

## Pupil Premium Strategy

1. Summary information					
<b>School</b>	William Tyndale Primary				
<b>Academic Year</b>	2019 - 22	<b>Total PP budget</b>	£153,940 (incl. LAC funding)  Total spend: £158,658	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	450	<b>Number of pupils eligible for PP</b>	87 PP 17 LAC	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 1 Phonics Screening Check	<b>73%</b>	82%
Year 2 Phonics Re-check	<b>60%</b>	
<b>Key Stage 1 Attainment:</b>		
% achieving expected standard or above in reading, writing & maths	<b>33%</b>	
% achieving expected in reading	<b>75%</b>	75%
% achieving expected in writing	<b>50%</b>	69%
% achieving expected in mathematics	<b>58%</b>	76%
% achieving greater depth in reading	<b>8%</b>	25%
% achieving greater depth in writing	<b>0%</b>	15%
% achieving greater depth in mathematics	<b>8%</b>	22%

<b>Key Stage 2 Attainment:</b>			
% achieving expected standard or above in reading, writing & maths	95%	65%	
% achieving expected in reading	95%	73%	
% achieving expected in writing	100%	78%	
% achieving expected in mathematics	95%	79%	
% achieving greater depth in reading	45%	27%	
% achieving greater depth in writing	20%	20%	
% achieving greater depth in mathematics	40%	27%	
% making expected progress in reading	<b>81%</b>		
% making expected progress in writing	<b>76%</b>		
% making expected progress in mathematics	<b>57%</b>		
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Poor language skills and lack of Literacy and reading opportunities outside school		
<b>B.</b>	Emotional barriers to learning e.g. post LAC children		
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>	Poor attendance and engagement with learning		
<b>E.</b>	Poor parental engagement to support Spiritual Moral Social and Cultural development		

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Ensure high quality teaching of a broad and balanced curriculum is supported through continuous professional development	The children have access to high quality teaching in all subject areas. This will be supported through the school's ongoing professional development for all teaching staff.
B.	Continue to demonstrate a reduced gap between school Pupil Premium and national non-Pupil Premium attainment at end of KS2.	3 year rolling average indicates no more than 3% gap between school Pupil Premium and national non-PP attainment at end of KS2.
C.	Ensure the provision of an enriched curriculum which supports improved cultural capital and oracy.	Children have access to high quality experiences that support their understanding of the wider world and how their skills link to their futures. Children are targeted to attend enrichment activities in and out of school.
D.	Provide a robust pastoral care offer across the school to ensure children have strategies to be confident and engaged learners	Accelerated progress for PP children and to reach expected standard in reading, writing and maths.  The Zones of Regulation and iTips strategies and pedagogy is embedded in curriculum.

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Booster classes for English and Maths in Years 1-6	Provide support for children who need to catch up in English and Maths. Enable children to meet the expected standard at the end of KS1 and KS2.	By the end of KS1, not all PP had met the expected standard, however through ongoing booster sessions over time, only 1 child did not meet the expected standard. This was due to poor absence.	Booster classes must be planned by the teacher and be targeting specific areas of learning for the children who attend. Teacher Assistants can deliver the sessions with guidance and monitoring from the class teacher.  High impact. Approach will be continued.	£18,000
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Reading Recovery	Children able to decode and read with fluency.	Children who had Reading Recovery met expectations at the end of KS2.	This approach is based on extensive research and work at the Institute of Education. Approach will be continued.	£80,000
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Pastoral Support	To ensure that children have the strategies to self-regulate and enable them to access the curriculum.	Children with emotional needs were successfully supported to access their learning and make progress. The impact is reviewed by a case by case basis.	Pastoral support is essential in supporting children with emotional needs. This is evidenced by research from the NGA and Education Endowment Foundation (EEF). Approach will be continued.	£35,000
OSHL (out of school learning e.g. Breakfast Club, Kids Club etc.)	Exposure to enrichment opportunities and wrap around childcare to ensure children are supported in their learning.	Increase in punctuality of Pupil Premium children.	Effective strategy to support children's emotional well-being and provide opportunities to attend school clubs before and after school and support children's cultural capital. Approach will be continued.	£2,000
Music lesson subsidy	Children learn musical instrument	Children continuing with music lessons.	Extend opportunities further e.g. attending concerts and meeting musicians as part of cultural curriculum. Approach will be continued.	£1,500
School Journey subsidy	Children able to attend School Journey.	Barrier to attending School Journey removed.	Effective part of children's well-being and confidence building to spend 5 days learning new skills. Approach will be continued.	£1000

**6. Planned expenditure**

**Academic year**

**2019 – 2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>To provide ongoing high-quality professional development for all teaching staff e.g. debating skills</p>	<p>Teaching staff are confident in all areas of the curriculum</p> <p>Staff are developing as leaders.</p> <p>Pupil Premium children attending Debate Mate and participating in debates within school. Higher rates of progress in reading and writing.</p>	<p>Evidence from the EEF Toolkit.</p> <p>Evidence from Skills Builder (Enabling Enterprise)</p> <p>DfE Careers Strategy</p>	<p>CPD needs are identified in relation to school's priorities. Bespoke in house training programme for staff and NQTs.</p> <p>Curriculum intent and implementation is reviewed. Debating motion and skills planned throughout the year and showcased in assemblies.</p>	<p>Senior Management Team</p>	<p>July 2020</p>
<b>Total budgeted cost</b>					<b>£12,000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Pupil Premium children targeted for Reading Recovery	Reading Recovery teaching available to all who qualify	Research shows the positive impact that RR has on children's reading, ' <i>The impact of Reading Recovery ten years after intervention: a report from the KPMG Foundation,</i> ' December 2018	Monitoring of teaching through drop in observations, pupil profile meetings and monitoring of children's progress.	Assistant Head and SENDco	July 2020
Additional booster sessions for English and maths	PP achieving higher level of greater depth	PP reach expected – see attainment data	Monitoring of teaching and assessment data through informal drop ins and discussions with staff and children.	Senior Leadership Team	Every term, PPMs
<b>Total budgeted cost</b>					<b>£95,318</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pastoral Lead and robust pastoral care, including embedding iTips and Zones of Regulation	All staff (including non-teaching) have strategies to support children who have experienced trauma  Establish the school in the borough as a leader for emotional support	Increase in LAC children and children with emotional needs	Monitoring of teaching, OT to give regular feedback, ongoing CPD.  2-year project working with external agency.	Pastoral Lead	July 2020

Children to attend at least 10 high quality cultural experiences in one year to support enterprise curriculum	All children to access at least 10 high quality cultural experiences	Evidence from Skills Builder (Enabling Enterprise) DfE Careers Strategy	Cultural experiences chosen to add value to curriculum.	Assistant Head Teacher	July 2020
OSHL (out of school learning e.g. Breakfast Club, Kids Club etc.)	Exposure to enrichment opportunities and wrap around childcare to ensure children are supported in their learning.	Increase in punctuality of Pupil Premium children.	Effective strategy to support children's emotional well-being and provide opportunities to attend school clubs before and after school.	Assistant Head Teacher	July 2020
Music lesson subsidy	Children learn musical instrument	Children continuing with music lessons.	Extend opportunities further e.g. attending concerts and meeting musicians as part of cultural curriculum.	Head teacher	July 2020
School Journey subsidy	Children able to attend School Journey.	Barrier to attending School Journey removed.	Well organised trip with access to new learning opportunities	Head teacher	July 2020
<b>Total budgeted cost</b>					<b>£51,340</b>