



# William MacGregor Pupil premium strategy statement 2020/21 (covers 2020/23)

## School overview

Metric	Data
School name	William MacGregor Primary School
Pupils in school	210
Proportion of disadvantaged pupils	23% (2020-21)
Pupil premium allocation this academic year	£70,524
Academic year or years covered by statement	2020-2023
Publish date	1 <sup>st</sup> December 2020
Review date	1 <sup>st</sup> November 2021
Statement authorised by	Suzie Norton
Pupil premium lead	Suzie Norton
Governor lead	Dave Kendall

## Disadvantaged pupil progress scores for last academic year – based on SATs assessments completed March 2020

Measure	Score – government have not released how they would measure progress for this cohort.
Reading	15/16 made expected progress 94% 5/16 made better than expected progress 31%
Writing	15/16 made expected progress 94% 5/16 made better than expected progress 31%
Maths	15/16 made expected progress 94% 6/16 made better than expected progress 38%

## Disadvantaged pupil progress scores for 2018/19 academic year

Measure	Score (based on a cohort of 9)
Reading	0.95
Writing	1.76
Maths	-2.65

## William MacGregor Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To continue on our Mastery journey with TRG. We are in year 2, embedding year. This will ensure a mastery maths approach across the whole school.
Priority 2	Introduce Oracy by becoming a Voice 21 school. A leader, plus another teacher to be trained in developing an oracy rich curriculum in the year groups they teach. This is year 1 of a 3-year implementation programme.
Priority 3	Assessment for learning is effective and consistent to ensure planned and in the moment learning is meeting the needs of all children.
Priority 4	The teaching of reading (including phonics) is a consistently high standard across the school.
Barriers to learning these priorities address	COVID lockdown have resulted in gaps and lost learning in 19/20 academic year. COVID isolation is impacting on attendance. Delivering effective CPD to staff in the priority areas including whole staff CPD and individual feedback whilst trying to stay safe under COVID restrictions.
Projected spending	£70,693

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average in progress scores in KS2 reading	September 2021
Progress in Writing	Achieve national average in progress scores in KS2 writing	September 2021
Progress in Mathematics	Achieve national average in progress scores in KS2 Maths	September 2021
Phonics	Achieve national average expected standard in Yr1 phonics screening check. Currently 7 children in this cohort, with 5 on track to achieve.	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Through targeted CPD (using intelligence gathered from monitoring) ensure staff mastery maths subject knowledge and pedagogy is a consistently strength across the school.</p> <p>Maths leader and one more staff member take part in the 2<sup>nd</sup> year of TRG</p> <p>For 2021/22 - once Maths lead has completed Leverage Leadership training – design a mastery rubric based on 5 Big Ideas to fine tune Maths teaching to deliver excellence across the school.</p>
Priority 2	<p>Oracy Lead and one more staff member to begin training with Voice 21. Complete whole school audit, action plan and training to improve their knowledge. Introduce oracy focused lessons in their own classrooms.</p>
Priority 3	<p>Use research and strategies from Tom Sherrington ‘Rosenshine’s Principles in Action’ and Tom Sherrington and Oliver Caviglioli ‘Teaching Walkthrus’ to design bespoke CPD and provide a focus for ensuring AfL is ensuring teaching is a high standard and meeting the needs of the children.</p> <p>For 2021/22 - once senior leaders have completed Leverage Leadership training – design an AfL rubric to fine tune teaching to deliver excellence across the school.</p>
Priority 4	<p>To ensure the teaching of phonics is of a consistently high standard in EY and KS1. Intervention is targeted to ensure all children (unless they have a specific SEND barrier) meet the expected standard by the end of KS1. Children taught in smaller groups with 5 adults delivering the teaching. Revised plan to complete Phase 3 by the end of EY and to show mastery in this knowledge and understanding.</p> <p>For 2021/22 - once English lead has completed Leverage Leadership training, use a reading rubric to fine tune reading teaching to deliver excellence across the school.</p>

	Buy 120 licences for Reading Plus for all KS2 children. Buy Reading Theory for those unable to access Reading Plus.
Barriers to learning these priorities address	COVID lockdown have resulted in gaps and lost learning in 19/20 academic year. COVID isolation is impacting on attendance. Access to whole staff CPD, monitoring and feedback is restricted.
Projected spending	£60,273

### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure the emotional needs of the children are met embedding a whole school Emotion and Well-being policy with staff, children and parents. Employing a Clinical Psychotherapist for 1 day a week.
Priority 2	Enable children from low income families to attend all enrichment activities where parents offer financial contributions to ensure the activity can go ahead. These include visitors to school, visits outside of school, music lessons.
Barriers to learning these priorities address	Covid-19 has significantly impacted on these priorities with risk assessments and insurance not allowing us to embark on enrichment activities.
Projected spending	£9,309

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring quality time is dedicated to staff professional development as a whole staff in with one to one feedback.	A carefully planned out staff CPD programme and dedicated leadership time for Reading, Oracy, Maths and AfL leaders to monitor and deliver effective feedback.
Targeted support	Ensuring the teachers of early reading and phonics are impacting on outcomes for children in Early Years and Year 1. Ensure Reading Plus and Reading Theory are timetabled in the KS2 curriculum and that	Reading leader monitors provision regularly and provides feedback that improves teaching. Reading leader uses the online monitoring tool to ensure children are accessing the programme and progress is evident.

	children are completing at least 3 sessions a week.	
Wider strategies	Refined focus on children and families who work with clinical psychotherapist to ensure they are children with SEMH/ACE, rather than SEND needs (for example ADHD, ASD).	LAC/SEND/Behaviour lead to monitor referrals to clinical psychotherapist from staff to ensure this intervention is appropriate. She will work closely with clinical psychotherapist to ensure impact and plan next steps.

### Review: last year's aims and outcomes (19/20)

Aim	Outcome
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><u>Yr6 Maths Achievement in March 2020</u></p> <p><b><u>Pupil Premium</u></b></p> <p><u>Progress</u> - 15/16 made expected progress (94%). 6/16 made better than expected progress (38%)</p> <p><u>Attainment</u> – 11/16 achieved AREx 69% and 1/16 achieved GD 6%</p> <p><b><u>All pupils</u></b></p> <p><u>Progress</u> - 28/30 made expected progress (93%), 12/30 made better than expected progress (40%).</p> <p><u>Attainment</u> – 25/30 achieved AREx 83% and 6/30 achieved GD 20%.</p>

Due to regular practice in fluency and smaller focused group teaching, there is no gap in reading attainment between PP and nonPP	<u>Achievement in March 2020</u>																			
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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.	In March, we successfully arranged a 5 day residential to Paris for our Yr6 children. All of the PP children who wanted to go (7), went either fully funded or with a small contribution made by parents. This residential had a huge impact on their social, emotional and cultural development.																			