

William Torbitt Primary School - Pupil Premium Planning and Evaluation Outline 2018-2019

The 'Pupil Premium' is a grant given to schools for each child who claims free school meals currently or who has done so in the past. It is really important that all parents/carers of children eligible to do so register for free school meals even if you don't choose to have them as the grant enables us to provide extra resources for your children. Research has shown that children who have been on/ are on Free School Meals (FSM) do not attain as highly as other children in school. The government provides this grant so that we can commission/allocate additional support to ensure that they do. The support can be in a short burst or over a longer term such as a term, two terms, a year or more. It may take the form of smaller class sizes, 1-1 or small group teaching and may be an evidence based intervention. It can be additional resources, enrichment or access to opportunities that enhance learning and or aspiration. **William Torbitt has been allocated £131,154 for 2018-2019.** At William Torbitt we strive to ensure that all pupils make at least good progress relative to their starting points and are ready for the next stage in their education. We have therefore spent in excess of the funding amount to provide the very best package for our children.

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£10,000	Extra-curricular clubs	cont	Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum	Children will be given opportunities to excel at sports and creative subjects and not just academically	SN /PK	Feedback from children who have attended the clubs The take up of clubs by DP pupils Questionnaires	Breakfast club: 9 pupil premium places used 7 pupil premium places used.
£14,000 part payment for	Family Support Worker (JCh part of role)	New	To increase resilience within families and to improve outcomes for vulnerable families. Increasing parenting skills to directly impact upon closing the gap. Supporting families at key transition points and at admission activating early help when needed. Supporting disadvantaged parents to learn key skills and English. In turn influencing outcomes for pupils. Increase attendance of vulnerable families.	The investment will be successful in engaging hard to reach families. Influence pupil attendance cases (attendance statistics) Parents evening attendance for vulnerable families will have improved. Parent participation is stronger. Behaviour remains outstanding, including pupil attitudes and low numbers of exclusions and BRs. Increased numbers of attendees at parenting classes.	PK/CP and SLT Half Termly analysis	DP attendance analysis The % of parents of DP attending parents evening The % of attendance in line + national 96%	In summer 1 2018 the DP attendance was 94.3%. In 2019 summer 1 this increased to 95.6%. Almost in line with national.
£10,100	Learning Mentor (KS) Introduction of new Behaviour system with new resources William Torbott Haven Positive Play	Cont	New Behaviour system introduced Pastoral Provision Map – targeted children that KS works with The Positive Play Strategy to support children who find the playground difficult (DP children take priority)	An improvement in Learning Behaviours and less Behaviour Reflections Individual case studies DP attainment and progress would have improved	PK/SN and SLT Half Termly analysis	Behaviour, Bullying half termly analysis The % of BRs for whole and DP reduce half termly The % of bullying, racist and homophobic incidents to be reduced half termly	At the end of summer 2 the % of children who are eligible for PP who received Behaviour Reflections decreased from 35% at the end of Spring 2019 to 9%. These mainly involved the same children
£4000	SALT assistant Specialism for LSAs	New	To increase staff knowledge and strategies To increase children's spoken language opportunities. To provide resources that supports the development of language and communication. Speech Therapists who trains and writes reports for the SALT assistant to use with children.	Investment in this key area (highest school SEND category) will enable a speech and language assistant to invest significant time with more immediate impact Key children identified to work in small groups to increase their interaction, communication skills	PK/SB and SLT Half Termly analysis of data	SEND gap is reducing across the school SEND progress in line with all	The SEND gap has reduced for some areas such as KS1 R and M and the gap for 2019 is below Nin all areas in KS1. In KS2 the gap is below national in all areas but is greater than the gap in 2018.

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				with positive outcomes, achieving personal targets			
£1,200	Subsidies educational visits	Cont	Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum Opportunities to spend time at a residential visit. Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills. Pupils develop a wider experience with their peers All children will experience learning in the outdoors. This has been linked in research to improve mental health and wellbeing	Subsidizing educational visits enabling DP to have the chance to do things including the Y6 residential Both parents and teachers report increased confidence and self-esteem This experience will assist pupils in raising their achievement in foundation subjects due to the enrichment of the breadth of wider cultural opportunities they encounter within each topic. Class teachers and the school office will ensure that any pupils not attending trips due to financial reasons are supported by the school. Families are also given the option of paying for trips in instalments in order to manage the cost. Class teachers will monitor achievement	Learning experiences will be enriched by the trips. Class teachers and the school council will monitor pupil voice.	Feedback from children who have been to trips Questionnaires Data Outcome Participation in Sharing Assemblies	Last year 2018-19 we subsidised trips, music and clubs at a cost of £933 for the whole year. Norfolk 2018/19 was subsidised by £1386 from PP.
£10,200	YGL attached to each year support planning and monitoring with a particular focus on the DP and SEND pupils Lead teachers SLT	New	£25,000 as part payment for additional teaching staff To model first quality teaching to teachers To enable children to be taught in groups that provide bespoke teaching models to meet need. To target key cohorts including DP pupils. Providing 1:1 tuition for DP children	Improve outcomes for DP (PP) pupils Lead teachers will enable high quality, individualized, diagnostic intervention.	Progress Meetings Learning walks YGL, PL and SLT monitoring	Data demonstrates an % increase in the attainment and progress of DP pupils. The gap between DP and whole closing	Children who are identified as DP did very well in their attainment last year. DP at William Torbitt school achieved higher in every area across the school compared to national. (see DP Strategy Report). The DP has been positively closing in most areas but this is something we are still working on for all areas Gap reduced significantly over last 3 years to 4.2% in Year 1 phonics. KS1- Reading - 3 years in a row below National and Redbridge

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							<p>KS1 –Reading – Writing gap at expected below National KS2 Reading gap closed compared to 2018 which was 20% to 11.6% (below national of 16%) KS2 Wiring Gap – in 2019 was 7.2% which was lower than both Redbridge and National</p> <p>Maths is the area we need to work on. We have invested n ‘Maths Mastery’ in 2019.</p>
£10,300	Lead Practitioners (SLT) teaching high % of PP pupils.	New	Pupils eligible for PP are to be taught English and Mathematics by our leading practitioners where possible. Children will move as necessary but teacher’s groups will stay the same to ensure accountability for pupil outcomes and progress with individual staff can be tracked.	We will narrow the gap between English and Mathematics progress of Pupil Premium and Whole pupils across their four years at William Torbitt	This will be monitored by the SLT in appraisals and through monitoring progress rates. Pupil Progress meetings and half termly reviews will ensure dialogue regarding individuals. Provision Mapping will be tracking Barriers to Learning (BTL) actions and outcomes	There will be a pattern shown of the gap narrowing across four years of schooling i.e. by the end of Year 6 the gap between PP and Whole pupils will be noticeably reduced over time. Staff appraisal meetings will have targets and mid point reviews will focus on accelerated progress.	<p>KS2 Reading gap closed compared to 2018 which was 20% to 11.6% (below national of 16%) KS2 Wiring Gap – in 2019 was 7.2% which was lower than both Redbridge and National</p> <p>The gap fluctuates year and this is an area that we will be focusing on more his academic year. Each YGL will be have all the DP children in the year group as focus children. They will be supported in a</p>
£11,400	Inclusion and Safeguarding Leader Pastoral support – focused work with families entitled to PP funding.	New	Our pastoral Team is an integral part to services for all children, including those with FSM, focusing on: Family support, 1:1 support for pupils and/or parents,.	Vulnerable families provided with bespoke pastoral package of support	IT communicate verbally daily and weekly meeting. This daily feedback then provides next steps on a regular basis. CP meeting followed by Inclusion Meeting with SENDCo, Attendance Officer and Pastoral Team	Daily feedback reports are provided to the Head Teacher. Individual successes will be evidenced through the children’s daily routines and ability to fully access their learning due to parental support. Case studies	<p>28% of children on the Pastoral Support case load were DP.</p> <p>Next year there will be a clear DP provision map to demonstrate what was put in place to support children who have other barriers to learning that have been identified.</p>

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£10,800	Phase Leader and YGL Release Time)	New	Involving the middle leaders in the strategic development of teaching and learning through weekly book looks, planning looks, half termly data checks, conferencing with pupils and reporting mechanisms to SLT.	Phase and Year Group leaders will personally know the children in receipt of PPG and play closer attention to their books and pitch of planning. Accelerated progress will be looked for and children involved in the dialogue. PLs to interview all DP children in year group and produce an action plan for support	The SLT will receive weekly updates and provide challenge and support accordingly.	Narrowing the gap between vulnerable groups. Increased motivation evidenced in books for PPG children and conferencing.	This is an area that we will be improving this academic year.. There will be a clear DP provision map to demonstrate what was put in place to support children who have other barriers to learning that have been identified. Conferencing will take place this academic year. Through 'Gap Analysis' meetings DP children who are not making the required progress will have immediate rapid intervention.
£700	Family Support Funding, including uniforms	New	Depending on specific needs, families are to be supported with key functions to support them in the stable upbringing of our pupils. This may include items such as uniform, PE kits, Christmas dinner, resources and opportunities for learning outside of school.	All pupils will have their basic needs met – there will be no noticeable differences whilst in school between pupils.	At the Head Teachers discretion – families will be given support and financial aid. The Head Teacher and Inclusion team will monitor its impacts.	Success will be evidenced through the reflection of changes in individual families and there being no apparent difference in pupils accessing basic needs. Case studies	There have been 3 cases where the Safeguarding team have successfully managed to obtain support for families so that the child receives PP funding.
£4600	English and Mathematics Precision Teaching Groups (Y5 and Y6) (SLT)	New	Analysis of data to ensure all groups of children in Y6 work towards achieving national expectations in R, W, and M and the combined R,W,M. Children will work in small groups with gap analysis and individual targets to support their curriculum work. This will include some pre teaching. Y6 in Autumn and spring. Year 5 in summer.	Accelerated progress for PPG children. Attainment outcomes in line with national outcomes for individual and combined. Raised self-esteem and improved transition to secondary school.	AHTI J and PK to monitor in termly assessment cycles.	Accelerated progress and narrowing the gap	All DP children achieved higher in all areas in KS2 compared to National. (see DP Strategy Report).
£19,000	Specialist Teachers	Cont.	William Torbitt provides specialist teaching to all pupils in KS1 and KS2. This includes a specialist Art teacher, PE teacher, Dance trainer and Music teacher. These are used on a daily basis and ensure high quality provision for all pupils, with including those with FSM to enhance engagement and participation. Also allowed children to have two additional sports coaches at lunchtime	Pupil engagement is high due to high quality experiences and role models. Outcomes are also high due to the level of input provided.	The impact of this specialist provision will be monitored through the appraisal system by the SLT and reviewing subject SEFs/action plans.	Engagement of pupils and outcomes within specific subjects is high.	
£5,700	Smaller class sizes for targeted intervention	Cont.	Year 1 and Year 2 English class sizes are reduced, ensuring that pupils eligible for pupil premium are provided with further input in their learning, increasing progress rates and attainment in KS1. An investment in small group teaching for higher ability.	All pupils are given further support and input in English classes to effectively raise their progress rates and attainment by the end of KS1.	This activity is monitored by the lower school leader and Deputy Head Teacher to ensure high quality learning for all.	Termly and end of year data will feed into planning and groupings for each term.	Due to staffing the two AHTS who were the 5 th teachers job shared a class themselves. This a very successful strategy and something that we will be investing in 2019.

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			<p>Ensuring that interventions are not only led by teaching assistants but also by highly skilled teachers.</p> <p>Consistency of high quality teaching enhanced throughout the school</p> <p>Rapid plugging of gaps in learning as identified by CTs in the morning</p>				
£6000	EYFS setting- additional staff	New	Additional adult as HLTA alongside EYFS colleagues to ensure high quality small group provision for all pupils.	All pupils will accelerate progression to becoming more independent			
£15000	Attendance Officer	New	<p>To ensure vulnerable families are supported by offering bespoke packages in order to get children to school on time and have above national attendance rate.</p> <p>This could include paying for taxis, offering incentives and rewards.</p> <p>Also paying for EWO to meet the AO fortnightly in order to support but also hold meeting, follow up letters and penalties.</p>	Attendance of all ad DP children to be in line or above national of 96%	Governors reports with % of attendance and % of PA figures Monthly reports to SLT	Analysis of attendance will show that the % attendance rate is above national for both whole and DP. The PA % for whole and DP is below national	In summer 1 2018 the DP attendance was 94.3%. In 2019 summer 1 this increased to 95.6%. Almost in line with national.
<p>TOTAL SPEND: £133,000 Actual Spend: Actual PPG Allocation £131,154</p>							