



Reviewed annually in September

Financial Year	Pupil Premium Funding
2018/19	£68,640
2019/20	£73,920
2020/21	£68,595

Main barriers to educational achievement of our children funded with pupil premium.	<ul style="list-style-type: none"> • High rates of child poverty and family debt, in the 30% most deprived neighbourhoods in the UK. • Mobility is twice the London average at WDPS. This results in children being challenged to settle into new settings regularly. • Upon entry to school, children are well below the national age related expectations - 0% speak English as home language; 25% have previous playgroup experience; 33% are not potty or cup trained. • Lack of access to wider experiences and breadth of vocabulary – Our pupil premium children require an experience rich curriculum to ensure they build cultural capital on which to hook their learning. • Parental capacity to support - Many parents do not read or write in English and find it challenging to help with school activities at home.
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Review of 19/20	At William Davies, disadvantaged children achieved in line with the class average in the 2019 SATs results. (No SATs were taken in 2020) Nationally 51% of disadvantaged children achieved the expected standard. At William Davies 58 % did.
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2019/20 Total pupils on roll	Pupils eligible for Pupil Premium funding	Looked after children
210 (+35 Nursery not eligible for PP funding)	48	0



Funding used for:	Amount allocated	Intended outcomes	Measuring the effect of Pupil Premium
Part salary of 4 'Phase Teachers.' Equivalent to 30% of each phase teacher.	£61,259	<ul style="list-style-type: none"> ● Skilled supportive intervention at the point of learning. ● High quality teaching by teachers will ensure high standards and experiences. ● On-to-one and small group input to increase individualised approaches. 	Monitored by the headteacher through pupil progress meetings and pupil attainment.
Part salary of 'Admissions, Attendance and Family Liaison Officer.' Equivalent to 25% of 'AAFLO'	£7,336	<ul style="list-style-type: none"> ● Support for families in need. ● Increase in parenting skills directly impact on closing the gap. ● Support for families at key transition points. ● Support for disadvantaged parents to learn key skills influences outcomes for pupils. ● Increases attendance of vulnerable families. 	Monitored by the headteacher by levels of pupil attendance and incidences of support provided for families of those children