Year 5	7/8	88%	1/8	13%
Year 6	17/20	85%	2/20	10%

Reading

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	9/10	90%	3/10	30%
Year 2	7/11	64%	3/11	27%
Year 3	6/9	67%	3/9	33%
Year 4	6/12	50%	1/12	8%
Year 5	6/8	75%	0/8	0%
Year 6	14/20	70%	5/20	26%

Writing

	Number achieving ARE	% achieving ARE	Number exceeding ARE	% exceeding ARE
Year 1	6/10	60%	1/10	10%
Year 2	7/11	64%	2/11	18%
Year 3	6/9	67%	0/9	0%
Year 4	7/12	58%	2/12	17%
Year 5	3/8	38%	0/8	0%
Year 6	14/20	70%	4/20	20%

In a number of year groups, the proportion of disadvantaged pupils working at or above age related expectations is low when compared to national 'other' pupils. However, in maths in year groups 1,5 and 6 we have closed the gap and they are in line with national other pupils. In Year 1 in reading, we are closing the gap as well and are in line with national. We are aware of the need to ensure more pupils in the year groups achieve and exceed ARE across the school. The percentage of disadvantaged children exceeding ARE has risen over the previous two years.

Plans for 2018/2019

In the academic year 2018/19, we will be aiming to continue to diminish the difference for Pupil Premium children and we will be focusing, in particular, on supporting Pupil Premium children to achieve higher levels in Reading, Writing and Maths across the school by delivering quality first teaching.

Small group tuition/reduction in class sizes

- Maths reasoning groups in KS2
- Small group interventions throughout KS1 and KS2, targeting all areas of learning

Early Years Intervention

- Small groups in Reception and Year 1 with phonics, reading and early writing

Oral language intervention

- Additional intervention programmes in English including Speaking and Listening groups across the school whole – Chatterbox, Wellcomm, FFT, Inference interventions
- Designated specialist Teaching Assistant for Speech and Language carrying out screening and catch up programmes for Speech and Language in EYFS

Deployment of teaching assistants

- Reorganisation of Teaching Assistant timetables so that interventions take place for targeted groups in the afternoon.
- Training for all Teaching Assistants in targeted intervention programmes and careful timetabling for delivery in both key stages

Metacognition

- Additional enrichment events linked to topics, which enthuse and motivate learners to support accelerated progress in writing. Working as a MAT to promote enrichment.
- Use of P4C and BLP strategies across the school
- Information and guidance to parents on how to support their children's learning at home through parent information evenings, Bug Club, Family Learning sessions, pre-teaching, website developments and continued communication with parents.

Social and emotional support

- HOPE and Positive Play support is available. Full time Inclusion Officer employed to work with vulnerable families and children and three additional members of support staff have been trained in these areas
- Support for residential activities, Breakfast club, enrichment (e.g. Brownies, Music) and uniform for PP children
- Enrichment activities to raise aspirations e.g. university visits
- Further develop pupil independence in learning and broaden life experiences through Forest Schools and outdoor learning.
- Rady approach, using pre-teaching, feedback, peer tutoring of older children working with younger children, roles and responsibilities for all year 5/6 children.
- MAT project meetings to share ideas and give a more economical cost to off-site activities.
- Pastoral Team- continue to monitor and support children identified

'There is no doubt that the pupil premium has enabled schools, including many in areas not traditionally seen as facing significant disadvantage, to do more to improve the results of their less advantaged pupils. But equally, the data suggests that we still have much to do to ensure that those from poorer families do as well as their classmates'

Sir Peter Lampl, Chairman, Sutton Trust and Education Endowment Foundation Chairman