



William Shrewsbury Primary School

Pupil Premium Strategy

'to inspire a love of learning'



Pupil premium strategy statement – William Shrewsbury 2019-2020

Pupil Premium Core Aim:

-We ensure that teaching and learning opportunities raise achievement (the attainment and progress) of all pupils eligible for Pupil Premium so that their performance is at least in line with their non-Pupil Premium peers nationally.

-We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed both academically, socially and emotionally.

-Pupil Premium funding will be allocated following needs analysis which will identify priority classes, groups or individuals. Limited funding means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.

Metric	Data
School name	William Shrewsbury Primary
Pupils in school	682
Proportion of disadvantaged pupils	11% (75 pupils Oct 19)
Pupil premium allocation this academic year	£ 81840
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	November 2020
Statement authorised by	Mrs E Curtis (Head Teacher)
Pupil premium lead	Mrs L Salt
Governor lead	Mrs C Rhodes

Disadvantaged pupil progress scores for last academic year 2018-2019

Measure	Score
Reading	Awaiting Data
Writing	Awaiting Data
Maths	Awaiting Data

Disadvantaged pupil performance overview for last academic year 2018-2019

Measure	PP(Higher level in brackets)	School (All Pupils)	National (All Pupils)
Reading (% achieving expected or above)	83% (8%)	75% (26%)	73% (27%)
Writing (% achieving expected or above)	83% (17%)	85% (27%)	78% (20%)
Maths (% achieving expected or above)	92% (50%)	88% (44%)	79% (27%)

Strategy aims for disadvantaged pupils 2019-2020

Measure	Activity
Priority 1	Ensure the profile of PP children remains of high importance
Priority 2	Early intervention to diminish the difference by the end of KS1
Chosen action and/or barriers to learning	Implement RADY strategies. Make and distribute strategy sheets for display in every classroom. Implement Achievement for All Programme; performance management objective for staff will have a reading focus; CPD for staff e.g. interventions. Use positive praise postcards, text message system to make positive links with home and school.
Projected spending	£26,941

Teaching priorities for current academic year 2019-2020

Aim	Target	Target date
Progress in Reading	Reading skills focus to promote greater depth achievement.	Autumn 2020
Progress in Writing	Writing skills focus to promote greater depth achievement	Autumn 2020
Progress in Mathematics	To continue to achieve above national average for all children and increase PP achievement for greater depth	Autumn 2020.
Phonics	To narrow the gap between PP and all children. 2018-2019 all children 92% passed the PSC (PP children 86%)	Autumn 2020.
Other	Last year 20 PP children had slightly lower attendance (below 95%). Improving the attendance of this small percentage is a target for this year. EYFS- to focus on PSED and communication and language with the support of Wellcom and Speech and Language therapist employed by the MAT.	Autumn 2020.

	As progress is made, further focus will be fine motor skills, phonics and reading and writing.	
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Ensure high quality teaching for All pupils. Focus on Year 1 pupils to raise attainment and increase achievement with the PSC.
Priority 2	Continue to embed the text-based curriculum; the focus on reading remains important to fall in line with the learning development plan and performance management targets.
Chosen action and/or barriers to learning	<ul style="list-style-type: none"> -Staffing ratio in Year 1; extra qualified teacher for 3 days per week (Autumn term). TA in each class full time -intervention support -Use of good quality texts -Promote awareness of PP children and those children with additional needs to close the gap and make the required progress
Projected spending	£21,583

Targeted academic support for current academic year 2019-2020

Measure	Activity
Priority 1	Ensure PP children remain at the forefront of all staffs' priority
Priority 2	Early intervention to diminish the difference by the end of KS1
Chosen action and/or barriers to learning	<ul style="list-style-type: none"> -Deputy Headteacher to lead a change school programme to improve pupil progress and attainment to raise standards in KS1 in reading and writing particularly those of boys, disadvantaged pupils and SEN -Look into how QFT in years 1,2 and 3 are delivered and planned ensuring pupils do not lose flair and promote exciting writing -Support planning from real experiences -Employment of Speech and Language Therapist across the MAT -Achievement for all Intervention -Targeted, evidence-based interventions -Forest school training -Develop skills and confidence of subjects -Qualified experienced teacher 4 mornings a week year 6
Projected spending	£36,295

Wider strategies for current academic year 2019-2020

Measure	Activity
Priority 1	Adverse Childhood Experiences
Priority 2	Emotional Wellbeing/ mental health
Chosen action and/or barriers to learning	<ul style="list-style-type: none"> -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 -To embed the revised behaviour policy (Building Positive Relationships Policy) following on from staff training and looking at a deeper understanding and awareness of behaviours linked to attachment and early trauma -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 Building Positive Relationships policy -Emotion coaching CPD for staff -Music Tuition -Nurture Intervention -Educational visits and enrichment trips -BACT Steering Group -Commando Joes in EYFS -Lexia intervention
Projected spending	£42,721

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> -Ensuring time is designated for CPD/planning and resources -QFT within Year 1 delivery of phonics 	<ul style="list-style-type: none"> -Cover provided by support staff; Deputy Head to oversee programme for change

		-Experienced teachers/TAs to deliver booster groups
Targeted support	-Delivering evidence based interventions so data for progress can be monitored -Essential that pupils are exposed to a variety of texts to give a rich vocabulary with which they can use within writing	-Update skills on evidence based interventions -Pre-reading to enable identification, discussion and explanations to embed rich vocabulary to pupils' own vocabulary bank.
Wider strategies	-Engaging families to support and promote a positive growth mindset -Work load to support ESMH needs -Growth mindset	-Working closely as a Pastoral Team -Support vulnerable pupils and change mind sets from negative to more positive with a 'can do' attitude -More staff trained with HOPE programme

Review: last year's aims and outcomes 2018-2019

PP Spending for Sept 2018 – July 2019 - £97,720

Aim	Outcome
Maths reasoning skills are less developed	Some children needed 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 was embedded with a carefully planned timetable. Specific gaps were identified through data analysis discussions between class teacher, inclusion team and SLT. As a result our maths data was good, showing above national for pupils and PP pupils (see table below)
Slightly lower in writing compared to other subjects	Learning walks and book scrutiny – levels in writing were raised; our school achieved above national at expected and at greater depth. PP children achieved higher than national All but were below this at greater depth. Continue to raise awareness of RADY strategies; support PP children using QFT and intervention strategies in Y6; keep at the forefront of QFT in English lessons as well as across the curriculum.
Adverse childhood experiences that today's climate brings	The introduction of our new Building Positive Relationships policy has received whole-school buy in. We now need to monitor to discover any issues that may occur from this. Ongoing input from trained staff to support our vulnerable children, keeping attendance levels high and enabling a positive learning environment will continue.

Attendance for pupil Premium 2018-2019

Whole School for 2018-2019 = 97.12%

Disadvantaged Pupils for 2018-2019 = 20 PP children had attendance below 95%

Breakdown of PP

2018-19(Oct 2018)				2019-20(Oct 2019)			
Year group	Male	Female	Total	Year group	Male	Female	Total
Nursery	2	2	4	Nursery	5	0	5
YR	5	1	6	YR	5	4	9
Y1	3	4	7	Y1	4	1	5
Y2	4	7	11	Y2	3	5	8
Y3	3	11	14	Y3	3	7	10
Y4	2	9	11	Y4	4	13	17
Y5	11	5	16	Y5	1	9	10
Y6	7	3	10	Y6	10	6	16
Overall Total	37	42	79	Overall Total	35	45	80

DATA

EYFS -% achieving GLD	2018	2019
All children	71%	70% (72% taking out 2 children with EHCP)
PP children	57% (4 out of 7 pupils)	40% (2 out of 5 pupils)

Year 1 Phonics Screening Check pass %	National 2018	2018	2019
All children	82%	87%	92%
PP children	71%	100%	86%

Summer 2019 Data	<i>Pupils eligible for PP (your school) Higher level in brackets.</i>	<i>All Pupils</i> School	<i>All Pupils</i> National
% achieving expected standard or above in reading, writing and maths	67% (8%)	68% (13%)	65% (10%)
% achieving expected standard or above in reading	83% (8%)	75% (26%)	73% (27%)
% achieving expected standard or above in writing	83% (17%)	85% (27%)	78% (20%)
% achieving expected standard or above in maths	92% (50%)	88% (44%)	79% (27%)