

Pupil Premium Strategy Statement- 2019-20

1. Summary information					
Academy	William Read Primary School and Nursery				
Academic Year	2019-20	Total PP budget	£229,663	Date of most recent PP Review	July 2019
ULY 19	396 (422 including nursery)	Number of pupils eligible for PP	158	Date for next internal review of this strategy	Sept 2019

2. Current attainment			
	<i>Pupils eligible for PP at WR (non - PPG)</i>	<i>Pupils eligible for PP (2019 national average)</i>	<i>National % for non -disadvantaged</i>
Year 1 % achieving expected standard in phonics		82%	82
Key Stage 1 % achieving expected standard in reading	57.1% (55.9%)	61.9%	78.4 -21.3
Key Stage 1 % achieving expected standard in writing	57.1%(64.7%)	54.7%	73 -15.9
Key Stage 1 % achieving expected standard in maths	66.7%(67.6)	62.2%	79.1 -12.4
Key Stage 1 % achieving expected standard in reading, writing and maths	52.4%(47.1%)	49.8%	68.8% -16.4
Key stage 1 % exceeding expected standard in reading	9.5%	13.8%	28.0% -18.5
Key stage 1 % exceeding expected standard in writing	4.8%	7.2%	16.7% -11.9
Key Stage 1 % exceeding national standard in maths	4.8%	11.7%	24.3% -19.5
Key stage 2 % achieving expected standard in reading	57.1%(66.7%)	61.9%	78.1 -21
Key Stage 2 % achieving expected standard in GPS	66.7%(72.9%)	67.3%	82.7 -16
Key Stage 2 % achieving expected standard in maths	47.6%(60.4%)	67.2%	83.7 -36.1
Key Stage 2 % achieving expected score in TA writing	47.6%(58.3%)	67.7%	83.2 -35.6
Key Stage 2 % achieving expected standard in reading, writing and maths	42.9%(50%)	51.2%	70.8 -27.9

Key Stage 2 % exceeding expected standard in reading	0(12.5%)	16.8%	31.3- 31.3
Key Stage 2 % exceeding expected standard in GPS	9.5(8.3%)	24.3%	40.6 - 31.1
Key Stage 2 % exceeding expected standard in maths	4.8(6.3%)	15.5%	31.4- 26.6
Key Stage 2 % exceeding expected standard in reading, writing and maths	0(0)	4.7	13.0 - 13
Key Stage 2 Progress score in writing	-1.41	0.24	
Key Stage 2 Progress score in maths	1.29	0.31	
3. Barriers to future attainment			
In-school barriers			
A.	In some cases, disadvantaged pupils have gaps in their learning and are not meeting age related expectations in reading, writing and maths due to curriculum not being engaging enough in some cases, expectations are not high enough and AFL is not used rigorously enough to match to learners needs and inconsistency of quality of teaching		
B.	Spoken language skills and breadth of vocabulary needs developing in some cases, this is a thread throughout school but needs to be addressed early.		
C.	Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.		
D.	The curriculum is not always inspiring enough and does not provide enough opportunities for pupils to apply key reading, writing and maths skills to other curriculum areas and themes.		
External barriers			
E.	In many cases, attendance is below national expectations.		
F.	In some cases, consistency of support at home (homework completion, volume of reading at home)		
G.	In some cases, access to resources, particularly ICT and also sporting and cultural life experiences.		

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To ensure classroom teaching is effective to meet the needs of disadvantaged pupils so that they make progress meeting (or exceeding) age related national expectations.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> Teachers will ensure age related objectives are delivered to pupils. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths. Teaching assistants will support learning effectively. All staff will receive appropriate CPD to underpin these success criteria. Pupils will meet (or exceed) age related national expectations.

<p>B.</p>	<p>To develop language skills to enable pupils to engage fully with learning over time.</p> <p>To develop the reading culture throughout school</p>	<ul style="list-style-type: none"> • Pupils will meet age related expectations in phonics • Pupils read regularly (at least 3 x a week) outside of normal class reading and breakfast Club will support reading • Pupils meet age related expectations in reading and writing. • Talk for Writing will be embedded throughout the school and Speaking and Listening will be planned for and delivered weekly. (Staff training on TFW and quality speaking and listening) • The school will monitor frequency and quality of reading and pitch of books. • A whole school approach to speech and language will be adopted – Talk Boost and Colourful semantics • Frequency of reading and subsequent comprehension will show progress on AR scores and in relation to ARE
<p>C.</p>	<p>To ensure pupils consolidate basic skills in maths (eg times table).</p> <p>To ensure pupils are regularly taught age related expectations in maths.</p> <p>To ensure pupils mastery of mathematical concepts is developed.</p>	<ul style="list-style-type: none"> • Pupils will regularly practice targeted timestables using a range of methods including TT Rockstars • Pupils will complete regular basic skills texts and results will improve. • Rapid Maths , Mathletics and Numicon will be used as focussed interventions ,alongside basic skills teaching carried out by CT • Breaking Barriers and Rapid Maths used to support SEND for Maths • Staff will use AET to support their planning in maths . They will use manipulatives to ensure that children are fluent and master key skills before they are extended further to apply reasoning and problem solving skills.
<p>D.</p>	<p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<ul style="list-style-type: none"> • Logs will show pupils will be able to engage with learning more frequently, due to the removal of emotional barriers and the increase of their own personal resilience. • Pupils will produce more classwork. • Nurture groups will be provided for pupils at risk and Boxall Profiles will show pupils' development. • Records will show that the amount of time that the pupils are supported decreases. • All adults will be responsible for pupils behaviour and social and emotional needs • PSHE will be delivered weekly, alongside focus on school values • Revisit Zones of Regulation and Emotional Literacy • Behaviour policy is reviewed and ensures that pupil's emotional and social needs are priority within it.
<p>E.</p>	<p>Pupils will complete increased amounts of work independently and take more ownership of their learning, particularly writing.</p>	<ul style="list-style-type: none"> • Pupils will be aware of their learning targets and how to meet them through displays , feedback , target cards and focussed discussions • Learning walks will show that the classroom environment supports learning through vocabulary on display and visual aids • Examples of age- related writing will be displayed in classrooms and centrally for Star Writer awards – writing will be a whole school focus.
<p>F.</p>	<p>All disadvantaged pupils will meet national expectations for attendance and punctuality.</p>	<ul style="list-style-type: none"> • All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. (96.4% /8% PA). • Attendance information shared with parents half termly • Employ dedicated Attendance Officer to manage the attendance process • Continue to reward good attendance and target families for support with transport and incentives • Continue to employ Attendance Ambassadors and ensure that they are having impact by sending them regularly • To develop breakfast club provision and target key pupils.

<p>G.</p>	<p>To communicate effectively the school's high expectations for home learning then incentivise, monitor, track and support engagement with this.</p> <p>To ensure there are regular opportunities for disadvantaged pupils to practice and consolidate basic skills at school and access to ICT based programmes.</p>	<ul style="list-style-type: none"> ● To monitor frequency of reading and homework for PPG pupils and target for Breakfast Club and lunchtime Club ● To positively reinforce when pupils have met this expectation - home learning projects and rewards for completing projects. ● Where necessary, to provide in school opportunities for pupils to complete homework, basic skills practice and reading. ● Increase ICT availability in school and after school in library and study clubs.(EPIC)
<p>H.</p>	<p>To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To develop the range of cultural and sporting opportunities at academy.</p> <p>To ensure that all pupils access trips and visits.</p>	<ul style="list-style-type: none"> ● School monitoring will show that the pupils have had a broad and balanced curriculum through use of Cornerstones ● Throughout the school educational visits and visitors will enhance the curriculum. ● The school will continue to provide a range of music , cultural and sporting opportunities and ensure our disadvantaged pupils are accessing them. ● To ensure that disadvantaged pupils will access residential trips.

5. Planned Expenditure, Academic Year 2019-20

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?
<p>A) To ensure classroom teaching is effective to meet the needs of disadvantaged pupils so that they make progress meeting (or exceeding) age related national expectations.</p>	<p>To provide effective CPD to ensure teachers plan with age related national curriculum objectives; use accurate formative (and summative) assessment to adapt teaching to pupil need.</p> <p>To front-load CPD delivery available time by creating additional twilight sessions for teaching staff and opportunity for staff to lead Booster and catch up sessions.</p> <p>To create regular CPD sessions for support staff.</p> <p>To provide the pupils with regular opportunities to learn (and consolidate) basic skills in phonics, reading and writing.</p>	<p>In-school data shows that many disadvantaged pupils are not working at age related expectations.</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a academy year, these pupils gain 1.5 years' worth of learning with very effective teaching</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p>	<p>The School Monitoring Cycle quality assures provision.</p> <p>Evaluation of CPD delivery.</p> <p>Pupil Progress meetings will identify PPG pupils specifically</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress.</p>	<p>SLT</p> <p>Subject leaders for core subjects.</p>	<p>As part of monitoring cycle.</p>

<p>B) To develop language skills to enable pupils to engage fully with learning over time.</p> <p>To strengthen the reading culture within the school.</p>	<p>To enhance and develop provision in Early Years for language development through Talk Boost programme or Colourful Semantics (intervention).</p> <p>To enhance writing through Cornerstones curriculum and suggested texts – using high quality texts during guided reading and dedicated reading weeks prior to writing.</p> <p>To use resources available regularly to develop and strengthen reading and CT to ensure these are matched to needs of pupils – Toe by Toe, Rapid Reading , Reading Eggs , Wolf Hill and LDA comprehension .</p> <p>To ensure that PPG pupils not reading regularly at home read to an adult at least 3 times a week or undertake focussed reading direct teaching (HLTA, CT or LSA)</p> <p>To rigorously monitor the amount of additional reading that takes place each week.</p> <p>To create additional opportunities for reading to take place during the school day-ERIC time every day.</p> <p>To implement ‘Accelerated Reader’ to ensure that books are pitched appropriately and</p>	<p>Language underpins the entire curriculum.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Teachers are able to closely track quantity of reading and analyse comprehension of texts.</p>	<p>The Monitoring Cycle quality assures provision.</p> <p>Support staff will monitor the quantity of additional reading each week. English Lead will keep an overview of this and will ensure additional opportunities take place.</p> <p>English Lead will implement <i>Accelerated Reader</i> and ensure analytics are used regularly to support academy reading culture.</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress in phonics, reading and writing.</p> <p>Staff training is given to Writing Process and using Models.</p> <p>Assessments will be moderated regularly.</p> <p>Rewards for Reading</p> <p>Additional books purchased for individual reading.</p> <p>Books linked to Cornerstones-Premier Plus Library Package subscription</p>	<p>SLT</p> <p>English Lead.</p> <p>Class teachers.</p> <p>Support Staff.</p>	<p>As part of school monitoring cycle.</p>
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	<p>that regular comprehension quizzes take place.</p> <p>To use diagnostics in <i>'Accelerated Reader'</i> to ensure pupils are reading regularly and successfully.</p> <p>To ensure assemblies (and reward systems) celebrate and re-enforce the school's positive reading culture.</p>				
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<p>To improve writing throughout the school.</p>	<p>(see writing action plan)</p> <p>To provide Talk for Writing training for all staff and follow up with coaching.</p> <p>To set up reward systems to encourage writing.</p> <p>Link to Cornerstones exciting and engaging curriculum.</p>				
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<p>C) To ensure pupils consolidate basic skills in maths (eg times tables).</p> <p>To ensure pupils are regularly taught age related expectations in maths.</p> <p>To ensure pupils mastery of mathematical concepts is developed.</p>	<p>See maths plan</p> <p>To be part of Benfleet Schools partnership project to support disadvantaged pupils in maths.</p> <p>To provide the pupils with regular chances to practice age appropriate number bonds and timestables.</p> <p>To use timestable rockstars to target and analyse pupil competence and development areas.</p> <p>To provide the pupils with regular opportunities to learn (and consolidate) basic skills in maths by giving them weekly skills tests (which cover each years key objectives) and then responding immediately to misconceptions.</p> <p>To use Mathletics as an intervention /homework activity to enhance basic maths skills.</p> <p>To train staff in the use of Rapid Maths and use to support pupils with basic skills gaps .</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (Psychologist at the University of Virginia) states: <i>Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</i></p>	<p>The Monitoring Cycle quality assures provision.</p> <p>Weekly number bonds/time tables/basic skills tests will show an increase results over time.</p> <p>Maths Lead will keep an overview of number bonds/time tables/basic skills test results.</p> <p>Pupils will meet (or exceed) age related expectations for attainment and progress in maths,</p>	<p>SLT</p> <p>Math sLead and external PPG support teacher</p> <p>Class teachers.</p> <p>Support Staff.</p>	<p>As part of school monitoring cycle.</p>
<p>H) To ensure the curriculum is enriched with experiences, visits and visitors.</p> <p>To develop and improve the range of cultural and sporting opportunities.</p> <p>To ensure that all pupils access trips and visits.</p>	<p>Teaching staff to use Cornerstones curriculum and ensure WOW experiences at beginning of topics and parent presentations at the end. (SDP)</p> <p>To plan to use the local area (and visitors) to enrich learning.</p> <p>To identify any pupils showing talent for music and/or sport</p>	<p>It is an Ofsted requirement that:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p>	<p>Curriculum evaluation.</p> <p>Monitoring of disadvantaged pupil's access to trips and activities.</p>	<p>Leadership Team</p>	<p>End of year curriculum review.</p>

	and provide bursaries for tuition.				
					<p style="text-align: right;">Total budgeted cost</p> <p>Support Staff – 89,848 Additional Y6 HLTA - £13,927 Curriculum resources - £10,000 Enrichment (Trip subsidy , Residential and Clubs) - £8,000</p> <p style="text-align: right;">Total :£121775</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?
<p>D) To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p> <p>E) Pupils will complete increased amounts of work independently and take more ownership of their learning.</p>	<p>To ensure teachers are engaging well with families to work in partnership to meet the needs of pupils.</p> <p>Teachers are fostering a climate of 'can do' attitude and are incentivising and celebrating within lessons and whole school events.</p> <p>Whole school training in Positive Behaviour Approach</p> <p>At the start of the day a teacher is there to welcome the pupils.</p> <p>Pastoral Staff are available to run sessions for pupils with social and emotional needs : Drawing and Talking Therapy , Lego therapy , Self Esteem groups and Anger Management.</p> <p>Pastoral Staff assist in referring families to FOH tier 2 support and CAVS / Little Lions.</p> <p>Nurture group will run every morning providing most vulnerable pupils with positive start to the day. (Butterfly Breakfast)</p> <p>Pupils who struggle at lunchtimes to be able to attend a lunchtime club.(Butterfly Lunchtime Club)</p>	<p>Maslow's hierarchy of needs shows that basic needs must be met before learning can take place.</p> <p>A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p>	<p>Pupils are attending school and accessing learning.</p> <p>Boxall Profiles show that Nurture Group has had a positive effect.</p> <p>Teacher record books and academy behaviour tracking .School incident logs show that incidences of poor behaviour are decreasing.</p> <p>Pastoral staff attend meetings with other agencies.</p>	<p>Leadership team.</p> <p>Class Teachers.</p> <p>Pastoral Support Workers</p>	<p>As part of school monitoring cycle and at leadership meetings.</p>
Total budgeted cost					<p>Salary – 2 x Pastoral staff +JC at lunchtime - £27929</p>

Behaviour Support
(Learning Mentors)-
£32,132

Breakfast Club staff-
£4600

Counsellor and play
therapist - 6,000

Resources – Food and
Games - £2000

Total : £66,661

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?
<p>F) All disadvantaged pupils will meet national expectations for attendance.</p>	<p>To monitor attendance thoroughly.</p> <p>To provide parents with RAG rated termly attendance reports.</p> <p>To send Attendance Ambassadors daily to as many families as possible.</p> <p>To offer support for families where necessary.</p> <p>Attendance Team communicate well with families and target key pupils for breakfast club and Passports.</p> <p>To extend the duration/variety of opportunities and activities at breakfast club.</p> <p>To involve the Educational Welfare Officer where necessary.</p> <p>To assist with transport and breakfast club for most vulnerable families and those significantly at risk (well below 90%).</p> <p>Continue to reward excellent attendance in assemblies , attendance parties and with termly certificates and badges at end of the year.</p>	<p>National average for non-disadvantage attendance is 96.4% and anything below this is not acceptable.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</p> <p>A breakfast club can provide additional structured opportunities for learning and enrichment.</p>	<p>Pupils will meet/exceed national expectations for attendance.</p>	<p>Leadership team.</p> <p>Office.</p> <p>Family Support Worker.</p>	<p>Attendance will be monitored weekly.</p>
<p>G) To communicate the school's high expectations for homework and home learning then incentivise, monitor, track and support engagement with this.</p>	<p>To ensure that expectations for reading are shared with parents.</p> <p>School to provide additional opportunities for pupils to complete reading/homework where necessary and to track these.</p>	<p>The following factors have a correlation to academic achievement</p> <ul style="list-style-type: none"> • Reading at home • Parents who hold high expectations/aspirations for their children's academic achievement and schooling 	<p>Pupils meet 3 x per week reading target at home.</p> <p>Pupils unable to meet 3 x per week reading target at home, meet it in school.</p>	<p>Leadership Team</p> <p>Teachers</p> <p>Support Staff</p> <p>Reading Volunteers</p>	<p>Reading/homework will be monitored weekly.</p>

<p>To ensure there are regular opportunities for disadvantaged pupils to practise and consolidate basic skills at school.</p>	<p>Employ PPG LSA to target pupils for reading specifically.</p> <p>One to one tuition and staff led Boosters.</p> <p>Purchase more wolf Hill and KS1 reading books - structured scheme at KS1.</p> <p>Purchase additional Chrome Books to ensure all PPG pupils have access to ICT based learning tools-</p>	<ul style="list-style-type: none"> • Communication between parents and children regarding school • Parental encouragement and support for learning. <p>Source: A review of the relationship between parental involvement indicators and academic achievement (June 2018) Educational Research Review</p>	<p>Pupils targeted to attend homework club , Mathletics Club , After-School Reading Club and this is incentivised. Parents made aware of facilities.</p>		
Total budgeted cost					<p>Attendance – 2.5 hours a day -£8,000</p> <p>30 Chrome Books - £6,000</p> <p>DHT – 1 day per half term –meetings and monitoring of attendance</p> <p>Attendance Ambassadors - £3555</p> <p>Incentives and transport - £1,000</p> <p>Homework Club at lunchtime – £2538</p> <p>After School club- £2500</p> <p>One to one tuition (LAC)-£963</p> <p>One to one tuition - £1200 per term (£2,400)</p> <p>Total - £17,593</p>

Total Predicted spend

£216.000

**£12,631 - To be allocated
for resources to support
SIP and other staff costs.
Possible CPD.**

