

**William MacGregor Primary School's Pupil Premium Profile 2018-19**

<b>Total number of pupils in the school</b>	NOR 208
<b>Number of PP-eligible pupils:</b>	53 Ever 6 FSM, 1 Ever 5 Service Child
<b>Amount per pupil:</b>	Ever 6 FSM £1,320
<b>Total pupil premium budget:</b>	£69,960

**Evidence of school performance 2017-18**

**Key statements from Ofsted report relating to the performance of disadvantaged pupils January 2018:**

Leaders have used their detailed knowledge of the barriers to learning of disadvantaged pupils to develop an effective strategy to improve outcomes. Teachers and teaching assistants provide additional support and interventions that are closely matched to individual pupils' needs and abilities. As a result, outcomes of disadvantaged pupils are improving rapidly and differences in their attainment compared to other pupils nationally are diminishing.

The attendance of a small number of disadvantaged pupils is below the good attendance of the large majority of pupils in school and below the national average. While leaders have taken strong action to promote good attendance across the school, they recognise that further action needs to be taken to ensure that all parents fulfil their responsibilities to make sure their children attend regularly and on time.

**Summary of 2017-18 school's performance data:**

**Context for each cohort**  
 Ladybirds – 4 PP pupils, 2 also SEND  
 Year 1 – 5 PP pupils, 3 also SEND  
 Year 2 – 5 PP pupils, 1 also SEND  
 Year 6 – 5 PP pupils

	GLD		Reading		Writing		Maths	
	PP	All	PP	All	PP	All	PP	All
	50%	67%	50%	80%	50%	74%	50%	77%

  

	Phonics		Reading		Writing		Maths	
	PP	All	PP	All	PP	All	PP	All
Year 1	60%	83%						
Year 2			40%	70%	40%	67%	40%	83%

  

	Reading		Writing		Maths		Combined	
	PP	All	PP	All	PP	All	PP	All
Year 6	60%	76%	60%	83%	80%	79%	60%	67%





## Pupil Premium Strategy Statement 2018-19

1. Summary information		
School	William MacGregor Primary School	
Academic Year	2018-19	Total PP budget
Total number of pupils	206	£69,960
		Number of pupils eligible for PP
		53 Ever 6 FSM

2. Current KS2 attainment July 2018					
Reaching the expected standard. Progress should = 0					
% achieving expected <u>standard</u> in reading, writing & maths	Pupils eligible for PP (school 5 pupils, 1 boys, 4 girls)			All Pupils (national average)	
	All	Boys	Girls		
Average <u>progress</u> in reading (National 0)	60%	100%	50%	67% school, National 64%	School +1.2
Average <u>progress</u> in writing (National 0)	+3	+9	+1.5	School +0.9	School +1.8
Average <u>progress</u> in maths (National 0)	+0.4	+9	-1.75	School +0.9	School +1.8
	+3.6	+7	+2.75	School +1.8	School +1.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	3 PP pupils have gone onto Child Protection over the holiday period. Need to work closely with families and social services to minimize the impact in their academic progress. These children will also work with our clinical psychotherapist weekly.
C.	For current SEND+PP pupils' barriers are specific additional learning needs (SEND) to be addressed in individual pupil targets and additional intervention. These children are not expected to achieve AReX because of their additional needs.
External Barriers (issues which also require action outside school, such as low attendance rates)	
E.	Low parental engagement, particularly with reading for those PP pupils not yet at AReX.
F.	Barriers to improving attendance is engagement with a small minority of parents and developing their understanding that school attendance is important.



4. Outcomes (Desired outcomes and how they will be measured)	Success criteria
<p>To ensure PP pupils in Ladybirds achieve ARES unless they have significant additional needs or circumstances that would affect their attainment.</p> <p>Accelerate the progress of PP SEND children in all year groups (12 pupils) from their starting points.</p> <p>Improve phonic attainment at the end of KS1 so that at least 1 of the 3 PP children who did not reach the expected standard at the end of Yr1, does reach it at the end of Year 2.</p> <p>Accelerate the attainment of 1 current Yr4 PP child and 2 Yr5 PP children in all core subjects to achieve ARES by the end of the Key Stage. To accelerate progress of a minimum of 1 Year 6 PP child to achieve HSS in all three subjects at the end of KS2.</p> <p>Targets set for PP children in all Year groups are met.</p> <p>Improve partnerships with those parents disengaged with school, attendance at parent evenings, home school reading and attendance and punctuality.</p>	<ul style="list-style-type: none"> <li>▪ All PP pupils in Early Years achieve at least ARES unless they have significant additional needs (SEND).</li> <li>▪ PP SEND children in all year groups make accelerated progress to close the attainment gap and exceed their targets set.</li> <li>▪ At least 60% (3 out of 5) PP children achieve expected standard in phonics at the end of KS1.</li> <li>▪ End of KS1 (Yr2) – at least 40% (2 out of 5) achieve ARES in all three subjects.</li> <li>▪ At the end of KS2 at least 67% (6 out of 9) PP pupils achieve the expected standard in all three subjects. Minimum of 1 PP pupil (11%) achieves HSS in all three subjects.</li> <li>▪ PP targets set at the start of the year, in all year groups, are met.</li> </ul> <ul style="list-style-type: none"> <li>▪ Percentage of parents dis-engaged in the home school reading partnership reduces from 39%.</li> <li>▪ Attendance at parents evening improves from 2017/18. 26 parents did not attend parent's evening at the end of spring term 2018, 12 of these were PP parents. (13% of the whole school parents did not attend, compared to 9% of nonPP and 27% of PP parents = 3 times as many PP parents did not attend parents evening than nonPP)</li> <li>▪ Percentage of PP pupils having 5 or more lates reduces from a 7% difference between PP and nonPP pupils. (Summer term statistic 2018 4/48 PP pupils having 5 or more lates 8%, compared to 2/158 nonPP pupils having 5 or more lates 1%).</li> <li>▪ Reduce the difference between all pupils and PP pupils' attendance below 90%. 2017/18 difference is 10% (PP 13%, all pupils 3%)</li> </ul>



5. Planned expenditure				
Quality of teaching for all				
Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
1. To ensure PP pupil's in Ladybirds achieve AREX unless they have significant additional needs or circumstances that would affect their attainment.	Difference in attainment between PP and 'all pupils' based on 2017/18 internal and key stage attainment. Aim to diminish the difference.	1. S&L intervention programme for PP pupils across the school. 3 staff to deliver. 2. Daily 1hr intervention with 2 HLTAs Timetabled across KS2. 3. An additional teacher is working in Yr6 to target children who are not on track and accelerate 1 child to GD in all core subjects. 4. Early Years staff carry out home visits in June/July 2018 to gather information about each pupil and identify potential PP pupil. 5. Any barriers to learning that are specific to social and emotional needs will be supported at a Tier 5 level in school working with a clinical psychotherapist. This support is primarily for PP children, but he also works with the whole family.	<ul style="list-style-type: none"> <li>S&amp;L intervention, £2,002.88</li> <li>HLTA, x2 5hrs a week £10,360</li> <li>ENOakes 20hrs a week, £23,872</li> <li>Barry Pope 1 day a week at £200 a day, £7,600.</li> <li>AM and BH three days cover £1,216</li> </ul>	Termly.
2. Accelerate the progress of PP SEND children in all year groups (12 pupils) from their starting points.	Overcome external barriers to learning including safeguarding, attendance and parental engagement.			Review end of autumn term only.
3. Improve phonic attainment at the end of KS1 so that at least 1 of the 3 PP children who did not reach the expected standard at the end of Yr1, does reach it at the end of Year 2.				
4. Accelerate the attainment of at least 1 current Yr4 PP child and at least 2 Yr5 PP children in all core subjects to achieve AREX by the end of the Key Stage. To accelerate progress of a minimum of 1 Year 6 PP child to achieve HSS in all three subjects at the end of KS2.				
5. Targets set for PP children in all Year groups are met.				
<b>Total Budgeted cost</b>				<b>£45,051</b>



Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
<p>Improve partnerships with those parents disengaged with school:</p> <ol style="list-style-type: none"> <li>1. attendance at parent evenings</li> <li>2. home school reading</li> <li>3. attendance</li> <li>4. punctuality</li> </ol>	<p>Difference in parent evening attendees between PP and all pupils.</p> <p>Difference in school attendance between PP and all pupils.</p> <p>Punctuality differences between PP and all pupils.</p>	<ol style="list-style-type: none"> <li>1. Office to monitor the online appointment system for parents evening and directly contact those parents who have not made an appointment yet. If they fail to turn up to their appointment, class teacher to contact them and offer an alternative day and time or conduct the consultation over the phone.</li> <li>2. Reading teachers to monitor daily those children who read at home and whose parents sign their planners. Complete a weekly record slip for their children. If a child has failed to have their planner signed 5 times over a two week period, the class teacher is to contact the parent to ask for their support in promoting reading at home. If this does not improve parental engagement (after a further two week period), then it will be passed to SLT to arrange a meeting with the parents. Those children who do not read at home will be heard read in school with volunteers in addition to their daily reading lesson.</li> <li>3. In September, NJones to contact parent's whose attendance and punctuality was poor last year. She will meet with these parents to discuss (find out reasons why) and set targets for each half term. More proactive investigations will take place, like home visits, and face to face contact if a child is off school. Seek the support of the local PCSO to carry out home visits with NJones. Contact parents at least half termly to celebrate improvements.</li> </ol>	<p>School Office and class teachers, 2hr admin time, £1,050</p> <p>Reading Teachers Class Teachers (2.5hrs per week)</p> <p>Volunteers Reading Team £6,987</p> <p>NJones ½ day a week, £6,170</p>	<p>After each parents evening (December and March)</p> <p>Weekly</p> <p>Daily attendance check</p>
<b>Total Budgeted cost</b>				<b>£14,207</b>



Other approaches				
Desired Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
To develop enriching opportunities to PP pupils so they develop creativity, sporting skills and skills in the arts	These additional opportunities come at a cost which is a barrier to PP pupils accessing them.	Rock Steady music lessons are half price to PP pupils. Offer a reduced rate for enriching activities for example, school visits, residential trips	School office 1hr a week Shugborough, London, France £600 School visits (estimate) £1,000 Yamaha Rock Steady – estimate 11 months @£15 x 20 £3,300	Termly
To increase the number of families registering for FSM, especially those in EY and KS1 enabling school to access PP funding and therefore target provision for PP pupils.	Since the introduction of Universal FSM, there has been a noticeable reduction in parents applying for FSM in EY and KS1.	Use home visits in the summer term to gain an awareness of family social circumstances. Develop close relationships with families already part of the school so families whose circumstances change feel they can approach school to discuss this. Offer a reward incentive to families to register- £20 Asda voucher	£20 Asda voucher rewards estimate £180.	Termly
<b>Total Budgeted cost</b>			<b>£5,080</b>	
<b>Total Cost - £64,338 (£5,622 underspend estimate)</b>				



**6. Review of expenditure 2017-18 £72,900**

**Quality of teaching for all**

Desired Outcome	Chosen Action/approach	Impact	Lessons learned	Cost
<p>To ensure PP pupils in Ladybirds achieve AREX unless they have additional needs or circumstances that would affect their attainment. Accelerate the progress of PP SEND children in Yr1.</p> <p>Improve phonic attainment at the end of KS1 so that 1 of the 2 PP pupil children who did not reach the expected standard at the end of Yr1, does reach it at the end of Year 2. Improve the attainment of current Yr3 PP children in reading. Those not yet at AREX; 2 PP pupils to target.</p>	<ol style="list-style-type: none"> <li>Yr2 pupil to continue with S&amp;L intervention programme. Re-visit phase 3-5 3 times a week in Yr1 and receive 1- 2 phonic sessions 2 days a week.</li> <li>Increased involvement of the school's reading dog in Yr3 reading lessons to promote engagement and confidence as well as additional intervention in the autumn term.</li> <li>Daily 30 minute intervention with RTrapani on gaps in learning. Timetabled across KS2 until November 2017.</li> <li>An additional teacher is working in Yr6 to target 2 of the 3 children who are not expected to reach AREX in reading, writing and maths and 1 PP child to achieve HSS in reading, writing and maths.</li> <li>Inclusion assistant to work 1:3 with these children on their targets for 20hrs a week.</li> <li>Early Years staff to carry out home visits in June/July 2017 to gather information about each pupil and identify potential PP pupil.</li> </ol> <p>Any barriers to learning that are specific to social and emotional needs will be addressed with tier 1 nurture sessions or tier 5, weekly</p>	<ul style="list-style-type: none"> <li>All PP pupils in Early Years achieve at least AREX unless they have additional needs (SEND). <i>Target met: 4 pupils. 2 SEND did not achieve GLD. 2 non-SEND did achieve GLD.</i></li> <li>In Year 1, the 3 PP SEND children make accelerated progress to close the attainment gap and exceed their targets set. 50% (3 out of 6) PP children achieve the expected standard in Yr1 phonics screening. 1 Non-SEND PP child left school in May. The 2 other non-SEND PP children achieved AREX. SEND children improved their phonic scores from 8 to 16, another from 1 to 8 and the third from 5 to 23. All three made good progress in their individual targets and from the starting points. 80% (4 out of 5) PP children achieve expected standard in phonics at the end of KS1. <i>Target met.</i></li> <li>End of KS1 (Yr2) – 40% (2 out of 5) achieve AREX in all three subjects. <i>Target met.</i></li> <li>85% (6 out of 7) PP children achieve AREX at the end of Yr3 in reading. <i>Target met.</i></li> <li>KS2 targets set at the start of the year are met. Yr3: 1 child off in writing, target met in reading and exceeded in maths by 1 child. Yr4: Target met in reading and maths, but 1 child off in writing. Yr5: 1 child off in writing, 3 children off in reading and exceeded by 2 children in maths.</li> <li>At the end of KS2 80% (4 out of 5) PP pupils achieve the expected standard in reading end of year 3 out of 5 60% one</li> </ul>	<ol style="list-style-type: none"> <li>S&amp;L intervention was effective and resulted in improved outcomes for PP pupils in Yr2. There is not a need for this with next year's cohort. Boo (reading dog) had an impact on confidence in Yr3 and target PP children now at AREX. Continue next year.</li> <li>Class teachers reported back that intervention had a positive impact on attainment. This will continue next with ENoakes, and two HLTA's.</li> <li>PP pupils in Yr6 made accelerated progress in Yr6. Average KS2 progress for PP pupils in reading was +3, writing +0.4 and maths +3.6. Continue next year.</li> <li>Inclusion assistant in Yr1 made a</li> </ol>	<ul style="list-style-type: none"> <li>EDoggett 1hr a week, £840</li> <li>SSutton S&amp;L intervention, £2,850</li> <li>RTrapani Sept- Nov &amp; Jun-Jul, £12,580.</li> <li>ENoakes 15hrs a week, £16,720</li> <li>Barry Pope 1 day a week at £200 a day, £7,600.</li> <li>AMcNerlin and VBaggott 3 days each, £920</li> <li>Learn Anywhere ipad lease scheme £1,130</li> </ul> <p>Total cost: £42,640</p>



<p>To ensure those PP children not making expected progress and those who could make accelerated progress in KS2 achieve targets set for the end of the year. To accelerate progress of 3 PP children at the end of KS2 in all three core subjects to meet APEX and 1 PP child to achieve HSS.</p>	<p>7. S&amp;L language barriers will be addressed through additional S&amp;L intervention following SALT programmes or, if not under SALT, school's own programme. 8. Promote home learning using an iPad with offering the 'Learn Anywhere' iPad lease scheme at a 50% reduction for PP pupils</p>	<p><i>of these 3 achieved greater depth (not targeted to), 60% in writing target met and 80% in Maths target exceeded 80%. (Only 40% have predicted standardised scores over 100).</i></p>	<p>6. Action resulted in all nonSEND PP pupils in EYFS achieving GLD. Barry worked with vulnerable PP families and impacted positively on their mental and emotional health. 7. School programmes were effective in ensuring S&amp;L was not a barrier to achievement. 8. This investment needs further analysis in 2018/19 as iPad technology is not embedded.</p>	<p>positive impact with the SEND PP pupils – all made accelerated progress from their starting points. Continue with this next year in Yr2.</p>
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Desired Outcome	Chosen Action/approach	Impact	Lessons learned	Cost
<p>Improve partnerships with those parents disengaged with school;</p> <ol style="list-style-type: none"> <li>attendance at parent evenings</li> <li>home school reading</li> <li>attendance punctuality.</li> </ol>	<ol style="list-style-type: none"> <li>Office to monitor the online appointment system for parents evening and directly contact those parents who have not made an appointment yet. If they fail to turn up to their appointment, class teacher to contact them and offer an alternative day and time.</li> <li>Reading teachers to monitor daily those children who read at home and whose parents sign their planners. Complete a weekly record slip for their children, if a child has failed to have their planner signed 5 times over a two week period, the class teacher is to contact the parent to ask for their support in promoting reading at home. If this does not improve parental engagement (after a further two week period), then it will be passed to SLT to arrange a meeting with the parents. Those children who do not read at home will be heard read in school with volunteers in addition to their daily reading lesson.</li> <li>In September, PConstantine to contact parent's whose attendance and punctuality was poor last year. She will meet with these parents to discuss (find out</li> </ol>	<ul style="list-style-type: none"> <li>Attendance at parents evening improve from 2016/17. 45 parents did not attend spring term 2017's parents' evening; 21 (47%) of these 45 parents were parents of PP pupils. 26 parents did not attend parent's evening at the end of spring term 2018. 12 of these are PP parents = 46%. Although the percentage has not decreased, the number of parents attending has improved from this time last year. 100% of PP parents attended end of Autumn term.</li> <li>Percentage of parents dis-engaged in the home school reading partnership reduces from 21%. Target not met. This has increased to 39% (15 out of 47 parents not reading at home) Age UK volunteers (x2) provide additional reading practice in school.</li> <li>Percentage of PP pupils having 5 or more lates reduces from 70%. At the end of the autumn term this has reduced to 54% (7 out of 13 families) At the end of spring term, this percentage has reduced to 40% (4 out of 10 families) At the end of the summer term this percentage has increased to 67% (4 out of 6 families). The overall percentage of lates for both PP and non-PP has fallen.</li> <li>Reduce the difference between all pupils and PP pupils' attendance below 50%. 2016/17 difference is 5% (PP 11%, all pupils 6%) At the end of the year this gap has increased with 13% of PP pupils' attendance below 50% compared to 3% of non-PP pupils. The</li> </ul>	<ol style="list-style-type: none"> <li>Teachers were more proactive at encouraging all parents to attend. If unable to get parents into school, teachers contacted parents by phone to discuss their child.</li> <li>This action was not passed to SLT and so those not reading at home were not approached by SLT. Next year, reading teachers to pass to class teacher those children not reading at home and class teachers to contact parents. If not improvement, then pass to SLT.</li> <li>Attendance and punctuality did improve for a large majority of our target families, the reward system worked for them. But for some families, it did not. Next year, DHT to lead this area for improvement.</li> </ol>	<p>School Office and class teachers, 1hr admin time, £220</p> <p>Reading Teachers Class Teachers (2.5hrs per week) Volunteers</p> <p>Reading Team £6,535 Teachers £19,620</p> <p>PConstantine ½ day a week, £3,130</p> <p>Attendance stickers £35</p> <p>Total cost £29,540</p>



	<p>reasons why) and set targets for each half term. A reward system will be set up with the children concerned to encourage them to improve their attendance and/or punctuality. Meet with parents at least half termly to celebrate improvements or if concerns still remain.</p>	<p><i>number of children whose attendance is below 90% has fallen to 10 families 6%. This will remain a target for next year.</i></p>		
<p><b>Desired Outcome</b></p> <p>To develop enriching opportunities to PP pupils so they develop creativity, sporting skills and skills in the arts</p>	<p><b>Chosen Action/Approach</b></p> <p>Allow peripatetic music lessons to be free of charge to PP pupils. Offer a reduced rate for enriching activities for example, school visits, residential trips Offer extra curricular opportunities free of charge.</p>	<p><b>Impact</b></p> <p>One PP child accessed our new music provision – Yamaha Rock Steady. All PP pupils from Reception to Yr6 attended school trips.</p>	<p><b>Lessons learned</b></p> <p>Need to increase the promotion to PP families that they can attend Rock Steady at a 50% reduction. Need to increase the promotion to PP families that they can attend extra-curricular clubs at a 50% reduction. HT needs to approach PP families if they have not signed up for their child to take part in enriching opportunities or residential to ensure costs are not the barrier.</p>	<p><b>Cost</b></p> <p>School office Shugborough £150 School visits £1,000  Total cost £1,150</p>



Desired Outcome	Chosen Action/approach	Impact	Lessons learned	Cost
To increase the number of families registering for FSM, especially those in EY and KS1 enabling school to access PP funding and therefore target provision for PP pupils.	Use home visits in the summer term to gain an awareness of family social circumstances. Approach families to register and use a reward incentive of an £20 Asda voucher	3 children registered as a result, only 1 was a sibling of a child already at school. Children's achievement will be tracked closely to ensure any barriers are addressed.	Continue with this action next year.	EY Team PConstantine £80
<b>Total cost - £73,410</b>				

William MacGregor Primary School's Pupil Premium Action Plan 2018-19			
Headteacher name:		Signature:	24.10.18
Chair of Governors name:	<i>W MacGregor</i>	Signature:	<i>W MacGregor</i>
Pupil Premium Profile 2018-19			
Number of eligible pupils:		53 Ever 6 FSM, 1 Ever 5 Service Child	
Amount per pupil:		Ever 6 FSM £1,320	
Total pupil premium budget:		£69,960	

