



William MacGregor Pupil premium strategy statement 2021/22 (covers 2020/23)



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William MacGregor Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	23% (2020-21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23 (year 2 of the three year plan)
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Suzie Norton
Pupil premium lead	Suzie Norton
Governor / Trustee lead	Dave Kendall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,524
Recovery premium funding allocation this academic year	£ pooled in the Trust
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,900
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,424 Recovery premium funding has been allocated for for 1 full time unqualified teacher.

Part A: Pupil premium strategy plan

Statement of intent

The aims for disadvantaged pupils at William MacGregor is that they achieve at least the same academic achievements (attainment and progress) as non disadvantaged pupils with similar starting points, that they have equal access to the extended curriculum and enrichment opportunities and finally, that poor mental health is not a barrier to academic and emotional success.

Our current strategy supports these aims by ensuring pupils receive high quality first teaching in all subjects, but with a specific focus on mastery maths, reading and oracy. Funding is also targeted to ensure disadvantaged pupils are offered our extended curriculum at a reduced cost agreed with individual families. We employ a school based clinical psychotherapist for one day and week to work with children and their families to improve mental health.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Maths curriculum was not meeting the needs of the lowest ability children and gaps developed in the earlier years were not being plugged resulting in gaps widening.
2	As a result of poor oracy skills, children were unable to articulate, debate, add ideas and present with both skill and confidence.
3	As a result of COVID, attendance for some pupil premium children/families has been a challenge. For the last academic year (20/21) attendance for whole school was 97.5%, attendance for pupil premium was 94.3% and for non pupil premium 99.2%.
4	As a result of COVID, reading attainment has regressed and gaps have widened particularly in the current Yr4 and Yr5 year groups.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Achievement in maths for pupil premium children is the same as non pupil premium children unless there are special additional needs relating to special needs.	Current gaps in each year group is closed so attainment is the same. <u>Current gaps based on internal teacher assessment July 2021</u>


	Year	Non PP	PP (pupils)
	1	68%	33% (9)
	2	63%	50% (4)
	3	67%	50% (6)
	4	68%	20% (5)
	5	79%	50% (6)
	6	43%	33% (6)
Children are able to communicate (debate, add detail, agree, present, analyse) with increased skill and confidence	Children are taught explicit Oracy lessons at least once a week and oracy activities are embedded into a lesson each day.		
The gap in attendance between pupil premium children and non pupil premium children is significantly reduced.	The current gap of 4.9% is reduced to 3%		
Achievement in reading for pupil premium children is the same as non pupil premium children unless there are special additional needs relating to special needs.	Current gaps in each year group is closed so attainment is the same. <u>Current gaps based on internal teacher assessment July 2021</u>		
	Year	Non PP	PP (pupils)
	1	63%	33% (9)
	2	74%	75% (4)
	3	74%	67% (6)
	4	80%	40% (5)
	5	79%	50% (6)
	6	57%	50% (6)

Activity in this academic year


This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,810



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths leader one day leadership release each week to provide coaching and mentoring support in the delivery of mastery maths</i>	Mastery Maths is the approach strongly encouraged by the DfE as a result of research carried out in Shanghai.  NCETM's report 2021 'What is happening in Primary Maths, and what next?' States	1 and 4(mastery approach)

<p><i>Maths leader and one additional teacher to take part in Maths Hub TRG group (3rd year)</i></p> 	<p>that teaching for mastery programme is having a significant, positive impact at a number of levels: teacher knowledge, skills and practice. Children are learning maths more securely.</p>  <p>EEF toolkit shows that mastery learning approaches can add an additional 5 months progress, on average, over a year. Following a review carried out by Professor Jeremy Hodgen – Chair of Mathematics Education at the UCL Institute of Education – EEF says that his guidance strongly encourages mastery.</p>	
<p><i>English leader to have half a day leadership release each week to provide coaching and support in the delivery of a consistent approach to the teaching of reading across the school, a consistent delivery of a newly implemented phonics programme and provide mentoring</i></p>	 <p>EEF literacy specialist Caroline Bolton explains in a recent TES article how to boost students' attainment and develop their social and emotional skills through high quality shared reading sessions.</p> <p>EEF toolkit evidences that focusing on reading comprehension strategies enhances the learners' understanding of written text. This can add an additional 6 months progress over a year.</p> <p>EEF toolkit also evidences that explicit and systematic teaching of phonics can add an average of 5 months progress over the course of a year.</p>  <p>Working with Little Sutton English Hub, we have implemented a new phonics programme (Little Wandle) which is based on Letters and Sounds. We have also introduced a 3 day reading teaching cycle looking at decoding, prosody and comprehension in reception to Yr2. Prosody has also been introduced as a focus lesson in KS2 reading practice.</p>  <p>Use Jim Knight's Impact Cycle (instructional coaching) to develop teacher expertise in the teaching of reading.</p> <p>Teachers to use our Reading rubric to identify reality, set a goal, practice and review.</p>	4
<p><i>Oracy leader to half a day leadership release each week to monitor, coach and mentor the implementation of oracy activities and lessons.</i></p>	 <p>EEF toolkit evidence that on average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p>	2 and 4

<p><i>She will use this time also to plan for evidence informed CPD based on minor orient outcomes and from her own Voice 21 CPD. Oracy leader and one more class teacher will continue onto year 2 of a 3 year CPD programme with Voice 21.</i></p>	 <p>Voice 21's research shows that on entry to school disadvantaged children's spoken language is significantly lower than non disadvantaged peers. These gaps grow as they move through school. On leaving school, children with poor communication skills are less likely to find employment. High quality oracy education will increase confidence, improve academic outcomes, foster well-being, equip children for life beyond school, narrow gaps and promote social equity.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)


Budgeted cost: £32,989 plus recovery premium pooled by trust (salary paid centrally)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Intervention - all pupils in Yr4, 5 and 6 access Reading Plus programme at least three times a week</p>	 <p>Two years ago we introduced Reading Plus for 30 pupils. (This came highly recommended by a HT in our Trust) We targeted PP children in Yr6 and Yr5. As a result of their progress (March 2019 SAT paper) 16 pupil children progressed from 64% at the end of KS1 to 75% and of KS2 and July 2020 the 7 pupil premium children make significant progress from Yr6 September baseline. With the evidence of the impact of this programme, we have increased our licenses.</p>	4
<p>Children in Reception, Yr1 and Yr2 are taught reading in small groups for 30 minutes a day, 5 days a week. Two HLTAs and one TA, work with the class teacher and TA to ensure all children practice reading in small groups. Our mission is for all children to leave KS1, confident,</p>	 <p>EEF's toolkit evidence that small group tuition has an average impact of four additional months over a year.</p>	4

<p>competent, fluent readers.</p> <p>Following the new Little Wandle Phonic programme, children who are not secure with the learning from the day's session will receive additional intervention that same day or before the next session. This intervention could be in the form a small group or be 1:1. Two HLTAs will provide this intervention for 30 minutes a day.</p> <p>Small group and 1:1 intervention in current Yr3 delivered by unqualified teacher. (Recovery premium funding) 37% below in maths, 31% in reading and 48% in writing.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music enrichment beyond the curriculum – children offered the choice of learning to play an instrument or play in a band (vocal, guitar, keyboard, drums)</p> <p>Outdoor education residential, London residential and</p>	 <p>EEF toolkit states that arts participation approaches like music can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>1, 2, 3 and 4</p>

<p>France residential provided at a reduced cost.</p> <p>School day trips provided at a reduced cost (voluntary contribution only)</p> <p>All these experiences are part of our curriculum offer.</p>		
<p>One to one counselling provided for children with emotional needs (high anxiety levels, attachment, early trauma, current trauma). This is also extended to parents.</p>	<p>Accessing the right help at the right time is a huge challenge. Children with poor mental health cannot be put on a waiting list for the help they need (CAMHS) or be told their level of need is not severe enough to access this help They need help now to prevent it escalating and impacting on their education and future.</p> <p>We know that helping parents who have poor mental health also has a positive impact on their children's life.</p>	<p>1, 2, 3 and 4</p>
<p>Targeted attendance strategies for both children and parents to improve attendance. Re-introduce successful strategies used in previous years when attendance for PP was a concern.</p>	<p>If children do not attend school regularly, then children will not achieve both their educational outcomes and their social and emotional outcomes.</p> <p>This has been a challenge in previous years and strategies we have used have been successful. DHT to lead on these.</p>	<p>1, 2, 3 and 4.</p>

Total budgeted cost: £ 83,424

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes



This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Although our Yr6 pupils did not take part in formal SATs, they did take a SAT paper in June under normal SAT conditions. 7 pupils, 2 of whom are also SEND. 71% of pupil premium children achieved ARE in all three subjects, compared to 79% of all children. Although gaps remained the same, all 7 children made significant progress in their standards scores.

	All pupil attainment	PP attainment (7 pupils)	End of KS2 Gap (Gap at KS1)
Reading	80%	71% (5)	9% (9%)
Writing	80%	71% (5)	9% (9%)
Maths	80%	71% (5)	9% (9%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus 	800-READ-PLUS Support@readingplus.com www.readingplus.com
Voice 21 	Voice 21 is a National Charity 483 Green Lanes London England N13 4BS Hello@voice21.org

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We allocated this funding for 1 pupil with our strategies.
What was the impact of that spending on service pupil premium eligible pupils?	This 1 pupil remains working below, but unfortunately COVID has had an impact on his attainment and progress.