



# William MacGregor Pupil premium strategy statement 2022/23 (covers 22/23 last year of three-year plan)



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	204
Proportion (%) of PP eligible pupils	18%. (38 children)
Academic year/years that our current pupil premium strategy plan covers	2020-23 (year 3 of the three year plan)
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Suzie Norton
Pupil premium lead	Suzie Norton
Governor / Trustee lead	Andy Hadley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,025
Supplementary Grant	£27,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Catch-up funding top up	£6525
School-led tutoring	£5873
<b>Total budget for this academic year</b>	<b>£105,728</b>

## 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, writing 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	Writing outcomes have fallen across the school due to the impact of Covid-19. Children working from home have had significantly fewer opportunities to complete extended writing pieces. In all but one year group, the attainment of DA children compared to non DA is lower.
2	Maths Mastery curriculum limits opportunities for problem solving and reasoning resulting children losing their ability to apply and problem solve independently.
3	As a result of poor oracy skills, children were unable to articulate, debate, add ideas and present with both skill and confidence.
4	The difference between the attendance of DA children and non-DA children is 2.6%. Financial restrictions on families are causing more families to take holidays in school term. Some parent apathy towards school life since Covid has resulted in more children being absent more easily. This has significantly reduced from 4.9% from September 2021.
5	From September 2022, there will be two ECTs and one ECT+1 as part of our staffing structure. Staff have completed their first year of instructional coaching which now needs further development.
6	Take up with our wider curriculum offer is low for all of our children, but particularly our DA children. This is not down to cost as this was heavily subsidised last year. Down to pupil engagement.

## 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																								
1	Achievement in writing for DA children is the same as non DA children unless there are additional needs relating to special needs.	<p>Current gaps in each year group is closed so attainment is the same.</p> <p><u>Current gaps based on internal teacher assessment July 2022</u></p> <table><tr><th>PP vs Non-PP</th><th>ARE Range</th><th>Writing</th><th>Mathematics</th></tr><tr><td>1</td><td>1EXS vs 1EXS</td><td>Non-PP +14.77%</td><td>Non-PP +39.77%</td></tr><tr><td>2</td><td>2EXS vs 2EXS</td><td>PP +6.5%</td><td>PP +7.79%</td></tr><tr><td>3</td><td>3EXS vs 3EXS</td><td>Non-PP +33.33%</td><td>Non-PP +23.81%</td></tr><tr><td>4</td><td>4EXS vs 4EXS</td><td>Non-PP +41.66%</td><td>Non-PP +29.17%</td></tr><tr><td>5</td><td>5EXS vs 5EXS</td><td>Non-PP +52.38%</td><td>Non-PP +47.62%</td></tr></table>	PP vs Non-PP	ARE Range	Writing	Mathematics	1	1EXS vs 1EXS	Non-PP +14.77%	Non-PP +39.77%	2	2EXS vs 2EXS	PP +6.5%	PP +7.79%	3	3EXS vs 3EXS	Non-PP +33.33%	Non-PP +23.81%	4	4EXS vs 4EXS	Non-PP +41.66%	Non-PP +29.17%	5	5EXS vs 5EXS	Non-PP +52.38%	Non-PP +47.62%
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2	Achievement in maths for DA children is the same as non DA children unless there are additional needs relating to special needs.	<p>Current gaps in each year group is closed so attainment is the same.</p> <p><u>Current gaps based on internal teacher assessment July 2022</u></p> <p>SEE TABLE ABOVE</p>																								
3	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.																								
4	The gap in attendance between DA children and non DA children is significantly reduced.	The current gap of 2.6% continues to reduce. National data as of June 2022 shows non DA attendance to be 1% better than non DA.																								
5	The development of all teachers will ensure DA children make at least expected progress from their starting points.	Attainment data at the end of the school year will show that attainment of DA children is in line with all pupils.																								
6	100% of DA children attend at least one extra-curricular activity each week.	Data presented on Children’s University shows that all DA children have attended a club each week and have achieved at least their bronze award.																								



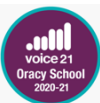


## Activity in this academic year

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: £35,546


Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English leader will be non class based to develop the teaching of writing across the school through coaching, mentoring, team teaching and planning support.</i>	<p>As a school we follow the Jane Considine 'The Write Stuff' approach.</p>  <p>Following Ofsted's Research Review Series: English (May 2022) which outlines the importance of vocabulary progression, 'The Write Stuff' compliments this approach.</p>  <p>The EEF 'Improving Literacy in Key Stage 2' recommendation 4 (Teaching writing composition strategies through modelling and supported practice) and 5 (developing pupils transcription and sentence construction skills through extensive practise) supports this approach further.</p>	1, 3, 5
<p><i>Maths leader one day leadership release each week to provide coaching and mentoring support in the delivery of mastery maths</i></p> <p><i>Maths leader to begin training for Primary Mastery Specialist 2022/23. (15 days)</i></p> 	<p>Mastery Maths is the approach strongly encouraged by the DfE as a result of research carried out in Shanghai.</p>  <p>NCETM's report 2019 'What is happening in Primary Maths, and what next?' States 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>	2, 3, 5

	 <p>Integrating evidence into maths teaching – a checklist for problem solving. A monthly series supporting teachers and maths leads in implementing the evidence from the EEFs 'Improving mathematics in key stages 2 and 3 guidance report'. (Series 6 – focus on problem solving)</p>	
<p><i>Oracy leader to be non-class based to monitor, coach and mentor teachers on the continued implementation of oracy activities and lessons.</i></p> <p><i>Third year of a three year CPD programme with a focus on embedding classroom practise and developing a oracy rich environment.</i></p> <p><i>Two classroom practitioners to complete Year 1's CPD for Oracy Lead and Oracy Champion.</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>  <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>	3
<p><i>DHT will use structured conversations to improve attendance of DA children.</i></p> <p><i>Pre-COVID tracking and initiatives will be re-introduced.</i></p>	<p>Structured conversations document in the EEF shows a clear parental engagement impact on the harder to reach DA families.</p> 	1,2,3,4,5,6
<p><i>Teachers to complete CPD bi-weekly in group coaching sessions with a whole school focus on cognitive science.</i></p> <p><i>Three expert coaches trained in instructional coaching to lead coaching</i></p>	<p>Use Jim Knight's Impact Cycle (instructional coaching) to develop teacher expertise in the teaching of writing. Atul Gawande (2011) 'coaching done well may be the most effective intervention designed for human performance.'</p> 	1,2,3,5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**





Budgeted cost: £29,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 target is for all children to leave KS1, confident, 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 HLTA. New Little Wandle programme for children who did not achieve phonics threshold at the end of Yr2.</p>	<div data-bbox="539 389 735 454">  Education Endowment Foundation         </div> <p>EEF's toolkit evidence that small group tuition has an average impact of four additional months over a year.</p> <p>In the first year of introducing Little Wandle 100% of our children passed the phonic screener in June 2022. Daily AfL and intervention alongside focused intervention made significant impact.</p>	1, 3
<p>1:2:3 tutoring for DA children at risk of falling behind.</p> <p>Completed either before or after school by school staff.</p>	<div data-bbox="539 1778 735 1843">  Education Endowment Foundation         </div> <p>EEF's toolkit evidence that small group tuition has an average impact of four additional months over a year.</p>	1, 2, 3

<p><i>DHT will use structured conversations to improve attendance of DA children.</i></p> <p><i>Pre-COVID tracking and initiatives will be re-introduced.</i></p>	<p>Structured conversations document in the EEF shows a clear parental engagement impact on the harder to reach DA families.</p> 	1,2,3,4,5,6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,036

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 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>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>	1, 2, 3, 6
<p>Increased participation in wider curriculum offer.</p> <p>Trust wide subscription to Children's University.</p> <p>Curriculum, PE and senior leaders to design an extra curricular offer that</p>	  <p>A detailed and data-driven picture of learning beyond the classroom in 2021, providing an analysis of participation and provision data collected by Children's University.</p> <p>"We must stop pretending that this kind of learning is not as important, and we must systemically scale where there is clear evidence of impact."</p> <p>#CUStateoftheNation </p> <p>Children will be inspired and motivated to graduate through the award scheme and</p>	1, 2, 3, 6

meets the needs of our DA children and encourages full participation. Target is for every DA child to be involved in at least one extra-curricular activity each week.	strive to attend a graduation ceremony at one of our high schools and eventually at a University.	
One to one counselling provided for children with emotional needs (high anxiety levels, attachment, early trauma, current trauma). This is also extended to parents.	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. We know that helping parents who have poor mental health also has a positive impact on their children's life.	1, 2, 3

**Total budgeted cost: £ 78,423**



## 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 2021 to 2022 academic year.

#### Yr6 SAT outcomes

	All pupil attainment	PP attainment (7 pupils)	End of KS2 Gap (Gap at KS1)
Reading	68%	71% (5)	+3% (-9%)
Writing	58%	29% (2)	-29% (-10%)
Maths	68%	57% (4)	-11% (-16%)

The strategies implemented for reading and maths this academic year alongside the impact of both our catch-up mentor and school-led tutoring has shown improvement for DA pupils at the end of KS2 from their end of KS1 outcomes. Gaps have closed in these two subjects.

Yr1 phonic outcomes were 100% for DA pupils, compared to 97% to all pupils. The Little Wandle Letters and Sounds Revised has made a significant impact on all phonic outcomes alongside school-led tutoring and planned intervention.







Outcomes from weekly monitoring, resulted in leaders in reading and maths providing bespoke professional development to teachers including, coaching, team teaching and planning support. Teaching of reading and maths is at least good in all year groups.

This data identifies the need for greater focus on writing for next academic year.

Increased participation in enrichment opportunities which are offered to DA pupils, but take up is low so this will be a greater focus next year.

### 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 <a href="mailto:Support@readingplus.com">Support@readingplus.com</a> <a href="http://www.readingplus.com">Www.readingplus.com</a>
The Write Stuff 	<a href="https://www.janeconsidine.com/">https://www.janeconsidine.com/</a>
Voice 21 	Voice 21 is a National Charity 483 Green Lanes London England N13 4BS <a href="mailto:Hello@voice21.org">Hello@voice21.org</a>
Little Wandle Revised Letters and Sounds 	Little Wandle Letters and Sounds Revised c/o Chesterton Primary School Dagnall Street London SW11 5DT
Number Sense 	Number Sense Maths Ltd, C/O MOORE, 30 Gay St, Bath, BA1 2PA
Children's University 	c/o Slade & Cooper Beehive Mill, Jersey St, Ancoats, Manchester M4 6JG United Kingdom  Email. <a href="mailto:contactus@childrensuniversity.co.uk">contactus@childrensuniversity.co.uk</a>