



# Pupil premium strategy statement: William Shrewsbury Primary School



1. Summary information					
<b>School</b>	William Shrewsbury Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b> (Oct 2017 Census, funding for Sept 18)	£94,540	<b>Date of most recent PP Review</b>	Nov 2018
<b>Total number of pupils</b>	682	<b>Number of pupils eligible for PP</b> (Oct 2017 Census, funding for Sept 18)	71	<b>Date for next internal review of this strategy</b>	Nov 2019

2. Current attainment			
Attainment for: 2017-2018 Summer 2018	Pupils eligible for PP (your school) Higher level in brackets.	All Pupils	
		School	National
% achieving expected standard or above in reading, writing and maths	71% (19%)	83% (20%)	64% (10%)
% achieving expected standard or above in reading	76% (24%)	90% (47%)	75% (28%)
% achieving expected standard or above in writing	76% (19%)	89% (27%)	78% (20%)
% achieving expected standard or above in maths	86% (24%)	89% (39%)	76% (24%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2018/2019	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Maths reasoning skills are less developed
<b>B.</b>	Slightly lower in writing compared to other subject
<b>C.</b>	Adverse childhood experiences that today's climate brings
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Emotional wellbeing/ mental health barriers that impact on school attendance and being ready to learn when the children are in school- remains the biggest barrier to learning for our families

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Implement reasoning intervention to embed maths vocabulary. Interventions before school (Spring Board)	PP pupils in Year 6 make rapid progress and meet related expectations to diminish the difference. Use internal data used to identify and raise expectations for pupil progress meetings
<b>B.</b>	Embedding text based curriculum, focus on reading for learning development plan and performance management	Higher attainment in writing. Reluctant boys developing a love for reading and writing
<b>C.</b>	Training all staff on Adverse Childhood Experiences (ACE) (this will have an influence on the behaviour policy)	Review of the behaviour policy from working party of staff looking at a deeper understanding and awareness of behaviours Positive impact on the teacher-pupil relationship; increases in empathy; holistic approach to understanding; Whole-school engagement to ensure that: ACE understanding is embedded within the behaviour policy
<b>D.</b>	The emotional wellbeing of the children is supported which then allows for progress academically (as well as happier, more confident children)	Continue with Inclusion Officer delivering both Positive Play and HOPE. Train up additional staff to deliver HOPE intervention. Embed Helping Hands as an emotional wellbeing intervention across EYs and KS1. Continue to implement Mindfulness to whole school. Identify vulnerable children and ensure they receive appropriate support with the continued success of our Pastoral Team and that the families receive support if needed. Inclusion Officer to offer guidance on issues within the home and sign post what support is available.

## 5. Planned expenditure

Academic year

2018/19

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.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implement reasoning intervention to embed maths vocabulary. Interventions before school (Spring Board)	CPD Expertise in this subject Guidance of maths coordinators across both key stages	High quality teaching to support these pupils and increase progress. These members of staff will offer a high level of pedagogical and subject knowledge as well as excellent understanding in assessment	Learning walks and book scrutiny Liaison with maths leaders and coordinators	Maths Lead and Coordinators	April, July and Nov 2019
Embedding text based curriculum, focus on reading for learning development plan and performance management	CPD on the RADY approach to raise awareness of strategies  Increased verbal feedback for children Pre teaching of new books/vocabulary  Interventions delivered to diminish the difference  Performance management targets linked to the progress of disadvantaged children	Many evidence sources (inc EEF toolkit) suggest that QFT is an effective way to improve attainment and it is a suitable as an approach that we can embed across the school	Impact of interventions from baseline assessment  Pupil progress meetings  Book scrutiny  Data analysis  Performance management reviews	SLT Head Teacher/ Deputy Head	April, July and Nov 2019

<p>Training all staff on Adverse Childhood Experiences (ACE) (this will have an influence on the behaviour policy)</p>	<p>Identify students and support with CPD knowledge</p>	<p>Evidence suggests that the number of pupils with ESMH issues has risen sharply and that targeted early recognition and intervention matched to specific children with specific SEMH issue can be effective. Through training and knowledge for staff, this will support all children and enable those children with more complex ESMH difficulties to feel supported and be given the correct mind set for learning.</p>	<p>Review, implement and success of updated behaviour policy</p> <p>Raised awareness of adverse childhood experiences therefore a more empathetic individual approach for all pupils</p>		<p>April, July and Nov 2019</p>
<p>The emotional wellbeing of the children is supported which then allows for progress academically (as well as happier, more confident children)</p>	<p>CPD on emotional wellbeing for all staff</p> <p>Inclusion officer and team to deliver HOPE and Positive Play</p> <p>TA to deliver Helping Hands in KS1/ EYs</p> <p>Pastoral Team to meet at least once per half term to discuss need and how best to meet that need</p> <p>Mindfulness Week across the whole school and increase mindfulness being taught in the classroom</p> <p>Continue work with parents/ families</p> <p>FUSE parent group and Family SEAL</p>	<p>Emotional wellbeing and supporting a positive mental health is a priority for us; more so as outside agencies become more and more difficult to reach. Mental health is just as important as physical health. With a positive mental health comes a readiness to learn and our staff understand that if a child is not ready to learn, this is out of their control and they need support and guidance to enable them to manage their big emotions and access learning. Supporting children and families with their emotional and mental health is a whole school approach.</p>	<p>Boxall profile assessments</p> <p>Hope assessments</p> <p>Positive Play notes and assessments</p> <p>Helping Hands notes and assessments</p> <p>Pupil feedback</p> <p>Minutes/ confidential records from the Pastoral Team meetings</p> <p>Attendance of the more vulnerable children</p>	<p>Inclusion Team and SLT</p>	<p>April, July and Nov 2019</p>
<p><b>ii. Targeted support</b></p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress	<ul style="list-style-type: none"> <li>• RADY approach strategies used daily (targeted questions and regular visiting)</li> <li>• 1:1 and small group support where appropriate</li> <li>• Targeted intervention (across year groups and stages)</li> </ul>	Some children need targeted support to diminish the difference. The impact of TA support is proven greater when delivering research based interventions rather than simply supporting in class. This is embedded with a carefully planned timetable. Specific gaps will be identified through data analysis discussions between class teacher and inclusion team.	Update competencies in any areas TA need through sharing good practice. Pupil Premium learning walks and strategies to keep RADY focus amongst all staff Impact of intervention measured and monitored	Class teachers, SLT Head Teacher/ Deputy Head	April, July and Nov 2019
All staff will deliver high quality first teaching and implement various strategies to promote engagement and independence of Pupil Premium children which will give accelerated progress	<ul style="list-style-type: none"> <li>• High expectations of PP children</li> <li>• Use RADY strategies in class that ensure PP children are engaged in learning</li> <li>• Pre teaching</li> </ul>	High quality first teaching is shown to be the most effective in promoting achievement therefore eliminates the need for catch up. Continued awareness of RADY strategies prevent any gaps getting bigger. It is proven that the lack of academic vocabulary impedes reading fluency and comprehension therefore pre teaching will enhance the academic content accessible to PP children	Learning walks and book scrutiny Lesson observations Data analysis Continue to raise awareness of RADY strategies and keep at the forefront of QFT	Class teachers, SLT Head Teacher/ Deputy Head	April, July and Nov 2019
High quality texts to compliment the text based curriculum to allow pupils access to a rich and varied range of vocabulary. This will lead to an increased range of vocabulary used in their own writing.	<ul style="list-style-type: none"> <li>• Daily reading of chosen text</li> <li>• Targeted children to pre read text</li> <li>• Targeted questioning</li> <li>• Pre teaching</li> </ul>	It is essential that children are exposed to a variety of texts to give a rich vocabulary with which they can use within writing. It needs to be identified, discussed and explained. It then needs to be used to embed it in their own vocabulary bank.	Text based lessons focusing on one text for a period of time. Pupil progress meetings Pupil feedback	Class teachers, SLT, Head Teacher/ Deputy Head	April, July and Nov 2019



Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many	Oral language intervention Speaking and listening groups. Dedicated TA for Speaking and Listening in EYFS(Wellcomm)  RADY approach	Wellcomm- all children achieved expected other than SEND. summer birthdays and EAL all made their own accelerated progress but some did not get to expected  Targeting RADY with careful questioning, marking books first and using RADY strategies have made an impact across the school	Wellcomm has significant impact for EYFS and is a foundation for later learning that needs to continue due to positive results  RADY awareness to continue Target children are not just PP children. It is also those that have emotional needs or SEN. The approaches chosen close the gap but the children do not necessarily make the expected progress but make their own accelerated progress.	£10,750
Increased participation in class, particularly in Maths and English lessons	Sensory Assessments external agencies	Recommendations given are implemented in school which enable pupils to be more ready to learn.	Using PP funding not only supported the two children but the information and knowledge gained from this is used to support other children with similar needs.	£750
	TA interventions	FFT intervention provided by trained TA impacts on confidence levels and the children's want to 'have a go' independently.	TA intervention whole class and small group work	£6800
	Blank level training	Training to enhance targeted questioning. This will increase participation within class.	CPD enables staff to support pupils the best they can. Communication between TA and T is important to provide consistency between intervention and class based lessons	£650

## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The emotional wellbeing of the children is supported which then allows for progress academically (as well as happier, more confident children) This in turn raises attendance	Designated full time inclusion officer	Attendance is raised due to the support and also gives parents emotional support to make sure their children attend school regularly. As a school our children are happier and more confident.	Timetable to for emotional support totalled over 77 children (seen regularly at drop in sessions). 48 parent s received support and 10 staff members received support.  Children with high levels of anxiety coming into school especially around SATs time were in addition to the above. This support is vital to support the needs of children and this approach will be continued and developed. A new behaviour policy will be looked at to better meet the needs of some children with attachment/emotional needs.	£36,000

## 7. Additional detail

Enrichment activities -£1,000      Basic skills resources(tests) -£5200

