William Reynolds Primary School – Pupil Premium 2020/21
PPG Link Governor – Mrs Caroline Langham

Total Pupil Premium amount: £321,734			Date: June 2020
Total number of pupils in school	470	Number of pupils eligible for PP in school 250/470	54% children identified.
Total Pupil Premium budget for nursery: £11,308 (subject to change)			
Total number of pupils in nursery	64	Number of pupils eligible for PP in nursery 12/64	19%

Current Attainment (based on 2019 KS2 SAT results)		
	Pupils eligible for PP in school	National Overall
% achieving Age related Expectations or above in reading, writing and mathematics	61%	65%
% achieving Age related Expectations or above in reading	87%	75%
% achieving Age related Expectations or above in writing	77%	78%
% achieving Age related Expectations in GPS	84%	78%
% achieving Age related Expectations or above in mathematics	65%	76%
Progress measure for reading	3.79	0.32
Progress measure for writing	0.72	0.27
Progress measure for mathematics	-4.09	0.37

Barriers to future attainment (for pupils eligible for PP)	
Academic Barriers	
A	All Pupils in receipt of PPG not achieving ARE or above
B / H	Coupled vulnerability with SEND, behaviour and mental health needs is an issue for a number of our PP eligible pupils
C	ARE for PPG children well below National Average in mathematics
D	Improved Vocabulary Skills to support reading and writing developments, targeted in EYFS, KS1 and KS2, in order to improve reading

	and writing skills as highlighted in the PPG review.	
E	Phonics predictions for 2020 were 87% - 3% lower than National expectations	
G	Interventions	
I	Foundation stage including nursery	
J	Inclusion team	

External barriers		
B	Mental health statement	
F	Attendance current data info	
K	Family support	

Intended outcomes		Success Criteria
A	All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that pupils are working at and above national expectations.	PP in line with or above national expectations
B	Provide early intervention mental health support for children	Pupils to be able to access their learning as independently as possible and support them in reaching their potential, through both practical and emotional support.
C	PPG pupils (KS2) will make increased progress and attainment in Mathematics, when compared to national other and when compared to others in school	- Pupils eligible for PP EY, KS1 and KS2 make rapid progress by the end of the year so that all pupils eligible for PP make ARE, especially lower and mid attaining pupils entitled to PP in KS2. - All PP pupils in Y4 to know all times tables up to 12x12 - Improved Maths results for end of KS1 and smaller gaps for PPG children in standardised tests.
D	Improve oral language and vocabulary for Pupils eligible for PP	Improved Reading and Writing results for end of KS1 and KS2, and smaller gaps for PPG children in standardised tests.
E	To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check.	Improved phonics results for Year 1, and smaller gaps for PPG children in standardised tests.

F	The Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of pupils in receipt of PPG	↓ Attendance for PPG/FSM children is at least 96% +3% ↓ % of persistent absentees to reduce by 3%
G	Pupils in receipt of PPG are supported in overcoming their barriers to learning.	↓ Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils.
H	PPG SEND pupils (KS2 & KS1) will make progress in line with the APDR objectives Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed using the feedback from OTs. Improve identification, progress and attainment for pupils with a Specific learning need.	↓ A greater percentage of pupils with SEND and prior lower attainment making good or better progress achieving ARE to diminish the difference in outcomes compared to the national other, by the end of KS2. ↓ All PP SEND pupils to meet or make progress towards meeting their APDR objectives
I	Improve outcomes for Foundation Stage	↓ The number of pupils achieving a good level of development is in line with national average.
J	An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to remove behaviour as a barrier to their learning so that they can function effectively in a mainstream class.	↓ All pupils to access learning and make progress
K	To support pupils and families from when they enter Nursery through to Y6. To improve the completion of tasks at home. Support for families in difficulties through additional provision for the Before School Club and after club. Pupils have the appropriate equipment/uniform for school	↓ All pupils are having the same offer available without the concern over money ↓ Continue to ensure there are regular planned opportunities for parents to be involved in and share in children's learning, planned programmes across school to communicate expectations that lead to engagement with parents and pupils especially at KS2. ↓ Continue to increase in the number of parents who hear their children read regularly and progress can be seen in the quality of comments recorded in children's reading diaries by parents and carers, especially those hard to

				reach parents of KS2 pupils.
L	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum Support gifted and talented pupils in music.			Curriculum maps and progression grids show the curriculum offer clearly for all year groups Those gifted and talented in music to be encourage to play a musical instrument

Quality of teaching for all					
Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
A £10,000 To provide CPD for staff	All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with a mastery curriculum with appropriate challenge so that pupils are working at and above national expectations.	Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Feedback from monitoring and appraisal discussions identify the training on a termly basis. (Collaboration - Average impact +5 months) Peer tutoring This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching	HT and SENDCo collate impact from training. Lesson observation, learning walks and book scrutiny. Senior leaders to track the impact of the training and any follow up actions to ensure that it has improved the quality of teaching and learning.	How do teachers plan for changes and assess whether the approach is successful within school? A high level of success should be required before pupils move on to new content – is this the case and are pupils able to communicate about their progress? Do pupils have the opportunities to take responsibility for helping each other with mastering content? How are topics and concepts	

		support (Peer tutoring action impact +8 months) Training needs to be provided on the different types of investigations to develop pupils' problem solving and reasoning skills. (Mastery Learning action impact - +5 months) Improving feedback for reading across the school. Accurate verbal and written feedback. Improving the post guided reading tasks to link to each year group curriculum. (Feedback Action Impact +8months)	Link governor to attend RAP action plan review meetings on a termly basis Link Governor notes of visit are shared with the governors curriculum committee	appropriate for a mastery learning approach chosen? How do we provide additional support to pupils who take longer to reach the required level of knowledge for each unit?	
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
B £5,000 To purchase resources required	MHST to work across school to provide early intervention mental health support for children and young people in schools and colleges.	The EMHP's will bridge the gap between CAMHS and schools and will offer low intensity evidence-based interventions for mild to moderate mental health difficulties in educational	HT, SENDCo & Wellbeing team to have discussions with the practitioner and clear action plans.	How is mental health support funded at school? What mental health professionals/interventions do we currently use?	

				How is school assessed in relation to the mental health support we offer e.g. Ofsted or other frameworks?	
	(Anna Freud Programme Educational Mental Health Practitioners)	settings (e.g. anxiety, low mood, behavioural difficulties). This includes individual work with parents and/or children and young people, group interventions and psychoeducation workshops.	Pupil Voice Discussions with parents	What are the referral mechanisms to mental health providers in Telford?

What are the criteria/threshold for referral? | |
| **Amount** | **Intended outcomes** | **Action** | **Monitoring** | **Key Questions** | **Impact** |
| **C**
£10,000 | PPG pupils (KS2) will make increased progress and attainment in Mathematics, when compared to national other and when compared to others in school | Update the mathematics curriculum maps to allow more opportunities for pupils to revisit key objectives throughout the year to ensure key skills and knowledge are retained over time.
A particular focus will be around progression and embedding of reasoning skills. (small group tuition +4months)

Continue to ensure that the | SLT and Mathematics Leaders to ensure that mathematics books scrutiny confirms progression in all three key curriculum aims for mathematics (fluency, problem solving and reasoning). | How will you ensure that there is sufficient time for direct teacher interaction with all pupils — individually and as a class — given the increased requirements on the teacher to organise and monitor individual activities?

Have you considered small group learning as a way to meet differing learner | |

		children understand the meaning of vocabulary. For example, in mathematics embedding vocabulary such as 'factor', 'divide' etc. and to make the links with other vocabulary that means the same thing. For example, in mathematics embedding vocabulary such as 'factor', 'divide' etc. and to make the links with other vocabulary that means the same thing. Develop consistent teacher use of probing questioning. Embed the 'stylish solutions' training across the school to help facilitate this. Giving the children more opportunity to reason, explain and deduce in mathematics. (within class attainment grouping +3months) Agree and embed a range of strategies the children can use to help them 'know and remember more' in		needs without reducing the total amount of teaching time that pupils receive? Have those delivering the small group tuition been trained in the programme they are using? How will you ensure that all pupils receive high quality teaching when different groups are doing different tasks or require different teaching strategies? How will you minimise the risk of allocating pupils to the wrong group? Have you assessed whether your grouping criteria could disadvantage certain pupils? How flexible are your grouping arrangements?	

| | | mathematics and other subject areas. These strategies will be agreed by staff and based on research.

Increase opportunities for pupils to systematically address errors and misconceptions arising during the mathematics fluency checks. Pupils to be given more opportunities to explain their mental processes following regular modelling by the teacher. (individualised instruction +3months) | | | |
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Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
D £10,000	Improve oral language and vocabulary for Pupils eligible for PP	Review of wider curriculum to ensure there are clear links between subject content, focusing on developing a rich and varied vocabulary

- Guided reading sessions to have clear vocabulary focus (reading comprehension strategies +6months)

- Vocabulary enrichment | Literacy subject leader to monitor planning and lead staff meetings

Classroom environment monitoring HT

Pupil voice

Data | How will you ensure the texts used provide an effective challenge?

What techniques will you use to identify particular pupils' needs?

How can you focus learners' attention on developing comprehension strategies that they can apply more widely? | |

| | | groups to be in KS1 and KS2 - Small group speech and language therapy as and when identified (oral language interventions +5months)

Continue to ensure that the children are able to articulate what they are learning, why they are learning it and how it fits into the sequence of learning. This should include help pupils from Year 2 – 6 being able to articulate their progress and attainment for all subjects using the school assessment systems. | | How can you help pupils to make their learning explicit through verbal expression?

How will you match the oral language activities to learners' current stage of development, so that it extends their learning and connects with the curriculum?

What training should the adults involved receive to ensure they model and develop pupils' oral language skills? | |

Targeted Support					
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
E £10,000	To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check

Teachers follow the long term plan/ planning reflects the appropriate | Ensure there is the correct pitch across Nursery to Year 2 through implementing a long term and medium term plan. Check that teachers are on track with this half termly (Phonics +4months) | Early Years & KS1 phase leaders to monitor planning, lessons and data | Is the teaching of phonics explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written? | |

	pitch Short term planning/lessons are pitched appropriately/ evidence of personalised learning Number of children passing the phonics screen check increases over the year Interventions improve the outcomes for pupils	Monitor examples of planning through each term and give specific feedback where appropriate. (Ensure parity across the classroom in terms of pitch/challenge) Use termly assessment trackers are in place to ensure pupils are in the correct phase groups – gaps analysis TA to teach small groups phonics Inclusion lead to ensure interventions are appropriately matched to pupils next steps Parental Engagement – invite parents to workshops x2 throughout the year to improve their understanding/suggest strategies to help at home Y1 Phonics Screen Check		Is the teaching of phonics matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)? Phonics improves the accuracy of the child's reading but not the comprehension. How are you planning on developing wider literacy skills such as comprehension?	

		meeting – January 2021 EYFS Phonics Screen Check during Term 5/6			
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
F £8,000 Attendance officers	An Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of pupils in receipt of PPG	School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC meetings to support families 1;1 work with pupils to improve attendance Carries out home visits and communicates with parents Organises attendance Panel meetings Has three weekly review meetings with attendance manager and Head. The Attendance manager follows up attendance daily.	Attendance target agreed with Governors 3 weekly reviews to monitor pupil's attendance with head teacher. Attendance grid on display for all school community to see. Attendance rates communicated to parents through the monthly newsletter.	What is the overall level of attendance? What is the level of persistent absence (children with attendance of 80% and below)? How many persistently absent (PA) pupils are there? Who are the PA pupils? i.e. SEN, CIC (LAC), Behavioural needs. What resources are in place to support them and how frequently are they monitored? What strategies/ interventions do we use in to school improve attendance?	

				How is the impact of these interventions measured and how often are they reviewed? Are all staff aware of their responsibilities regarding attendance in school and is there a senior member of staff allocated to attendance?	
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
G £80,000 Teachers Support staff	To accelerate pupils' progress in order to close the gap in attainment compared to national expectations Targeted academic support through providing intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap	Targeted interventions (small group tuition +4months) All year groups to run additional booster group work in the afternoons for reading, writing and/or mathematics. Use data analysis to identify children who require the additional support Use data to identify any pupils who may need an individual tutor either before, during or after school in order to make expected progress.	Subject leaders track the impact of these different intervention groups. Curriculum leader to monitor the teaching of the intervention groups / 1:1 teaching	Are Senior leaders able to evaluate the impact of their actions through action plans and the tracking of the progress judgements? Can subject leaders share their analysis with the governors? Are Governors able to evaluate the impact through the SDP and data analysis?	

Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
H £80,000 Inclusion lead & curriculum lead	Pupils in receipt of PPG are supported in overcoming their barriers to learning. Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils. That the interventions are appropriate and flexible in order to close the gaps.	Full time post - Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds. All teaching staff are aware of vulnerable pupils in their care Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age appropriate levels in all year groups. (Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning – Action impact +7months) To provide a champion for vulnerable groups of pupils at the heart of school	Detailed analysis of data for all vulnerable groups completed – including SEND and PPG pupils e.g Action fun club and Nurture group Individual case studies Detailed knowledge of where PPG pupils are in school and how they are performing. Regular monitoring role is checking on their progress Analysis and action plans in place in each class – progress	Is there a gap between PPG and non-PPG and PPG and national data? Inclusion lead to meet with governors with responsibility for SEND and PPG Can the inclusion lead & curriculum lead able to present data and action to governors? Do Pupil progress meetings prompt leaders to check that the interventions are matched to the pupils' needs?	

		leadership and management • Analysing data and reporting to SLT and governors • Co-ordinator of additional support. • Monitoring effectiveness of provision and measuring impact	to be evaluated on a termly basis Data is collated and evaluated as a whole school on a termly basis.		
	Improve identification, progress and attainment for pupils with a Specific learning need.	Purchased 35 learning support sessions for an advisory teacher and 18 sessions for an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.	Monitored through the pupils' individual Provision maps. These identify clear targets, provision for support and progress.	Do all SEND pupils have an up to date APDR? How are the recommendations from the Educational Psychologist and LSAT acted upon?	
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
I £22,734 + £11,000 (approx.)	Improve outcomes for pupils in the Foundation stage The number of pupils achieving a good level of development is in line with national average.	An additional teaching assistant in all 3 Foundation stage classes to increase the staff /child ratios in order to develop speaking and listening skills. 1 additional TA to support with speech and language.	Lesson observations. Tracking of data. Scrutiny of pupils' learning journals	Is the Early Years provision of high quality with well-qualified and well-trained staff? Is the high quality provision likely to be characterised by the	

				development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning? Is the increase in teaching assistants having an impact on pupil progress – how do you know?	
	Increase the number of pupils working at age related expectations in Nursery Current N1 – all of the children in receipt of PPG working at age appropriate levels and whole year group working at 30% national expectations. In Reception - to increase the percentage of pupils working at National expectations in reading and writing.	(Early Years intervention Action Impact - +5months) Develop writing in child-led to create interesting stimulus for writing such as a reporter notebook Establish reading sessions for parents to come into school and read alongside their child. To capture children's comments in their learning journals for all areas of learning to support assessment in understanding the pupils thinking process. Staff to complete Autism awareness training			
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
J £54,000	An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to remove behaviour as a	2 Nurture group leaders and Pastoral assistants. 1 FTE behaviour specialist To run 5 afternoon sessions and 5 morning sessions to link work on social and emotional aspects of	Carrying out and monitoring of Boxall assessments Feedback from parents Planning with	Do parents evaluate the impact this support is having on their child? What are the targeted interventions for those diagnosed or at risk of	

	barrier to their learning so that they can function effectively in a mainstream class.

This also supports pupils at significant risk of exclusion. | learning to foundation subjects
Link with outside agencies e.g behaviour support team and speech and language.
(behaviour interventions: more specialised programmes which are targeted at students with specific behavioural issues Action impact +3months)

Inclusion manager working with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support.
(behaviour interventions: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning – Action impact +3months) | Inclusion manager

Link Governor for SEND involvement

LJR to track the progress of PPG children through SEND interventions including working with the nurture group
Link Governor notes of visit are shared with the governors curriculum committee | emotional or behavioural disorders?

What is the period of time for these interventions?

What training and professional development is required for any programmes we plan to adopt?

What is the link between the teaching of social and emotional skills with academic content? | |

Other approaches					
Amount	**Intended outcomes**	**Action**	**Monitoring**	**Key Questions**	**Impact**
K £23,000 Bug Club Homework club in KS1 and KS2	To support pupils and families from when they enter Nursery through to Y6. Successfully identify vulnerable pupils who have developed at a slower rate than their peers. To support pupils who need extra support in terms of integration and engagement in school life.	2 Learning Mentors To touch base with identified children, greet children as they come into school and be a significant adult for a number of children. • To attend home visits with Foundation phase leader as pupils start in Nursery and Reception classes • Improve attendance in Foundation stage • To provide extra support for vulnerable pupils through 1:1 and group mentoring • Working with Inclusion leader to implement structured mentoring programme for targeted PPG and vulnerable pupils • Attendance at Early Help meetings (Parental engagement +3months)	Line management by Inclusion leader has ensured more time is spent supporting pupils. Early help support plans are kept and shared with Early intervention services Working with Phase leader and Inclusion manager to monitor progress of identified children)	Engagement is often easier to achieve with parents of very young children. How do we maintain parental engagement as children get older? How do we make the school welcoming for parents, especially those whose own experience of school may not have been positive?	

	To improve the completion of tasks at home.	The Bug Club is an online programme to support families in developing pupils reading skills at home. Children to have access to IPAD'S containing reading APP's (Digital technology action impact +4months) 2 after school homework clubs.	Data tracking systems monitored by the after-school club leader. Staff meeting time for teacher to track home access to the Online reading club.	Does Bug club cover the correct national curriculum objectives therefore at the correct pitch for each child? Are the children able to explain how they use Bug club? How does the teacher monitor the progress a pupil is making on Bug Club?	
Wrap Around Care	Wrap around Care Support for families in difficulties through additional provision for the Before School Club.	Paid places at before school club where a breakfast is provided	Monitored through individual plans e.g Early Help support plan	Is there sufficient demand for an out of school club? Do the results of your research give you an accurate picture? How many staff do you need? What roles do they need to fulfil? What qualifications or training must they have? What equipment do you need for your club? What should you focus on if funds are short? Where should you buy it?	

Uniform	Pupils have the appropriate equipment/uniform for school	Support for pupil's with PE kit, book bags, water bottles and general uniform items	Learning walks	Do all PPG children wear uniform? Does the school provide uniform for those who can not afford it?	
Educational visits	To ensure equal access for all pupils in offering experiences to enhance the broad curriculum	Money was used to subsidise costs of visits and experiences for PPG pupils such as: • Arthog outreach Y5 -Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors Theatre groups – story telling, mathematics and cyberbullying	Termly summaries are presented to the Governors to show the use of pupil premium money Assessments collated for PE and music this next year	How are the pupils supported to work together; it does not happen automatically? Is competition encouraged between groups to support pupils in working together more effectively? Are lower achieving pupils encouraged to participate, to talk and articulate their thinking in collaborative tasks to ensure they benefit fully? What professional development is required to support effective use of these approaches?	

Amount	Intended outcomes	Action	Monitoring	Key Questions	Impact
L £9,000 Music 2 the 4 Musical instruments Music teacher	Support gifted and talented pupils in music.	Music 2 the 4 in Y1 and 3 One year long programme in the delivery of a range of musical instruments and formats for Y1 and Y3 Individual music tuition for 8 identified pupils in KS2 once a week. Purchase of 4 clarinets and 4 flutes. (Arts participation +2 months)	Teachers work with the tutor to assess attainment in music. This is collated at the end of each term.	What is the link between your chosen arts intervention and the outcomes you want to improve, and how will you tell if it's successful? How will you use increased engagement to improve teaching and learning for these pupils?	
£321,734					