

Pupil premium strategy statement:

1. Summary information						
School	William Shrewsbury Primary School					
Academic Year	2017/18	Total PP budget	£115,527	Date of most recent PP Review	Sep 2017	
Total number of pupils	672	Number of pupils eligible for PP	73 (82 in 16/17)	Date for next internal review of this strategy	Oct 2018	

2. Current attainment						
Attainment for: 2016-2017 Summer 2017	<i>Pupils eligible for PP our school (Higher level in brackets).</i>	<i>Scaled score (national DAP in brackets)</i>	<i>All Pupils School</i>		<i>All Pupils National</i>	
% achieving expected standard or above in reading, writing, maths	45% (0%)		75% (15%)		61% (9%)	
% achieving expected standard or above in reading	55% (18%)	101.5(101.4)	79% (30%)	105.3	71% (25%)	104.1
% achieving expected standard or above in writing	73% (10%)		85% (29%)		76% (18%)	
% achieving expected standard or above in maths	82% (10%)	103.7(101.7)	91% (36%)	107.7	75% (23%)	104.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2016/2017	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Reading progress and attainment
B.	Staff expectation of Pupil Premium children with regards to attainment and progress
C.	Poor participation in class
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Ongoing issue: Emotional wellbeing/ mental health barriers that impact on being ready to learn when the children are in school. This remains the biggest barrier to learning for our families as need increases but access to external support becomes more and more challenging to access.

E.	Attendance due to difficulties at home- (not illness) for a small number of pupils.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	There will be a higher rate of progress in Reading for our PP children across the school	<p>Pupils eligible for PP make expected progress or more in Reading in all year groups.</p> <p>Implement the RADY approach in Year 3, 4 and 6.</p> <p>Identify children at pupil progress meetings and tailor specific interventions to accelerate their progress, including mixed year group intervention. Intervention will also involve re-teaching of eg. vocabulary and regular feedback to the children as recommended by the EEF.</p> <p>A working party of staff will implement their ideas across the school to encourage reading and inspire the children to read more challenging books and enjoy it.</p> <p>Use internal data half-termly to track all individuals' progress and attainment.</p> <p>Teachers Performance Management target linked with progress of these vulnerable children.</p>
B.	Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many	<p>Build on the RADY approach from the Summer term in Year 3. Year 3 to identify the children and begin straight away.</p> <p>Year 4 and 6 staff to be trained in the approach and implement in the Autumn term.</p> <p>All staff to be made aware of the approach and implement some strategies in their class and year groups.</p> <p>Use internal data half-termly to track all individuals' progress and attainment.</p> <p>Teachers Performance Management target linked with progress of these vulnerable children.</p>
C.	Increased participation in class, particularly in Maths and English lessons	<p>Every PP child will verbally contribute at least twice a week in Maths and English. This can be during whole class or smaller group work depending on what is appropriate for that child.</p> <p>Class teachers approach to asking class questions will be adapted to ensure they can monitor this.</p>
D.	The emotional wellbeing of the children and their family is supported which then allows for progress academically (as well as happier, more confident children)	<p>Continue with Inclusion Officer and increasing team of trained staff to deliver Helping Hands, Positive Play and HOPE.</p> <p>Build on the progress from last year and continue to teach Mindfulness to whole school.</p> <p>Create a Pastoral Team for our school. This group will consist of all trained staff plus additional staff who are key to supporting the emotional wellbeing of our children across the school.</p>

		Identify vulnerable children and ensure they receive appropriate support and that the families receive support if needed.
E.	Attendance will be improved for those families who can find it challenging for other reasons to illness.	Regular meetings with the EWW and the schools attendance officer. The inclusion Officer will also be involved in these meetings as she will then follow any concerns up and offer support for the families if appropriate.

5. Planned expenditure

Academic year	2017/18
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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?
There will be a higher rate of progress in Reading for our PP children across the school	CPD on BLP and P4C CPD on challenge/mastery in reading CPD for TAs on reading Working party of SLT members and other staff to think of ideas and then implement these across the school Implement the RADY approach Increased verbal feedback to children Pre-teaching of new vocabulary/ books	The training will incorporate challenge for all levels of ability (SEND to more able) and encourage increased expectations of all vulnerable groups as well as other children. Research has identified that if we have high expectations of progress then we are not putting a ceiling on potential progress and the children are more likely to exceed expectations. The impact of TAs is proven to be greater when delivering research based interventions to simply supporting the teacher in class and so we will build on that research and embed this good practice across the school as well as in Year 6. Research also highlights the positive impact of regular and quality verbal feedback to the children and that of pre-teaching. BLP and P4C are both well established in our school and have great potential to increase reading levels as the skills	Impact of interventions measured throughout Pupil progress meetings Book scrutiny Lesson observations and learning walks Data analysis Performance management reviews	Head Teacher/ Deputy Head	Dec 2017/ April 2018 and July 2018

	<p>TAs and Teachers to deliver Inference Training intervention</p> <p>TA to deliver FFT/ Precision Teaching</p> <p>Performance management target linked to progress of disadvantaged children in Reading</p>	<p>required for these activities link well with reading and comprehension.</p>			
<p>Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many</p>	<p>CPD on the RADY approach for teachers and then TAs</p> <p>CPD on strategies for ensuring high expectations</p> <p>Implement the RADY approach</p> <p>Increased verbal feedback to children</p> <p>Pre-teaching of new vocabulary/ books</p> <p>TAs and Teachers to deliver interventions that aim to diminish the difference</p> <p>Performance management target linked to progress of disadvantaged children in Reading</p>	<p>The training will encourage increased expectations of all vulnerable groups but particularly PP children. Research has identified that if we have high expectations of progress then we are not putting a ceiling on potential progress and the children are more likely to exceed expectations.</p> <p>The impact of TAs is proven to be greater when delivering research based interventions to simply supporting the teacher in class and so we will build on that research and embed this good practice across the school as well as in Year 6.</p> <p>Research also highlights the positive impact of regular and quality verbal feedback to the children and that of pre-teaching.</p>	<p>Impact of interventions measured throughout</p> <p>Pupil progress meetings</p> <p>Book scrutiny</p> <p>Lesson observations and learning walks</p> <p>Data analysis</p> <p>Performance management reviews</p>	<p>Head Teacher/ Deputy Head Teacher</p>	<p>Dec 2017/ April 2018 and July 2018</p>

<p>Increased participation in class, particularly in Maths and English lessons</p>	<p>Emotional wellbeing interventions that will help to increase confidence and self-esteem of pupils</p> <p>Peer mentoring for all PP children</p> <p>Strategies used in class to ensure those who are PP are regularly chosen to answer questions/ demonstrate in class</p>	<p>Some children will find joining in whole class discussions challenging and are more likely to feel confident within smaller groups initially.</p> <p>Through intervention we can use many proven resources to help build the self-esteem which can then help to encourage the children to participate in whole class discussions.</p> <p>Peer mentors have been proven also to help improve confidence and offer support to each other. This can be done through planned peer mentoring sessions and through simply 'talking to your partner' before being expected to offer a suggestions.</p>	<p>Boxall profile assessments</p> <p>Hope assessments</p> <p>Positive Play and Helping Hands notes and assessments</p> <p>Pupil feedback</p> <p>Measures of involvement in small group and whole class discussions</p> <p>Lesson observations and learning walks</p> <p>Attendance of the more vulnerable children</p>	<p>Inclusion Team and SLT</p>	<p>December 2017/ April 2018 and July 2018</p>
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<p>The emotional wellbeing of the children and their family 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>December 2017/ April 2018 and July 2018</p>
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ii. Targeted support

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?
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<p>There will be a higher rate of progress in Reading for our PP children across the school</p>	<p>1:1 and small group tuition using reading focussed interventions.</p> <p>Regular pupil feedback</p> <p>Pre-teaching</p> <p>RADY approach</p>	<p>Some children need targeted support to catch up/ diminish the difference. These programmes and approaches have been independently evaluated and proven to have positive impact in other schools as well as recommended on the EEF.</p>	<p>Training for staff delivering the intervention and using the approaches. Time given for planning and assessment. Timetable to ensure time spent with all the children requiring the intervention or extra time for feedback/ pre-teaching. TAs and Teachers work together and communicate to ensure progress is seen in class as well as in the small group/ 1:1 time. Lesson Study- teachers observing each other</p>	<p>SLT and English Team</p>	<p>December 2017/ April 2018 and July 2018</p>
<p>Staff will have high expectations of Pupil Premium children with regards to attainment and progress which will result in accelerated progress for many</p>	<p>High expectations of PP children</p> <p>Using strategies in class that ensure all PP children are involved</p> <p>Pre-teaching</p> <p>Increased pupil feedback</p>	<p>Research has identified that if we have high expectations of progress then we are not putting a ceiling on potential progress and the children are more likely to exceed expectations. EEF Toolkit.</p>	<p>Training for staff in using the RADY approach. Time given for planning and assessment- book scrutiny and planning scrutiny. Timetable to ensure time spent with all the children requiring the intervention or extra time for feedback/ pre-teaching. Pupil feedback. Lesson observation and learning walks. Data analysis Lesson Study- teachers observing each other</p>	<p>SLT and TS</p>	<p>December 2017/ April 2018 and July 2018</p>
<p>Increased participation in class, particularly in Maths and English lessons</p>	<p>PP children are given specific questions and tasks to answer or complete in both Maths and English lessons. They are targeted appropriately.</p>	<p>It is essential that all staff have high expectations of all learners in order for them to achieve their full potential. Passively learning about something does not have the same effect as being a part of the learning. Pupil participation has been proven to have positive impact on learning and progress.</p>	<p>Staff updates Pupil progress meetings Observation and learning walks Pupil feedback</p>	<p>SLT</p>	<p>December 2017/ April 2018 and July 2018</p>

<p>The emotional wellbeing of the children and their family is supported which then allows for progress academically (as well as happier, more confident children)</p>	<p>1:1 and small group support for children across the school (Nursery to Year 6). These will be weekly sessions and not dependent on behaviour.</p>	<p>The research and data highlights the increase in the numbers of children suffering with poor mental health and emotional wellbeing. We have seen this rise within our own school and recognise that support is essential to enable the child to learn and progress but also to manage and deal with their experiences and lead a full and happy life. Data highlights how external agencies are more difficult to access and so it is key that schools prioritise this need if they are to support their children to the best of our ability.</p>	<p>Training for staff. Supervision time for staff delivering emotional support. Opportunity to network with others doing a similar role in other schools. Timetabled to ensure they can deliver the intervention routinely and so that the children have consistent and regular support. Parents are informed of any intervention and school and home work together to meet the child's/ families' needs. Pupil feedback. Pupil progress meetings. Intervention records.</p>	<p>Inclusion Lead, Inclusion Officer and SLT</p>	<p>December 2017/ April 2018 and July 2018</p>
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6. Review of expenditure

<p>Previous Academic Year</p>	<p>2016/2017 £120,700</p>			
<p>i. Quality of teaching for all</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Accelerated progress in speech and language when in the Early Years that will diminish the difference early on</p>	<p>WellComm Pack assessment and intervention</p> <p>TA to have speech and language training refresher</p> <p>TA to have time out of class to deliver the intervention and continually assess the progress Those that do not make expected progress are referred to SALT NHS and have individualised programs to follow</p> <p>Small Talk to come in and advise on those children who do not meet criteria for NHS</p> <p>1:1 intervention and small group intervention to fill the gaps in their speech and language skills for all children in the Early Years</p>	<p>Success criteria was met. The large majority of children who accessed the intervention were able to diminish the difference and were at age expected levels in the intervention by the end of the academic year. Those children who did not achieve this had other barriers that are holding them back, for example, SEND, EAL or summer birthdays. All children made good progress from their starting points.</p> <p>Many children who accessed the intervention also were able to achieve the expected standards in the Early Years assessments also.</p> <p>Progress was observed by class teachers in the class room as well as within the intervention.</p> <p>SEE SCHOOL DATA</p>	<p>We will certainly be continuing with the WellComm intervention in Early Years as we have been very pleased with the progress observed and how all children enjoy the activities.</p> <p>Progress for other vulnerable groups is slower but this would be expected. This does not mean that the intervention has not had positive impact as we feel it has.</p> <p>It is important that the trained TA has the time out of class to work with all those children who need this intervention on at least a weekly basis and so we will continue to do this next academic year.</p>	<p>July 2017 £14 ,000</p>
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<p>Higher rate of progress in English (reading and writing) for the Year 6 PP children</p> <p>Increased percentage of PP children achieving expected in all 3 core subjects</p>	<p>CPD on challenge/mastery in reading</p> <p>CPD for TAs on reading and grammar CPD for TAs on inference</p> <p>TAs and Teachers to deliver Inference Training intervention TA to deliver FFT/ Precision Teaching</p> <p>Performance management target linked to progress of disadvantaged children Smaller teaching groups by creation of additional sets</p> <p>1:1 and small group tuition using both English focussed and Maths focussed interventions.</p>	<p>Impact of interventions has been measured and the progress of the children accessing interventions is very good with many children showing accelerated progress.</p> <p>Pupil progress meetings allowed us to highlight those children who required support and therefore in many classes we have been able to fill any learning gaps as we have gone through the year.</p> <p>Lesson observations and learning walks have highlighted how the staff are all very confident in using and understanding the rules of grammar and the children are all engaged in learning in the classroom.</p> <p>Data analysis still shows a gap between PP children and others but progress can be seen in most year groups.</p> <p>PLPs show good progress for our children but when the children have co-occurring needs the progress is slower and therefore not as easily demonstrated on the schools assessment grids.</p> <p>SEE SCHOOL DATA</p>	<p>The CPD training is essential in supporting staff in improving practice in the classroom. Staff are very good at identifying gaps in learning and then deciding how to fill these gaps with the many interventions the school has in place. The staff are becoming much quicker at meeting need and therefore preventing the gap from widening.</p> <p>Despite progress seen this year, reading is still our area for development.</p> <p>We will continue with the approaches in place but these need to be built on next year.</p>	<p>July 2017 £55,000</p>
<p>ii. Targeted support (but also available for all children)</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: IMPACT</p>	<p>Lessons learned</p>	<p>Cost</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>1:1 and small group support for children across the school (Nursery to Year 6). These will be weekly sessions and not dependent on behaviour.</p> <p>CPD on emotional wellbeing for all staff</p> <p>Two additional TAs to be trained on the HOPE project</p> <p>Inclusion officer to deliver HOPE and Positive Play</p> <p>TA to deliver Helping Hands in KS1/ EYFS</p> <p>Mindfulness Week across the whole school</p> <p>Continue work with parents/ families</p> <p>FUSE parent group for those with children with additional needs</p>	<p>All assessments show progress for the individual child's emotional wellbeing with many positive comments and observations from the classrooms and families also.</p> <p>Pupils are seeking the support out for themselves and recognising the positive impact it is having on their lives. More and more families are coming to us for help and support.</p> <p>We had some attendance difficulties throughout the year but with the support from select staff, we were able to get these children into school and enjoying school life again. If it was not for the trained staff, these children could have failed to achieve their full potential in end of year assessments.</p> <p>The parents FUSE group has grown slowly over the year. The parents that do attend have commented on finding it very useful and supportive.</p>	<p>We have made great progress in meeting the needs of our pupils. Having the Inclusion Team grow has been a huge benefit to the school, our children and their families.</p> <p>Despite this success, we still find it difficult to meet the need of all our pupils to the best of our ability as the need continues to grow. Outside agencies are more difficult to reach and so more is coming down to schools.</p> <p>Next year we aim to meet this need through developing our own Pastoral Team.</p>	<p>July 2017 £42,000</p>
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7. Additional detail

Digital	£3900	Bug Club
Enrichment	£1200	Residential and other trips
Basic skills resources	£5,200	Tests, Numicon