

## Pupil Premium at William Davies Primary School 2015-2016

### Context

The school receives a Pupil Premium for children registered as eligible for free school meals (FSM) or having been eligible for FSM at any point in the last 6 years (this is known as Ever6). There is also a pupil premium for the children of service personnel and children who are looked after (CLA)

William Davies serves a catchment in the top quintile for deprivation at 0.41 in comparison to 0.24 nationally. The school is in the top 40% in terms of its proportion of pupils eligible for Free School Meals at 30.8%.

	Amount of Pupil Premium Funding
2011-2012	26,840
2012-2013	41,118
2013-2014	65,700
2014-2015	94,900
2015 -2016	87,700

	2011-12	2012-13	2013-14	2014-15	2015 -2016
Number of pupils FSM and E^					
Number of pupils eligible for pupil premium on census day	55	53	57	62	65
Number of CLA eligible for pupil premium			1	1	1

### Impact

Until 2015 we used Average point score figures for children entitled to Pupil Premium APS.

This is reported to governors termly.

### 2015 summary

Looking at the proportion of pupils achieving level 2 or above, there are no in school gaps evident as scores are 100% in all three subject areas; moreover gaps to National Other are all positive, ranging from +5% in mathematics to +9% in reading.

In terms of the percentage of pupils achieving level 4+ across all three subjects, a positive gap to national of 15% is visible

It is worth noting that given the size of our cohorts, caution needs to be applied when viewing the figures.

We requested a Pupil premium review this year to ensure we were spending wisely and having an impact.

‘This is a school that self-evaluates very well and tracks individual progress with rigour. The school has identified the need to revisit the challenge provided for more able pupils at the end of KS1 and KS2. This fits into the schools key priority of mastery within the curriculum to deepen and broaden the thinking skills of higher ability pupils through Blooms taxonomy’.

At William Davies we have used the Pupil Premium as follows:-

Pupil premium used for	Amount allocated to the intervention or action	New or continued activity?	Summary of intervention or action-Details of year group and timescale	Intended outcomes How will this intervention or action improve achievement for pupils eligible for the PP?	How will the activity be monitored – when and by whom?	Actual Impact What was achieved? Will this be continued or improved?
Phase teachers	Part funded	Since 2014	Additional teachers across classes to ensure timely and expedient intervention on a weekly basis.	The gap in attainment and progress will close. More children working within Age Related Expectations.	Phase notes weekly and pupil progress meetings.	Impact so far has been excellent. Our children make excellent progress. See Raise on Line ‘Data dashboard’ in the results tab on our website.
Parent and Pupil Support Officer	Part funded	Continued	Attendance monitoring and home visits, induction of all pupils. Support for parents	Children settle well and quickly. Attendance is followed up by first day calls.	Improved attendance Whole school and individual.	Continuous learning and improved well-being as children are not missing learning.
Assistant	Part	New	Monitors	Gaps in learning	SLT,	Children and

head teachers	funded		interventions and pupil progress with a focus on identified vulnerable groups and individuals	are identified and appropriate support for PP and children who are MPA. Liaison with SENCo for identified pupils.	Pupil progress meetings	families feel supported. Progress is excellent.
The SENCo is not class based for 2 days a week.	Part funded	Continued	Monitors and support pupils with SEN who may also be PP.	Pupils who are PP and SEN make progress and are able to access the curriculum.	SLT	Children who are SEN and PP – monitored and supported
The Brilliant Club	£1,920 + travel costs	Continued	12 Y6 pupils 25% who are eligible for PP. Visits to university and work with PHD student delivering university style teaching	Aspirational and aimed at more able – improved outcomes at end of KS2. Develop independent study, critical thinking and communication Skills.	Feedback from tutor PPM Pupil voice Tracking data Work scrutiny	Aspirational visit and work with PHD student is extension for high achieving PP.
TA intervention and 1-1	Part funded	Modified approach	Identified children		SLT	
1-1 reading Teaching Assistant	Part funded	Same	Y1 and Y2 pupils Impact from last year showed progress of pupils	Early catch up/intervention for children in Y1 and Y2	SLT and RWI manager	Phonics data at Y1 and Y2 indicates this is making an impact.
Chess		Continued	Y4 pupils to use and apply mathematical skills in a wider context.	Life skill	Y4 teacher	Children achieve success which they may not have done in lessons- self-esteem improved and consequently attainment
Every child a theatre goer	LA funded	Continued	Year 5 widen experience, increase engagement, apply basic skills.	Life opportunities	HT	Enhances our provision.

Subsidised Educational visits	Part funded	Continued	50% funded if eligible for pupil premium. All children access the broad variety	Life opportunities	HT	Children access a wide range of experiences in London and beyond. Broadens vocabulary and experience.
Tracking pupil progress	Part funded	Cont'd	HLTA enters data and all teachers use to track and evaluate progress	Achievement and attainment closely monitored followed by focussed support as agreed.	Assessment lead and HT	PP progress and attainment tracked and used by staff to inform planning and to report to governors
Variety club	Funded externally.	Cont'd	Out of school activities to broaden life experiences	Life opportunities	Y1 teacher	Children have a broad memorable happy experience
After school clubs	One club a week funded	Continued	Children access variety of extra-curricular activities	Life skills	PPLO	Access to extra-curricula clubs.
Contingency		£300	Unplanned targeted activities, for example, replacement Tablet for HA child who is VI to access the range of literature needed.	This tablet is one of the tools this child with dual exceptionality can use to support learning in general.	HT	

