

## William Reynolds Primary School – Pupil Premium 2019/20

Pupil Premium amount - £307,435

57.1% children identified.

Caroline Langham is the PPG link governor

The Senior Leadership Team including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Sutton Trust Teaching and Learning Toolkit.

The Sutton Trust Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

Amount	Intended outcomes	Action	Monitoring	Evaluation	Impact
£47,100	<p>Improve outcomes for pupils in the Foundation stage</p> <p>The number of pupils achieving a good level of development is in line with national average.</p> <p>Increase the number of pupils working at age related expectations in</p> <p>Nursery</p> <p>Current N1 - all of the</p>	<p>An additional key person in all 3 Foundation stage classes to increase the staff /child ratios in order to develop speaking and listening skills.</p> <p>1 additional TA to support with speech and language.</p> <p>(Early Years intervention Action Impact - +6months)</p>	<p>Lesson observations.</p> <p>Tracking of data.</p> <p>Scrutiny of pupils' learning journals</p>	<p>Senior leaders and link Governor to track and review the data to track the impact of support and intervention.</p> <p>To identify any pupils who are not making the appropriate progress.</p> <p>HT and phase leader to share data with Governors</p>	<p>As the children come in at a low level of speech and language it enables 1:1small group time to happen to support these specific children and their specific speech and language difficulties (ELKLAN).</p> <p>More 1:1 and small group work can be</p>

	<p>children in receipt of PPG working at age appropriate levels and whole year group working at 30% national expectations.</p> <p>In Reception - to increase the percentage of pupils working at National expectations in reading and writing.</p>	<p>Develop writing in child-led to create interesting stimulus for writing such as a reporter notebook</p>			<p>done with a child (registration, group activity, carpet time, end of day, child initiated)to help a specific child or children with their speaking and listening skills.</p> <p>We are able to create and encourage children to write in child led time through interesting and stimulating writing activities such as reporter notebook and superhero writing with clipboards going on an adventure/hunt.</p> <p>Helping to develop their writing skills - making them more independent - sounding words out themselves, creating sentences themselves and using their</p>
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		<p>Establish reading sessions for parents to come into school and read alongside their child.</p>			<p>phonic/literacy knowledge and applying it.</p> <p>All areas of learning in Nursery and Outside in the Early Years are resourced for independent writing clipboards, notepads, post it notes, whiteboards, pencils, pens, whiteboard pens, highlighters, felt pens) and more children are choosing to write during child initiated independently.</p> <p>We are able to support and encourage parents to stay and read. Show them how important we believe reading is.</p> <p>We can interact with parents and show parents how we</p>
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		<p>To capture children's comments in their learning journals for all areas of learning to support assessment in understanding the pupils thinking process.</p>			<p>support children to learn to read (e.g. magic arm, phonic sounds and actions etc) and they can imitate this at home.</p> <p>Enables us all to make time to speak to the children individually and capturing their child voice about a specific area of learning (this area of learning changes on a weekly basis).</p> <p>It gives time to support their understanding and knowledge in this area and address any misconceptions on a 1:1 basis as well as assess how much they have learnt and understood.</p> <p>It provides time to write down the child's voice in their learning</p>
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					journals explaining their thinking process in this area of learning.
£50,253	<p>Pupils in receipt of PPG are supported in overcoming their barriers to learning.</p> <p>Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils.</p>	<p>Full time post - Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds.</p> <p>All teaching staff are aware of vulnerable pupils in their care</p>	<p>Detailed analysis of data for all vulnerable groups completed - including SEND and PPG pupils e.g Action fun club and Nurture group</p> <p>Individual case studies</p> <p>Detailed knowledge of where PPG pupils are in school and how they are performing.</p> <p>Regular monitoring role is checking on their progress Analysis and</p>	<p>Governors to use the PPG toolkit to track and ensure that there is no gap between PPG and non-PPG and PPG and national data.</p> <p>Data is collated and evaluated as a whole school on a termly basis.</p> <p>Inclusion lead to meet with governors with responsibility for SEND and PPG</p> <p>Inclusion lead to present data and action to governors</p> <p>Pupil progress meetings will prompt leaders to check that the interventions are matched to the pupils' needs</p>	<p>Progress of vulnerable groups is monitored within SLT - Inclusion leader updates the Future mind grids regularly to identify individual children within year groups and classes.</p> <p>Vulnerable children are effectively supported to meet their individual needs through the principles and practices and Nurturing ethos. Staff in school have received 'Emotion coaching training' in order to recognise, understand, support and talk with children</p>

	<p>That the interventions are appropriate and flexible in order to close the gaps.</p>	<p>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.</p> <p>To provide a champion for vulnerable groups of pupils at the heart of school leadership and management</p> <ul style="list-style-type: none"> <li>Analysing data and reporting to SLT and</li> </ul>	<p>action plans in place in each class - progress to be evaluated on a termly basis</p>		<p>about their feelings and offer strategies for coping with emotionally difficult situations.</p> <p>DLS hold fortnightly meetings and liaise with teaching staff on a need to know daily basis of issues that may have arise with vulnerable pupils in their class.</p> <p>Year 6 - Reading Booster, Maths and Handwriting intervention with PPG pupils making expected progress. Year 5 - Handwriting (letter joins), Maths booster (securing written methods of division and multiplication) , Maths (Greater depth to</p>
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		<p>governors</p> <ul style="list-style-type: none"> <li>• Co-ordinator of additional support.</li> <li>• Monitoring effectiveness of provision and measuring impact</li> </ul>			<p>deepen understanding of maths), Writing (to focus on writing objectives for Greater depth), Phonics (close gaps in phase 3 phonics for 2 boys), Toe by Toe (build reading skills, speed and accuracy for 2 boys). All made expected progress. Year 4 - Phonics (to address gaps in Phase 3) - all achieved full scores, Reading at National Standards (reading for meaning) all made expected progress, Writing at National Standards - all made expected progress with 1 child making better than expected. Year 3 - Handwriting (to develop size, ascenders, descenders and letter formation and joins) all made progress and</p>
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					<p>are now joining handwriting. Spelling (closing gaps Phase 3 -5 phoneme/grapheme correspondence) - all achieved full scores. Reading (tricky words and verbal comprehension focus) all made expected progress.</p> <p>Year 2 -Handwriting (formation of letters) all now forming letter correctly. Maths (place value and jottings) all working at National Standards. Phonics (Phase 3 - improving knowledge and retention) all have improved their individual scores. Reading at Greater Depth- retrieving information from the text) - all children have moved up a bookband. Phonics (Phase 5 -</p>
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					<p>comprehension) all children made good progress. Writing at National Standards (spelling and sentence composition) all children made progress.</p> <p>Year 1 - Handwriting (joining letters) 8/13 children are now joining their letters. Phonics (Phase 2) all children have improved their scores. Phonics (Phase 3) all children have moved to the next phase. Reading (1:1, identifying digraphs and trigraphs whilst reading) all children have moved up 2 book bands.</p>
£11,200	<p>To support pupils and families from when they enter Nursery through to Y6.</p> <p>Successfully identify vulnerable pupils who have</p>	<p>2 Learning Mentors</p> <p>To touch base with identified children, greet children as they come into school and be a significant adult for a number of children.</p>	<p>Line management by Inclusion leader has ensured more time is spent supporting pupils.</p>	<p>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with</p>	<p>Identified children have had a significant adult to meet and greet them in order to ensure high anxieties are reduced</p>

	<p>developed at a slower rate than their peers. To support pupils who need extra support in terms of integration and engagement in school life.</p>	<ul style="list-style-type: none"> <li>• To attend home visits with Foundation phase leader as pupils start in Nursery and Reception classes</li> <li>• Improve attendance in Foundation stage</li> <li>• To provide extra support for vulnerable pupils through 1:1 and group mentoring</li> <li>• Working with Inclusion leader to implement structured mentoring programme for targeted PPG and vulnerable pupils</li> <li>• Attendance at Early Help meetings</li> </ul>	<p>Early help support plans are kept and shared with Early intervention services</p> <p>Working with Phase leader and Inclusion manager to monitor progress of identified children)</p>	<p>the Learning Mentor</p>	<p>and there is a calm start to the school day. Home visits and interviews and completion of My Unique Child document has ensured a smooth start to Nursery and Reception. Attendance has improved in Foundation stage with Nursery at 84.59% and Reception at 91.29% by the end of January 2020. 2 children in KS1 work with a significant adult on a highly focused Nurturing approach. 2 children are supported on a 1:1 basis outside of their mainstream class due to them not being emotionally ready for whole class teaching and learning. 12 children have been supported to work</p>
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					through workbook/activities "Starving the Anger Gremlin" and 4 children have been supported to work through workbook/activities "Starving the Anxiety Gremlin." Learning Mentors have attended Early Help meetings. 24 children across school (KS1= 3, KS 2 = 21) have been supported with report cards in order to remove social, emotional and behavioural barriers to learning whilst remaining in their mainstream class.
£54,900	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. To run 5 afternoon sessions and 5 morning sessions to link work on social and emotional aspects of learning to foundation subjects	Carrying out and monitoring of Boxall assessments Feedback from parents Planning with	LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the nurture group	4 Nurture groups are now in place (Since September 2019) Sparklers and Rockets. Morning sessions 15 children are

	<p>barrier to their learning so that they can function effectively in a mainstream class.</p> <p>This also supports pupils at significant risk of exclusion.</p>	<p>Link with outside agencies e.g behaviour support team and speech and language.</p> <p>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.</p>	<p>Inclusion manager</p> <p>Link Governor for SEND involvement</p>	<p>Link Governor notes of visit are shared with the governors curriculum committee</p> <p>Ask parents and staff to evaluate the impact this support is having on their child.</p> <p>The impact is also evaluated with parents during TAC meetings.</p>	<p>supported and in the afternoon sessions 19 children are supported. Online Boxall profiling has been completed for each child and are reviewed termly to identify new targets in order to meet individuals social, emotional and behavioural difficulties and remove barriers to learning within their mainstream class. 6 have the long-term protection of an EHCPlan. 4 children are supported on a 2:1 basis (Yr1 and Yr 2 boy and 2 Yr 3 boys). There have been no permanent exclusions of these vulnerable pupils. Nurture group leader has received training from Sensory Inclusion Service to support a child with</p>
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					hearing aids. Links with outside agencies have been incorporated onto individual Assess, Plan, Do, Reviews (APDRs). Weekly meetings have taken place with Nurture leaders and Inclusion Manager to review the needs of the pupils within the group.
£78,800	To accelerate pupils' progress in order to close the gap in attainment compared to national expectations	3 half days teacher to work with booster groups in Y6 2 half days booster groups in Y2  To provide additional support for vulnerable groups through intervention programmes	Literacy and mathematics subject leaders plan with, observe and monitor the effectiveness of this support.  Subject leaders track the impact of these different intervention groups.	Senior leaders evaluate the impact of their actions through action plans and the tracking of the progress judgements.  Subject leaders share their analysis with the governors  Governors evaluate the impact of each Raising Attainment Plan	<u>Year 6</u>  Y6 Mathematics Intervention  100% of children increased their scaled score by at least 5 points.  The average scaled score point increase for the group of 11 children was 8 points.

					<p>4/11 children who were previously attaining a scaled score below 100 are now attaining a scaled score of 100 or more, meaning they are now working at National Standard.</p> <p>6/7 of the remaining children now have scaled scores in the 90's with 4 /6 having a scaled score of 95 or above.</p> <p>Y6 Reading Intervention - NS</p> <p>17% made better than expected progress.</p> <p>4/12 are not attaining a scaled score of at least 100.</p> <p>8/8 of the remaining children now have</p>
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					<p>scaled scores in the 90's with 6 /8 having a scaled score of 95 or above.</p> <p>Y6 Reading intervention - GD</p> <p>67% made expected progress and 33% made better than expected progress.</p> <p>4/6 identified children are now attaining scaled scores of at least 105 and are on track to attain GD by the end of the year.</p> <p>Y6 Handwriting (supporting writing attainment at the end of KS2)</p> <p>83% of the group made expected</p>
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					<p>progress with 33% now joining effectively.</p> <p><u>Year 2</u></p> <p>Reading Intervention - 100% of children in the group have moved up a book band. Children are able to use evidence from the text to respond to questions and retrieve information quickly.</p> <p>Phonics Intervention - Phase 5/3 - 25% have made better than expected progress with two being very close to the phonics pass mark boundary.</p>
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					<p>The average point increase for the group of 8 children was 6 points.</p> <p>Maths interventions - 33% made better than expected progress. Other children in the group made expected progress and are more confident with choosing their own method and apparatus when calculating.</p> <p>Handwriting - all children have made progress and are now forming letters correctly.</p>
£8,000	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	Attendance target agreed with Governors 3 weekly reviews to monitor pupil's attendance with	Governors track the school's progress to achieving the attendance target for the year.	EWO has been supportive with families encouraging them to attend school regularly and has resulted in some

		<p>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 on a daily basis</p>	<p>head teacher.          Attendance grid on display for all school community to see.          Attendance rates communicated to parents through the monthly newsletter.</p>		<p>persistent families attending school more regularly.</p> <p>EWO / School meetings take place every 3 weeks to discuss families which means the support given will be to the correct families. OR the reminders to some families that their attendance is declining.</p>
£2,000	<p>Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed using the feedback from OTs.</p> <p>A calming and coordinated approach to starting the day for this group of pupils.</p>	<p>Action fun club - 2 members of staff          Planning is linked to Cool Cats project and brain Gym activities.          Work is supported by Occupational therapist advice.</p>	<p>Link Governor for SEN involvement</p> <p>Pupils' progress is monitored</p>	<p>Inclusion manager to track the progress of PPG children through SEND interventions including working with the action fun club staff          Link Governor notes of visit are shared with the governors</p> <p>The impact is also evaluated with parents during Early Help meetings.</p>	<p>18 children have received daily 20 minutes focused support to develop their fine and gross motor skills.          (Reception to Year 6)          Assessments are undertaken at the end of each term. Each Wednesday there is a focus on developing pencil grip and letter</p>

					formation.
£1,500 Bug Club Homework club in KS1 and KS2	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.	SLT to identify and support Children in receipt of PPG who do not have an adult listen to them read.	56% of pupils accessing the Bug Club are PPG. This has enabled these children to access a computer which they do not have at home.  64% of pupils attending Homework Club are PPG and chosen by the class teacher as needing the additional support.
£7,000 To provide CPD for staff	All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that pupils are working at	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.	HT and SENDCo collate impact from training.  Lesson observation, learning walks	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.	Staff have received CPD on the following areas of the curriculum to ensure that expectations remain high: Art

	<p>and above national expectations.</p>	<p>Feedback from monitoring and appraisal discussions identify the training on a termly basis.  <i>(Collaboration - Average impact +5 months)</i></p> <p>Training needs to be provided on the different types of investigations to develop pupils' problem solving and reasoning skills.  <i>(Mastery Learning action impact - +5 months)</i></p>	<p>and book scrutiny.</p>	<p>Link governor to attend RAP action plan review meetings on a termly basis</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	<p>PE  Computing  Mathematics  Mental Health  Science</p> <p>Appraisals took place in the Autumn term where training was identified for individual staff.</p> <p>Several staff meetings have taken around mathematics. Through book scrutinies, pupil voice and lesson observations you can clearly see the impact from the staff meetings where there are plenty of opportunities for reasoning.</p>
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		<p>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.</p> <p>(Feedback Action Impact +8months)</p>			<p>The literacy subject leader has worked on a new way of delivering guided reading in Year 5 &amp; 6. This is due to start in September. Learning objectives are clearly linked to the assessment documentation in the post reading task. This means that the task is pitched appropriately.</p>
<p>£19,000 Educational visits</p>	<p>To ensure equal access for all pupils in offering experiences to enhance the broad curriculum</p>	<p>Money was used to subsidise costs of visits and experiences for PPG pupils such as:</p> <ul style="list-style-type: none"> <li>• Arthog outreach Y5 - Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors</li> <li>• Theatre groups - story telling, mathematics and</li> </ul>	<p>Termly summaries are presented to the Governors to show the use of pupil premium money</p> <p>Assessments collated for PE and music this next year</p>	<p>Termly summaries are presented to the Governors to show the use of pupil premium money. Governors check that the opportunities are having an impact on pupils' development and learning.</p>	<p>Year 5 pupils accessed Arthog outreach in Summer 2019. This meant that all children experience an outdoor education and ensured they have memories for the future.</p> <p>Theatre groups have been in to school and delivered a range of stories. Our children</p>

		cyberbullying			wouldn't normally have the opportunity to go to a theatre to see a play so this is important for them to offer the wider experiences.
£200 Before school free places	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	JM Head teacher to track the take up of free places at the before school club for PPG pupils Feedback from pupils attitudes to learning - learning walks	There have only been a few children who have accessed this provision. However, it is important to have the support for the families for when they do need it.
£8,500 Healthy Lifestyles	Encouraging healthy lifestyles.	Provision of milk twice a week for pupils  A range of after school clubs: <ul style="list-style-type: none"> <li>- Change for life</li> <li>- Gardening</li> <li>- Board games</li> <li>- Physical activity</li> <li>- Craft</li> </ul> Pupils are invited to a Change 4 life activity club led by a member of staff	Take-up of milk by pupils  Newsletters and presentation to governors  Take up data from the after-school club  Capture of evidence and pupil voice  Tracking	Pupil voice linked to SMSC  Feedback from pupils attitudes to learning - learning walks  Governors track the school's progress to achieving the attendance target for the year.	Milk continues to be delivered which ensures that the children are getting the nutrition they require.  A range of after school activities were well attended.  The change for life club operated although had little uptake.

			attendance		
£13.000 Learning support  Educational Psychologist	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.	SENDCo and link governor will track the impact of this group.  Link Governor notes of visit are shared with the governors	9 children have been assessed by the Educational Psychologist - 4 recommendations to apply for long term protection of an EHCPlan. 6 recommended to refer to BEEU mental health and well-being service (0-25 CAMHs).  31 children have been assessed by the Learning Advisory Support Teacher (LSAT). 7 to support Annual Reviews for children in receipt of an EHCPlan. 4 to support applications for the long-term protection of an EHCPlan and 2

					<p>recommended to be referred to BEE U mental health and well-being service (0-25 CAMHs).</p> <p>All reports have been shared with parents and staff and SENDCO/Inclusion Manager has incorporated recommended outcomes onto individual APDRs with teachers identifying intervention, provision and staff ratio for these to meet and to provide a paper document of a graduated response.</p> <p>Currently school has 17 children in receipt of EHCPlans and SENCO/Inclusion</p>
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					Manager is completing paperwork (following recommendations) for a further 8 children.
£1000	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	SLT to review and check that all pupils have appropriate equipment.	All classes have 6 spare PE kits for their class to ensure all children take part in the session.
£5,000 £4,000 Music 2 the 4  £1,000 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.	Teachers work with the tutor to assess attainment in music. This is collated at the end of each term.	Subject leader evaluates the progress pupils make.	Year 1 and Y3 have enjoyed a broad range of musical instruments over the year which would not normally be possible for the class teacher to teach.  Individual tuition has taken place for 8 children.
£307.435					