



Pupil premium strategy statement. School:

1. Summary information					
School	William MacGregor Primary School				
Academic Year	2019-20	Total PP budget	£68,640	Date of most recent PP Review	
Total number of pupils	209	Number of pupils eligible for PP	49	Date for next internal review of this strategy	January 2020

2. Current attainment – 2018-19 end of year attainment							
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>All children nationally</i>		
EYFS	% achieving GLD (6 pupils. 1 pupil = 17%)	43%	92%	83%	71.8%		
KS1	% achieving ARE or above in reading (6 pupils. 1 pupil = 17%)	50%	96%	83%	75%		
	% achieving ARE or above in writing	33%	83%	73%	69%		
	% achieving ARE or above in maths	50%	96%	83%	76%		
KS2	% achieving ARE or above in reading (9 pupils. 1 pupil = 11%)	78%	79%	79%	73%		
	% achieving ARE or above in writing	67%	84%	79%	78%		
	% achieving ARE or above in maths	33%	73%	61%	79%		
Other Year Groups	Data Commentary end of 2019 (See Appendix 1 for commentary – confidential content not to be published on school website)						
		Reading		Writing		Maths	
		Target	End of Year	Target	End of Year	Target	End of Year
	Year 5 (15)	82/14	87/20	75/7	59/6	75/14	67/7
	Year 4 (6)	67/17	84/17	83/17	67/0	83/17	83/0
Year 3 (6)	40/0	40/0	40/0	0/0	40/0	40/0	



		Year 1 (4)	75/25	50/25	50/0	75/25	50/0	50/0
		Ladybirds (7)	67/33	71/14	67/0	43/0	33/0	57/0

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Below entry at EYFS baseline; significantly below in oral language skills and basic mathematical skills.
B.	Children with additional needs associated to Safeguarding and those who have experienced early childhood trauma. These barriers have significant impact on their emotional well-being and academic achievement.
C.	Children with additional SEND needs present barriers that prevent new learning transferring into long term memory. They present with significant cognitive delay and poor working memory.
D.	Maths curriculum is not meeting the needs of disadvantaged pupils, staff subject knowledge is not strong in mastery mathematics and pedagogy is not meeting the needs resulting in gaps not closing.

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Low income families unable to financially support the broad experiences compared to those who come from higher income families. Our Curriculum is designed to extend experiences beyond the classroom, for example residential visits to Whitemore Lakes, London and France and also day trips to extend the learning opportunities linked to a subject.
F.	A percentage of poor parental engagement in the home reading expectation in our Home Learning Policy than non PP parents. Strategies to overcome this involve 'in school' additional reading opportunities and support.

4. Outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	There is no attainment gap between PP and NonPP by the end of EYFS in the core subjects of CLL and Mathematics.	<ul style="list-style-type: none"> • Baseline assessments inform planning to ensure additional intervention and targeted teaching is in place for those children below age related on entry in CLL and mathematics. • WELCOM programme impacts on the rapid progress in CLL of those who are not at AREx on entry. • Introduction of Numberblocks programme alongside NCETM mastery programmes and significant staff CPD ensures PP children make rapid progress in early mathematics. • PP leader (HT), through the Teaching School networking programme 'Pupil Premium Best Practice', learns from other schools and research, 'best practice' to improve outcomes for EY PP pupils with these barriers.



B	Due to close working relationships with parents or carers, social services and experts in the field of ACE, the impact on PP pupils' attainment is dramatically reduced.	<ul style="list-style-type: none"> • Due to strong relationships with parents or carers, PP children who need professional intervention receive this at the earliest opportunity. • The new Emotion, Well-being and Inclusion Policy alongside whole school staff CPD on emotion coaching results in a greater understanding of attachment and trauma and improved strategies to support these children. • Tier 2 'in school' professional support (clinical psychotherapist) works with children when they need it – at that moment of need minimising the negative impact ACE and trauma can have on emotional well-being and educational achievement. • The newly developed 'emotion hubb' and classroom 'regulation stations' provide a place of calmness and reflection for children to learn to self-regulate. • PP leader (HT), through the Teaching School networking programme 'Pupil Premium Best Practice', learns from other schools and EEF research, 'best practice' to improve outcomes for PP pupils with attachment and trauma.
C	Due to improved pedagogy and quality first teaching, PP children who also have additional needs with cognitive delay or poor working memory make rapid progress from their starting points.	<ul style="list-style-type: none"> • An understanding of cognitive learning, spaced learning and dual coding ensures lesson design and pedagogy meets the needs of children with these additional needs. Learning is retrained into long-term memory.
D	Due to an increased understanding of mastery mathematics, improved mathematics subject knowledge and strong Maths subject leadership, attainment gaps between PP and Non PP pupils in Mathematics reduces in all year groups.	<ul style="list-style-type: none"> • Our new Maths leader has a clear vision and direction for introducing and developing a Mastery Mathematics curriculum. There is a coherent and progressive plan for implementation over a three year timescale. • Our Maths leader develops a strong understanding of Mastery Maths and deepens her subject knowledge enabling her to drive CPD across the school. • A comprehensive CPD programme improves teaching staff's understanding of mastery maths and mathematic subject knowledge impacts on improved fluency and reasoning. Learning is retained into long-term memory. • Targeted support for KS2 children at risk of not achieving AREx by the end of KS2 impacts on rapid progress.
E	Access to an extended enriching curriculum experience, enables PP pupils to develop a wider understanding of the world around them and develop skills to thrive as a successful citizen in the world.	<ul style="list-style-type: none"> • All PP pupils take part in extended curriculum opportunities; Whitmore Lakes (Y4), London (Y5) and France (Y6) as well as yearly trips to complement topics. • A higher number of PP children are taking part in weekly music lessons from Rock Steady. (Currently 5 out of 18 are PP)
F	Due to regular practice in fluency and smaller focused group teaching, there is no gap in reading attainment between PP and nonPP (children with additional needs will be withdrawn from this measure for both PP and nonPP).	<ul style="list-style-type: none"> • Daily small group teaching in EYFS and KS1 results in PP pupils reaching at least age related by the end of EY and KS1. • Reading volunteers provide weekly practice in fluency to ensure attainment gaps in KS2 reduce and that PP pupils reach AREx by the end of KS2. • Regular (at least 3 times a week) practice using a specialist intervention programme, Reading Plus, ensures PP pupils reach at least AREx by the end of KS2. PP children targeted to accelerate to greater depth, achieve this by using this programme.



- English Lead, working with English Leads across the ATLP Trust and with Anthony Whatmuff, develops further excellence in the teaching of reading, especially for those most vulnerable or under achievement.

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation?
<p>A There is no attainment gap between PP and NonPP by the end of EYFS in the core subjects of CLL and Mathematics</p>	<ul style="list-style-type: none"> When carrying out home visits, make initial observational assessment on their ability to talk clearly. Gain information from parents about the child's speech and language. Are they under speech therapy? Through transition meetings with pre-school settings, gain information on each child's ability in these areas. Use the new Baseline assessment alongside school baseline assessment to identify pupils with poor CLL and Mathematics. WELCOM programme is used as an assessment tool and then as an intervention programme. Numberblocks used as new resource to introduce Mastery Mathematics in Early Years. NCETM teaching tools and CPD materials used to support this new resource. Maths subject leader to monitor impact on outcomes. PP leader to use learning from Teaching School 'Best Practice' event and research to 	<ul style="list-style-type: none"> Home visits will be carried out with experienced EYFS leader Strong partnerships have been established with pre-school nurseries and transition is strong. Baseline will be moderated across our trust to ensure assessments are accurate. School baselines will be compared with the new government baseline to compare and contrast. WELCOM is used in schools across the ATLP Trust – support and 	<p>Currently 1 registered for FSM and 3 LAC children.</p>	<p>5 days teacher cover £1,000 and 3 days TA cover £310 = £1,310</p>	<p>January 2020</p>



	<p>develop strategies to support achievement in this area. All schools in the group have this 'internal barrier' and will work together to research and trial new initiatives as well as share successful strategies already in place.</p>	<p>guidance from these schools as well as from EYFS leader will ensure positive impact.</p> <ul style="list-style-type: none"> • Maths leader will carry out regular monitoring and CPD to ensure early mathematics is strong and meeting the needs of the PP children. • PP Leader is leading the Teaching School event along with an associate HT from the Trust. She will facilitate networking and collaboration between schools to share best practice. 			
<p>C Due to improved pedagogy and quality first teaching, PP children who also have additional needs with cognitive delay or poor working memory make rapid progress from their starting points.</p>	<ul style="list-style-type: none"> • Whole school CPD focus both 'in school' and through Trust wide CPD training events focusing on cognitive science and research on how children learn and how learning moves into long term memory. • Subject leaders monitoring retention of knowledge and pedagogy applied in lesson design and delivery. (Thinking maps, space retrieval, knowledge organisers, working walls, displays). • SENDCo to research bespoke strategies that are proven to impact on poor working memory and network with SENCOS across the Trust to secure best practice. SENDCo is embarking on the SENDCo award and will base her research on how technology can improve outcomes for SEND children. 	<ul style="list-style-type: none"> • CPD will derive from research gathered by the ATLP Leadership Ambition Team (LAT) whose role is to use research and innovation to drive school improvement. • Trust wide 'Shallow Paddles' and 'Deep Dives' will be lead by a member of the LAT and provide feedback on the impact of our curriculum design and pedagogy. 	<p>8 PP children who also have poor working memory and/or cognitive delay as a barrier to their learning.</p>		<p>January 2020</p>



	<ul style="list-style-type: none"> • SENDCo to use the Tamworth SEND local Hubb to discuss barriers and solutions from local experts (Two Rivers Special Primary School HT and Educational Psychologists) • PP leader to use learning from Teaching School 'Best Practice' event and research to develop strategies to support achievement in this area. All schools in the group have this 'internal barrier' and will work together to research and trial new initiatives as well as share successful strategies already in place. • Strategies discovered during this year will inform our 3 years plan. 	<ul style="list-style-type: none"> • Networking through the ATLP Trust and through the local SEND Hubb will provide advice and support from experts in their field. • SENDCo award will ensure research is of the highest quality. This CPD will improve further the skills and knowledge of the SENDCo. • Whole school research groups using authors and books around cognitive learning. "Learning that Lasts" Ron Berger, "Memorable Teaching" Peps Mcrea "Why Don't Students Like School" Daniel Willingham 			
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<p>D Due to an increased understanding of mastery mathematics, improved mathematics subject knowledge and strong Maths subject leadership, attainment gaps between PP and Non PP pupils in Mathematics reduces in all year groups.</p>	<ul style="list-style-type: none"> • Maths Leader and one other staff member to take part in the Maths Hub Teaching and Research Group (TRG) for this academic year. (£1,000 contribution from the Maths Hub towards cover costs) • Maths Leader and HT to attend Maths Hub conference in September to gain clarity in Mastery Mathematics, hear from specialists in this area and learn from other schools on the most effective way to introduce Mastery in school. This will inform our three year plan. • Research shows that CPD in the classroom and feedback through coaching and leverage leadership has significant impact on quality first teaching. Release Maths Leader for 1 morning and 1 afternoon and week to deliver this CPD in the Maths lesson and through feedback and planning reviews. • Following a TRG CPD event, Maths Leader to cascade learning to all staff. Maths Leader to also use CPD resources on NCETM to support the understanding of mastery mathematics. • Maths Leader to carry out regular pupil learning conversations to establish what is being retained into their long-term memories. • Maths Leader to monitor the impact of Ipad technology on improving learning in Mathematics. (Understanding and knowledge retention) • Targeted support for KS2 children at risk of not achieving AREx by the end of KS2. One HLTA will deliver intervention in Yrs 3, 4 and 5. One HLTA will deliver intervention in Yr6 • Our current Yr6 pupils (15) will not be exposed to the mastery curriculum enough to fill in gaps in their understanding. They will take part in Third Space Learning to access a bespoke tutoring programme to meet their needs alongside additional support in class from a HLTA. 	<ul style="list-style-type: none"> • Working with the Maths Hub (50% of schools nationally) • NCETM works with the government and experts in the field of Mathematics. • Research used from authors such as Paul Bambrick-Santoyo-Santoyo “Leverage Leadership 2.0” 	<p>49 pupils (all PP pupils)</p>	<p>2 full days cover for 2 teachers £800 7 half day cover for 2 teachers £1,470 (minus £1,000 contribution from Maths Hub)</p> <p>1 full day cover a week (NJones or SNorton to cover) £156 for one day x 25 weeks = £3,900</p> <p>1 full day cover for 1 teacher to attend Maths Hub conference £200.</p> <p>1 day a month to carry out Pupil Learning conversations and monitor impact of iPads – HLTA to cover. £88,20 x 10 months = £882.00</p> <p>2 HLTAs 4hrs a week for maths intervention £108.56 a week x 38 weeks = £4,125.28</p> <p>Third Space Learning for 15 pupils - £1,500 (estimate)</p>	<p>January 2020</p>
<p>Total budgeted cost £13,187.28</p>					



ii. Targeted support					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation?
<p>B Due to close working relationships with parents or carers, social services and experts in the field of ACE, the impact on PP pupils' attainment is dramatically reduced.</p>	<ul style="list-style-type: none"> Use established, strong relationships with parents or carers of PP children to assess the need for professional intervention and ensure they receive this at the earliest opportunity. Our experience shows that it is both the child and the parent that need this intervention. If the parent is experiencing mental health issues, this impacts on the child. Following extensive CPD carried out last year, our LAC teacher is now fully trained in Emotion Coaching. She has developed a new Emotion, Well-Being and Inclusion Policy to replace the vast majority of our Behaviour Policy in terms of rewards and sanctions. Carry out regular reviews of the impact of the policy and use of Emotion Hub and Regulation Stations in supporting children with significant emotional needs. Can these children identify their emotions and regulate? PP leader (HT), to use working with the Teaching School networking programme 'Pupil Premium Best Practice', to learn about successful strategies in other schools, and through research, to improve outcomes for PP pupils with attachment and trauma. These will inform the three year plan. 	<p>Use a professional clinical psychotherapist – Barry Pope in school.</p> <p>CPD was delivered by Licette Gus (an expert in the field of Emotion Coaching) and in partnership with SCC Virtual School HT Sarah Rivers.</p> <p>LAC Lead teacher, Senior Leadership team, governors and parents fully supportive of the new approach to behaviour.</p> <p>Strategies will be used based on proven research and successes in local schools with similar barriers.</p>	<p>12 children and their parents.</p>	<p>Barry Pope 1½ days a week £300 a week x 38 weeks (minus 5, ½ days dedicated to staff Occupational Health) = £10,900</p>	<p>January 2020</p>



<p>F Due to regular practice in fluency and smaller focused group teaching, there is no gap in reading attainment between PP and nonPP (children with additional needs will be withdrawn from this measure for both PP and nonPP)</p>	<ul style="list-style-type: none"> • Daily small group teaching in EYFS and KS1. Team will consist of class teacher, 2 HLTAs and at least 1 LSA. • Reading volunteers provide weekly practice in fluency for KS2 children who do not read regularly at home. • Regular (at least 3 times a week) practice using a specialist intervention programme, Reading Plus. • English Lead to work with English Leads across the ATLP Trust and with Anthony Whatmuff to develop further excellence in the teaching of reading, especially for those most vulnerable of under achievement. 	<p>Reading team highly experienced. Proven impact on outcomes for PP by the end of KS1. Reading volunteers have volunteered in school for over 12 months. They have received training from the English Lead Reading Plus is a proven programme and provides regular assessment feedback on progress. Anthony Whatmuff is an expert in the field of reading.</p>	<p>49 pupils</p>	<p>2 HLTAs 10hrs a week £271.40 a week x 38 weeks = £10,313.20</p> <p>1 SLA 7½hrs a week £2,867</p> <p>Reading Plus £4,350 Over three years = £1,450 per year</p> <p>3 full days and 3 ½ days cover for English Lead. £915</p>	<p>January 2020</p>
Total budgeted cost					<p>£26,445.20</p>



iii. Other approaches					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation?
E Access to an extended enriching curriculum experience, enables PP pupils to develop a wider understanding of the world around them and develop skills to thrive as a successful citizen in the world.	<ul style="list-style-type: none"> Positive action taken to ensure all PP pupils take part in extended curriculum opportunities; Whitmore Lakes (Y4), London (Y5) and France (Y6) as well as yearly trips to complement topics. (HT and school office contacting parents from low income families to offer an affordable cost for these additional opportunities) Promote places on the Yamaha music programme at a significantly reduced cost. Inform low income families by email and letter. If this does not result in a higher uptake, then approach parents personally to seek reasons why their child is not taking this up. If it is down to cost, negotiate an affordable cost. 	<ul style="list-style-type: none"> Number of PP pupils learning to play a musical instrument will increase. PP children not taking part in residential trips is not because finance is a barrier. 	40 pupils	<i>Cost unknown at the start of the year. Will build as we progress through the year.</i>	January 2020
Total budgeted cost					Estimate £5,000
Total of all three spend areas					£44,632.48
Spend analysis Percentage of costs on A, C and E (Quality of Teaching for all) = 19% Percentage of costs on B and F (Targeted Support) = 39%					



Percentage of costs on E (other approaches) = 7%

Underspend this year will be carried over to next year with targeted support focused on research evidenced strategies and Mastery Maths implementation.

Sources of evidence study

Reading Across The Curriculum (Research Project) with the Arthur Terry Teaching School working with Anthony Whatmuff

Licette Gus, co founder of Emotion Coaching UK is an Educational Psychologist, chartered with the British Psychological Society and registered with the HPCP

EEF Teacher Toolkit – CPD and research groups looking at: Collaborative Learning, Digital Technology, Feedback, Mastery Learning, Metacognition and Self-Regulation, Social and Emotional Learning, Oral Language Interventions, Peer Tutoring, Reading Comprehension Strategies.

Maths Hub – 2 teachers on TRG CPD

NCETM – introducing mastery mathematics fully in EYFS and KS1. As much as we can in Years 3 and 4.

Additional Reading and Research using....

