

Pupil premium strategy statement: William Martin Schools. September 2018- September 2019

Updated November 2018

1. Summary information					
School	William Martin C of E Junior, Infant and Nursery school				
Academic Year	2018-19	Total PP budget: Juniors: 2018 £99000 Infants: 2018 £29040 Total: £128040		Date of most recent PP Review	April 2018
Total number of pupils	178+ 234	Number of pupils eligible for PP	17 + 63= 80	Date for next internal review of this strategy	

2. Current attainment Key stage 2 -54 Year 6 children		
18 children PP—33%	<i>Pupils eligible for PP (your school)</i>	<i>Overall attainment all children</i>
% achieving in reading, writing and maths	36% (-15)	51
% making progress in reading	55% (-13)	68% 2018
% making progress in writing WRITING	64% (-9%)	73% 2018
% making progress in writing GPS	45% (-13%)	58% 2018
% making progress in maths	36% (-20)	56% 2018

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. Children's vocabulary is limited from the outset, forming a barrier to all areas of the curriculum
B.	In 2017 and 2018: High ability pupils eligible for PP made better progress than NPP children in Maths and Writing. This advantage is not maintained by the end of KS1
C.	SEMH issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.
D.	Progress of the Socially, economically and emotionally vulnerable PP children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 95.2% in KS2 and 93.6% in KS1 (2017-2018) where attendance for PP children is better than that of non PP children.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in Early Years.</p> <p>Whole School CPD: Develop strategies for high quality vocabulary teaching across the whole curriculum.</p>	<p>Pupils eligible for PP in Early Years classes to make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>All children in nursery and reception will be assessed through the WellComm intervention. Outcomes will trigger WellComm interventions where baseline score are less than 7/9.</p> <p>Children will have a better range of vocabulary allowing them better access to the whole curriculum.</p>
B.	<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>Pupils eligible for PP identified as high ability to make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. CLOSING THE GAP: ACCELERATED PROGRESS</p> <p>Measured by teacher assessments and monitoring of progress through class profiles.</p> <p>The gap PP/ NPP gap does not widen from end of KS1 to end of KS2 (ie. 2017 and 2018 KS1 scores showed no significant gap, rather an advantage.)</p>
C.	<p>SEMH issues of supported by the Inclusion Team</p>	<p>Children are identified on the register and make Age Related Expectation.</p>
D.	<p>For progress to be in line with non-PP pupils.</p>	<p>Pupils eligible for PP identified as socially, economically and emotionally vulnerable to make as much progress in line with 'other' pupils.</p> <p>Measured by teacher's consistently used assessments and monitoring of progress through class profiles.</p>
E.	<p>Identification of a 'Pupil Premium Champion' within the school and trained by the National Leadership College. The Chair of Governors is working the Dan Golbourn and Andrew Jacobs who are our Pupil Premium Champions.</p>	<p>The new champions will track and ensure that initiatives and interventions have impact. They will work closely with middle leaders to support and question their roles.</p>

5. Planned expenditure

Academic year

2018-2019

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?
A. Improved oral language skills in Early Years.	<p>Use WellComm to initially screen all EYFS children within the first half term.</p> <p>Develop WellComm language interventions for those falling below expected ARE standards.</p> <p>Use ELKLAN strategies to enhance progress of those meeting or exceeding ARE in WellComm</p>	<p>Quality first teaching.</p> <p>We invest some of the PP budget in longer term changes by using WellComm which will help all pupils.</p>	<p>Review impact of WellComm and Elklan as recorded on class profiles.</p> <p>One LSA trained and capable of leading ELKAN. One ELKLAN trained teacher expected to return from maternity leave in February 2019</p> <p>All KS1 LSAs trained in delivering initial WellComm assessment</p>	<p>EYFS leader.</p> <p>SLT</p>	<p>December 2018</p> <p>February 2019</p>
C. Improved progress for high attaining pupils.	<p>LSA's trained to support children taking on challenges within the new curriculum.</p> <p>Adoption of PowerMaths scheme enabling improved access and challenge to the curriculum.</p>	<p>High ability pupils eligible for PP are generally making less progress than other higher attaining pupils across Key Stage 2 in writing.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>Further enhance progress within Mathematics by developing a new curriculum throughout KS1 and 2.</p>	<p>'Inference training' for KS2 staff. LSA's working with PP within lessons. LSAs trained in 'Reciprocal Reading' for all pupils. Now considering a "Collaborative Reading" approach.</p> <p>Staff trained on 'Power Maths' scheme, including teaching for mastery. Kangeroo Maths assessment introduced September 2017. Training on 'bar modelling' for EYFS, KS1 and KS2 staff: June 2018. This enhances strategies used in Maths</p>	<p>English leads</p> <p>Maths Leads.</p>	<p>July 2018</p> <p>KS1 Maths outcomes for Pupil Premium exceeded those with no Pupil Premium. This trend should be monitored in July 2019</p>

<p>C. SEMH children</p>	<p>Strategies set up by inclusion managers include: Individual 5 steps plans. Counselling. LSA training. Inclusion managers working with Parents carers and families.</p> <p>New formats of One Plans make them more effective in managing needs and impact. (revised September 2018) Inclusion Managers and LSA's run Breakfast and Lunchtime Clubs to include PP and SEMH children.</p>	<p>Integration of pupils so they can access the curriculum.</p> <p>Emotional support for pupils and carers. Consistent management plans and whole staff awareness of 5 step plans and individual children's needs.</p> <p>Whole school training from Behavioural Support team, on identifying and addressing underlying triggers and background to children's behaviours.</p>	<p>Inclusion managers monitoring and assessing vulnerable pupils.</p> <p>LSA's ensuring plans are implemented.</p> <p>These plans are being used as 'live documents' and reviewed and updated regularly or at least termly.</p>	<p>Inclusion managers. Class teachers LSA's SLT</p>	<p>January 2019</p>
<p>D. For progress to be in line with non-PP pupils.</p>	<p>Class profiles to identify needs and monitor progress. These will detail Interventions such as:</p> <p>Reading Recovery Precision Monitoring Project X 1st class maths ELS Talk Partners WellComm Action Words ELKLAN</p> <p>Reading Buddies scheme</p> <p>We have used PP money to subsidise enhancing the curriculum with Music and Drama workshops within school and Educational Visits outside school.</p>	<p>To tailor the curriculum to meet the individual needs of each child.</p> <p>Enhancing the curriculum and supporting learning, in 1 to 1 or small group learning situations.</p> <p>Reading Buddies scheme introduced to target lowest attaining PP children in each class. This also helps boost the higher attaining PP children who are acting as reading mentors.</p> <p>By creating an exciting, enhanced curriculum we intend to attract the interest of some of the less easily engaged children on roll. These are very often permutations of PP, SEMH and boys.</p> <p>Sam Ashford (Livewire) delivering drama sessions across the school. 'Rock Steady' (music sessions) and curriculum enrichment days promote self-esteem and confidence and facilitate higher levels of involvement in class.</p> <p>Stationary packs made up for children to use at home.</p>	<p>LSA's trained in different intervention strategies.</p> <p>Ongoing assessment to identify and address gaps in children's learning.</p> <p>The impact of measurable interventions monitored and adapted to maintain progress. Reading ages are recorded termly.</p> <p>The impact of this can be measured in the increased engagement of these groups in the curriculum. Subject Leaders can monitor impact of curriculum enrichment days and workshops.</p>	<p>Class teachers LSA's SENCO (where both PP/SEN)</p> <p>Class teachers.</p>	<p>New SENCO appointed April 2018 now working with Pupil Premium champions and involved in pupil progress meetings with SLT and class teachers.</p>
<p>Total budgeted cost</p>					<p>See section 7</p>

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?
A. Improved oral language skills in the EYFS	Wellcomm 1 to 1.	Some of the students need targeted support to catch up. This is a programme which has been recommended by The Speech and Language Team. PP funding to internally train LSA's because Speech and Language support are struggling to get into schools.	Class profiles outline individual support and progress. Monitoring training and updating training.	SENCO Class teachers LSA's	December 2018
B. Improved progress for high attaining pupils	Collaborative Reading promoted in every Junior class enabling children to work together while being supported in class. 'Mindset' training for staff to help children to develop positive attitudes to their learning. Developing mastery skills in maths. All staff had had further training. We have introduced the "PowerMaths" scheme from years 1-6 with challenges for higher attaining pupils.	To look in more detail at texts across the curriculum. To provide in depth and peer support, aiming at motivating children to want to read more and explore new texts for enjoyment. Children to develop perseverance and resilience in their learning. Providing opportunities for greater depth of learning and challenges in maths.	Mindset promoted in every classroom. The reorganisation of the planning, delivery and assessment of the maths curriculum is being regularly monitored and enhanced by the maths leaders.	English Leader Maths Leader Class teachers LSAs	December 2018
C. SEMH issues of pupils addressed.	Consistent behaviour management policy. Clubs and activities to support such as:- Breakfast clubs Lunchtime clubs Early morning reading support. Changes to the start of the day and the way children come in from breaks.	Providing opportunities to help children settle into the school day and provide a supportive and calming environment. The need to help children come in to school and settle into learning more quickly.	Children chosen according to individual need to attend these clubs. To help with social and emotional development: Children will then be more ready for learning each day. Class teachers monitoring children's behaviours.	Inclusion managers. Class teachers LSA's	December 2018
D. For progress to be in line with non-PP pupils.	Working in small groups with support to enhance learning. Visual supports. Prompts and support within lessons. Interventions for targeted gaps.	Providing support to aid learning and independence. Mindset prompts in classes to help build perseverance and resilience in their learning. Talk partners to help support and model.	Ongoing assessment to identify and address gaps in children's learning. Impact of interventions recorded and monitored	English lead Maths Lead Class teachers LSA's	December 2018

Total budgeted cost					See section 7
iii. Other approaches					
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?
C. SEMH issues of pupils addressed.	Identify a targeted behaviour intervention for identified children. For example Lunchtime clubs in Infants and Juniors . Inclusion managers to engage with parents before any interventions begin. Develop restorative approaches and focus on positive behaviours.	Have targeted interventions matched to specific students with particular needs or SEMH issues. These can be especially effective, for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Inclusion managers. Class teachers LSA's	December 2018
D. For progress to be in line with non-PP pupils.	External agencies: after school clubs. E.g. "Make Believe" and "Yoga" Art Therapy sessions LiveWire Rock Steady	Make Believe: Helping children develop confidence and self-esteem. Yoga: aim to help children with mindfulness and calmness skills which they can adopt in the classroom. Art Therapy: To aid children in working through difficult issues and periods. LiveWire: Drama sessions helping children develop confidence, self-esteem, imagination, collaborative working and speech and language, Rock Steady: Music: helping children develop confidence, self-esteem.	Need to monitor uptake by PP children to these clubs ad groups.	PP Champions Specific LSA	January 2019
Total budgeted cost					See section 7

Maintain progress for high ability pupils.	<p>HEC gifted and talented courses and activities</p> <p>Staff training in Blooms taxonomy, PowerMaths and Collaborative Reading updated. High quality teaching of vocabulary.</p>	<p>Medium: positive impact for students who attended HEC Projects.</p> <p>Higher order questioning is happening across both KS 1&2 and LSAs all use this in their group work with pupils. Success criteria: mostly met.</p>	<p>This year we will try to provide more HEC projects to higher ability pupils. Science has already been planned.</p> <p>Continuing good use of Blooms taxonomy provides good opportunities for children to develop mastery skills across the curriculum. This needs to be linked to high quality teaching of vocabulary across all subjects.</p>	
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7. Additional detail Budget information September 2018-19			
Infant		Junior	
Inclusion Mentor	£15,000	Inclusion support	£47055
Reading Recovery Staff Costs	£13000	LSA intervention salaries	£26425
Breakfast Club	£500	Clubs staffing /Resources	£3000
		Breakfast club- kitchen staffing and resources	£4300
		Breakfast Club intervention staff	£7120
		Rock Steady PP	£2500
		LiveWire (Drama) (Sam)	£3000
		G&T Sc PP Workshops	£600
Educational visits (cultural enrichment)	£540	Educational visits and cultural enrichment	£5000
Total:	£29,040	Total:	£99000