

## William Reynolds Primary School – Pupil Premium 2015/16

Pupil Premium amount - £330,570

66% identified on Raise on line

Katie Woodland is the PPG link governor

The Senior Leadership Team including Governors have identified a areas for development using the PPG toolkit to analysis data from this a range of strategies from 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 to 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.

### Impact by the end of KS2

By the end of KS2 Progress for disadvantage pupils was 5.80 in reading (rank 3), 4.16 in writing (rank 7) and 3.66 in mathematics (rank 8) placing the school in the top 10% of schools in terms of progress.

Intended outcomes	Action	Monitoring	Evaluation	Impact
<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 nation average.</p> <p>Increase the number of pupils working at age</p>	<p>An additional key person in all 3 Foundation stage classes to reduce the staff /child ratios in order to develop speaking and listening skills.</p> <p>1 additional TA to support wit speech and language.</p> <p><i>(Early Years intervention Action Impact - +6months)</i></p>	<p>Lesson observations.</p> <p>Tracking of data.</p> <p>Scrutiny of pupils' learning journals</p>	<p><i>CW Early Years link governor to track the progress of PPG children through quality first teaching and interventions</i></p> <p>Senior leaders to</p>	<p>Outcomes were improved with 71.7% of pupils attaining a Good level of development.</p> <p>This was above national average 69.3%. 69.2% of pupils in receipt of PPG achieved a Good level of development with 73.5% of other pupils. The gap between the 2 groups was 4.3%. The gap is less than</p>

<p>related expectations in Nursery</p> <p>Raise on line indicated that there was some difference between the 2 groups for we need to close the gap in</p> <ul style="list-style-type: none"> <li>• Expressive arts</li> <li>• Reading</li> <li>• Writing</li> <li>• Number</li> </ul> <p>Shape, space and measures</p>	<p>To use the developed question starters to ask open ended questions with pupils develop speak and language. This will be developed through the overriding contexts for learning.</p> <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>Subscribe to annual support from Birmingham Repertory theatre to develop expressive arts.</p>		<p>track and review the data to track the impact of support and intervention. To identify any pupils who are not making the appropriate progress. HT and phase leader to share data with Governors Curriculum Committee.</p>	<p>nation (18%).</p> <p>The percentage of pupils working at national expectations in nursery increased and the gaps reduced.</p> <p>All pupils</p> <p>Expressive arts - 64%</p> <p>Reading - 73%</p> <p>Writing - 85%</p> <p>Number - 73%</p> <p>Shape, space and measures - 88%</p> <p>PPG pupils</p> <p>Expressive arts - 56%</p> <p>Reading - 70%</p> <p>Writing - 78%</p> <p>Number - 65%</p> <p>Shape, space and measures - 83%</p>
<p>All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that they are working at national expectations.</p>	<p>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.</p> <p>Teachers and TA's need to</p>	<p>Improve children's attainment with an emphasis on reading and mathematics.</p> <p>HT and SENDCo collate</p>	<p><i>HJ TLR2 mathematics to track and focus on additionality and not what we do for all children through quality first teaching</i></p>	<p>The quality of teaching and learning improved with 100% of teaching and learning judged to be good or better and 33% to be judged to be outstanding. This was verified by the LA attached advisor.</p> <p>The teaching and learning</p>

	<p>understand the skills associated with collaborative learning. Some discrete lessons on collaborative learning need to be taught to develop these skills and then it needs to be embedded throughout school. <i>(Collaboration - Average impact +5 months)</i></p> <p>Peer tutoring This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support <i>(Peer tutoring action impact +8 months)</i></p> <p>Train staff how to plan for and use Numicon Train staff</p>	<p>impact from training.  PPG toolkit to identify area of concern for PPG pupils</p>	<p><i>RB TLR" upper KS2 to extend this through to mastery</i></p> <p>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.</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>policy was reviewed to support teachers to work to outstanding, planning for choice and challenge with pupils working collaboratively.</p> <p>There is clear pitch and expectation in lessons.</p> <p>The curriculum mats were developed to support pupils in knowing where they are in their learning and what the next steps to achieve national standard are.</p> <p>Teacher plan an assessment for learning opportunity and use flexible groupings to ensure that all pupils are working at the appropriate pitch.</p> <p>Staff use Numicon to support lower attaining pupils in accessing their year group curriculum. This has had a positive impact on the percentage of pupils with SEND in attaining national standard in mathematics. By</p>
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	<p>to exploit mathematical opportunities in all areas of learning.  (Early Years Intervention - action impact +6months)</p> <p>Assessing without levels including mastery Subject leader to monitor how cross curricular links are being addressed.  Training needs to be provided on the different types of investigations and the skills required to solve them.  (Mastery Learning action impact - +5 months)</p> <p>Improving feedback for more able writers. Accurate verbal and written feedback.  (Feedback Action Impact +8months)</p> <p>Solo taxonomy training  (Meta-cognition and self-regulation Action impact +8months)</p>			<p>the end of KS2 64% of pupils with SEND attained national standard.  84% of disadvantage pupils attained national standards - national was 75%.</p> <p>Teachers understanding of greater depth was developed in reading, writing and mathematics  In reading 16% of PPG attained greater depth - national 23%  In writing 16% attained greater depth - 18% national  In mathematics 13% attained greater depth - 20% national.</p> <p>Each term pupils were supported in carrying out the self-evaluation of the progress they made in reading, writing and mathematics.</p>
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<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>That the interventions are appropriate and flexible in order to close the gaps.</p>	<p>Full time post - Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT.</p> <p>Intervention programmes to support pupils in receipt of PPG are planned coordinated and evaluated in order for pupils attain age appropriate levels in all year groups.</p> <p>To provide a champion for vulnerable groups of pupils at heart of school leadership and management</p> <ul style="list-style-type: none"> <li>Analysing data and reporting to SLT and governors</li> <li>Co-ordinator of additional support. Monitoring effectiveness of provision and measuring impact</li> </ul>	<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. All teaching staff aware of vulnerable pupils in their care</p> <p>Regular monitoring role is checking on</p>	<p><i>HB vice chair of governors to track data for groups of pupils</i></p> <p>Governors to use the PPG toolkit to track that the gap between PPG and non PPG and PPG and national data is closing.</p> <p>Data is collated evaluated as a whole school on a half 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 curriculum and standards</p>	<p>Governors monitored the progress data for vulnerable groups of pupils. They interviewed groups of pupils and tracked intervention groups. These groups were flexible throughout the year and were in response to each term's data.</p> <p>Internal data for PPG pupils shows that attainment was broadly in line or above with all pupils nationally</p> <table border="1" data-bbox="1429 879 1758 1321"> <thead> <tr> <th>Y</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>74%</td> <td>68%</td> <td>68%</td> </tr> <tr> <td>2</td> <td>82%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>NA KS1</td> <td>74%</td> <td>66%</td> <td>73%</td> </tr> <tr> <td>3</td> <td>83%</td> <td>66%</td> <td>63%</td> </tr> <tr> <td>4</td> <td>77%</td> <td>79%</td> <td>81%</td> </tr> <tr> <td>5</td> <td>74%</td> <td>58%</td> <td>71%</td> </tr> <tr> <td>NA KS2</td> <td>66%</td> <td>74%</td> <td>70%</td> </tr> </tbody> </table>	Y	R	W	M	1	74%	68%	68%	2	82%	74%	74%	NA KS1	74%	66%	73%	3	83%	66%	63%	4	77%	79%	81%	5	74%	58%	71%	NA KS2	66%	74%	70%
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		<p>their progress Analysis and action plans in place in each class - progress to be evaluated on a termly basis</p>	<p>committee  Pupil progress meetings will prompt leaders to check that the interventions are matched to the pupils' needs</p>	<p>More work will be needed for pupils in Y5 as they move into Y6 in writing.</p>
<p>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.</p>	<p>2 Learning Mentor - 30 hours To touch base with identified children, greet children as they come into school to be a significant adult for a number of children.</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</li> </ul>	<p>Line management by Inclusion leader has ensured more time is spent supporting pupils.</p> <p>Team Around the Child (TAC) plans are kept and shared with Early intervention services</p> <p>Working with Phase leader and Inclusion manager to</p>	<p><i>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the Learning Mentor</i></p>	<p>8 pupils were supported in EYFS, 2 pupils in KS1 and 2 pupils in KS2 in developing their social and emotional skills on a 1:1 basis.</p> <p>15 pupils in receipt of PPG were supported through CAF and TAC.</p> <p>5 pupils were supported through Team Around the Family working with the LA cohesion team.</p> <p>1 pupil through a Child in Need Plan working with Family Connect.</p> <p>6 through Child Protection Plans.</p>

	<p>PPG and vulnerable pupils</p> <ul style="list-style-type: none"> <li>Attendance at TAC meetings</li> </ul>	monitor progress of identified children)		The Learning support mentors developed clear action plans in working with pupils. Timetables for support are reviewed on a weekly basis to best target the support needed for pupils.
<p>An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to removes behaviour as a barrier to their learning so that they can function effectively in a mainstream class.</p> <p>This also supports pupils who are at risk of exclusion.</p>	<p>1 Nurture group leader 20 hours (new to the team in September 2015) Pastoral assistant - 10 hours To run 5 afternoon sessions to link work on social and emotional aspects of learning to foundation subjects Link with outside agencies e.g behaviour support team and speech and language</p> <p>This year to achieve reaccreditation and the training in place to support the new lead for the Nurture group.</p>	<p>Carrying out and monitoring of Boxall assessments Feedback from parents Planning with Inclusion manager</p> <p>Link Governor for SEND involvement</p>	<p><i>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the nurture group</i></p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p> <p>Inclusion manager working with senior leaders will review the needs</p>	<p>The school is one of 3 schools in the country to have successfully achieved the 3<sup>rd</sup> assessment of the Marjorie Boxall Award.</p> <p>15 pupils in receipt of PPG attended the nurture group. 14/15 pupils made better than expected progress in reading, writing and mathematics.</p> <p>11/15 pupils had attendance above 96% by the end of the year.</p> <p>7 out of 8 pupils who had a fixed term exclusion where in receipt of PPG. This was reduced for a group of vulnerable pupils with challenging behaviour in Y4 where 2 pupils had a fixed term exclusion.</p>

			of the pupils within the group and those not in the group who would benefit from this support.	
<p>Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed from 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><i>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the action fun club staff</i></p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	<p>15 pupils in receipt of PPG were supported in this group. The morning group supported pupils in developing levels of concentration, hand/eye coordination skills and social skills.</p> <p>8/15 pupils made better than expected progress in reading, writing and mathematics.</p> <p>9/15 pupils had attendance over 96%.</p>
<p>PPG pupils to achieve in line with national expectations in reading. To close the gap between PPG and non PPG pupils in</p>	<p>All year groups follow a comprehension scheme of work - enhance the guided</p>	<p>Data tracking systems monitored by the English subject leader</p>	<p>Analysis shared with Governors curriculum and standards committee</p>	<p>New books were purchased for KS1 pupils to ensure that all books were phonetically Decodable. This supported phonics</p>

<p>reading. Particularly for Y2 children in September 2015</p>	<p>reading books in class bases.</p> <p>Guided reading booster session led by teacher 2 half days</p> <p>PIRA testing to give a reading age and level to support teachers will assessing pupils' progress. (Reading comprehension strategies Action impact - 5months)</p>	<p>Reading logs</p>		<p>attainment in Y1 and supported in closing the gap for reading in Y2</p> <p>The reading booster sessions were led by a teacher in Y2. By the end of the year 79% of pupils in receipt of PPG achieved national standard in reading. This was above national for all pupils at 74%.</p> <p>By the end of the year 81% of pupils in receipt of PPG achieved national standard for Y1 phonics. This was above national for all pupils at 76%.</p>
<p>1:1 support for pupils - reading to support progress in reading for pupils in care, at the edge of care and or working below national expectations.</p> <p>So that pupils make better than expected progress and begin to achieve in line with national expectations</p>	<p>3 members of staff from the Volunteer reader scheme support 9 pupils in school for 2 one half sessions each week. The team also provides reading material to match the needs of the pupils</p>	<p>Progress is assessed on a half termly basis</p>	<p>IB head teacher to track the progress made by pupils being supported by Beanstalk</p> <p>Termly feedback is giving to Beanstalk</p> <p>The pupils being supported is reviewed in the</p>	<p>All 3 pupils supported by the volunteer reader in Y6 made accelerated progress and achieved national standard.</p> <p>All 3 pupils in Y2 made accelerated progress and achieved national standard.</p> <p>2 out of 3 pupils in Y5 made accelerated progress and achieved national standard.</p>

			light of assessment data	
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. All staff to receive training for this in September. 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 English subject leader HL Assistant head and ICT lead to Identify and support that specific group of children who do not have internet access at home	JM Deputy head and English lead to identify and support Children in receipt of PPG who do not have an adult listen to them read.	20 pupils were identified by staff to attend the after school clubs. Book scrutiny of Home school diaries showed an improvement of homework being completed. Both clubs proved to be very popular with pupils returning to attend the club each term.
To focus on developing pupil's in receipt of PPG who are higher achieving writers	Working on a pilot with Telford and Wrekin - Pop up literacy programme in Autumn 2015. This will then be developed in all year groups Encourage writing using authors local areas links to SMSC Grammar and punctuation	English subject leader to monitor progress in writing	Analysis shared with Governors curriculum and standards committee	The medium term planning for pupils in Y6 was reviewed to reflect the work with the author and books. Class set books were purchased.
To ensure equal access for all pupils in offering	Money was used to subsidise costs of visits and	Termly summaries are	<i>JJ Chair of governors to</i>	Governors tracked the use of this pot of money to ensure

<p>experiences to enhance the broad curriculum</p>	<p>experiences for PPG pupils.</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>• Music 2 the 4 in Y1,3 and 5</li> <li>• Theatre groups - story telling, mathematics and cyberbullying</li> </ul> <p>Transport for group of able pupils to after school maths club  G&amp;T science courses with Tomorrow's achievers - Saturday school  More able writers - Enginuity  Individual music tuition for identified children</p>	<p>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><i>track impact on PPG pupils progress in Foundation subjects.</i></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>that all visits went ahead and that no pupil missed out on a visit.  A stimulating set of educational visits as well as visitors into school was planned and mapped out in relation to the curriculum maps.</p> <p>The percentage of pupils working at national standard in music increased.  Y1 - 90%  Y3 - 92%  Y5 - 89%</p> <p>4 pupils have now taken up the clarinet in Y5 and 4 pupils the flute in Y6 and being supported through 1;1 sessions.</p> <p>Pupils were identified to attend the G and T sessions on Saturday workshops.  Y3 - 3 pupils  Y4 - 7 pupils  Y5 - 7 pupils.</p>
<p>Support for families in difficulties through additional provision for the Before School Club.</p>	<p>Paid places at before school club where a breakfast is provided  Support with the provision of</p>	<p>Monitored through individual plans e.g TAC plans</p>	<p>This is evaluated through the health and wellbeing of the</p>	<p>Pupils have been supported through free places at the Before school club. Pupils were identified through the TAC</p>

	<p>school uniform Free water bottles and a book bag when a child starts school</p>		<p>pupils.  Feedback from pupils attitudes to learning - learning walks</p>	<p>process. All pupils are given a good start to having all the appropriate equipment through the free items given to them when they start at any stage throughout the school.</p>
<p>Encouraging healthy lifestyles.</p>	<p>Provision of milk for pupils twice a week for pupils</p> <p>In KS1 children are invited to a Change 4 life activity club led by a member of staff</p> <p>Through DT we invite in the Little Chefs and the Cooking bus to show pupils how to make their own. This year will be selling their food at the summer fair.</p>	<p>Take-up of milk by pupils</p> <p>Newsletters and presentation to governors</p> <p>Take up data from the after school club</p> <p>Capture of evidence and pupil voice</p> <p>Tracking attendance</p>	<p>This is evaluated through the health and wellbeing of the pupils.</p> <p>Feedback from pupils attitudes to learning - learning walks Governors track the school's progress to achieving the attendance target for the year.</p>	<p>Free milk is provided twice a week.</p> <p>12 pupils were identified and engaged in the Change 4 life club.</p> <p>New uniforms and outfits were purchased for the Little Chefs in Y3. Pupils were given the confidence in knowing that that they can cook their own meals from scratch. This food was then sold and eaten at the school summer fair.</p>
<p>An Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of</p>	<p>School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC</p>	<p>Attendance target agreed with Governors 3 weekly reviews to</p>	<p>Governors track the school's progress to achieving the attendance</p>	<p>A school target for attendance of 96% was agreed with Governors. Pupils in receipt of PPG attendance was tracked</p>

<p>pupils in receipt of PPG</p>	<p>meeting 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 manger follows up attendance on a daily basis</p>	<p>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.</p>	<p>target for the year.</p>	<p>throughout the year.  By the end of the year PPG pupil attendance had improved particularly in Years 4 to 6 R - 94% Y1 - 95% Y2 -94% Y3 - 95% Y4 - 97% Y5 - 97% Y6 - 96%  By the end of the 51 pupils had 100% attendance.</p>
<p>To accelerate pupils' progress in order to close the gap in attainment compared to national expectations</p>	<p>Teacher support groups on 1:1 basis in Y6 for reading.  2 half days teacher to work with booster groups in Y2 and Y6 with an emphasis on mathematics  Easter booster sessions held in 2015 to target those pupils at risk of underachievement in mathematics  To provide additional support</p>	<p>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.</p>	<p>Senior leaders evaluate the impact of their actions through action plans and the tracking of the progress judgements.  Subject leader share their analysis with the curriculum and standards</p>	<p>Y2 In reading and mathematics the percentage of disadvantage pupils achieving expected standard was better than national for other pupils but less than national for greater depth. In writing the percentage of disadvantage pupils achieving expected standard and greater depth was better than national</p>

	<p>for vulnerable groups through intervention programmes e.g Springboard maths -Y3, 4 and 5 Fresh start Y5 Early Literacy support Y1 and 2 Quest programme Y3 and 4</p>		<p>committee</p> <p>Governors evaluate the impact of each Raising Attainment Plan</p>	<p>for other pupils.</p> <p>By the end of KS2 Progress for disadvantage pupils was 5.80 in reading (rank 3), 4.16 in writing (rank 7) and 3.66 in mathematics (rank 8) placing the school in the top 10% of schools in terms of progress. This is a significant achievement.</p>
<p>Improve identification, progress and attainment for pupils with a Specific learning need.</p>	<p>Purchased 31 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.</p>	<p>Monitored through the pupils' individual Provision maps. These identify clear targets, provision for support and progress.</p>	<p>SENDCo and link governor will track the impact of this group.</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	<p>All sessions were used with the assessment process supporting pupils in moving onto statutory assessment.</p> <p>10 pupils were awarded an Education Health Care Plan in 2015/16. With 100% of assessments going through for EHCPs.</p> <p>The LSAT identified 14 pupils who needed additional support during the KS2 SATs.</p>

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	Feedback is shared with PPG link governor.	Pupils were better equipped for activities and learning throughout the school day.