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Villiers Primary School

# Pupil Premium 2017/18

## What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to improve the achievement of children who have been in care at any point in the last six years (known as “Ever 6”). Schools also receive funding for children who have been “looked after” continuously for more than

*Work hard. Be kind.*

six months, and children of service personnel. These children are now classified as “disadvantaged”.

### **Why has it been introduced?**

The Government believes that the Pupil Premium (which is additional to main school funding) is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches pupils who need it most.

### **Who decides how the money is spent?**

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are the best placed to assess what their pupils need.

### **How are Schools accountable for the spending of Pupil Premium?**

Ofsted stated in their report Pupil Premium Update 2014. That “Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not”.

School leaders must make sure that eligible pupils make faster progress than non-eligible pupils”. It is our responsibility to make a difference!

We are also mindful that the report states that the school should never confuse pupil premium funding with low ability and must support pupils of all levels of ability to achieve the highest levels.

Villiers ensures class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

## **Pupil premium strategy statement: Villiers Primary School**

### **1. Summary information**

<b>School</b>	Villiers Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£222,340	<b>Date of most recent PP Review</b>	Internal- July 2017
<b>Total number of pupils</b>	610	<b>Percentage of pupils eligible for PP</b>	18%	<b>Date for next internal review of this strategy</b>	March 2018

<b>2. Current attainment at KS2</b>		
	<i>Pupils eligible for PP (VPS)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	42%	60%
<b>% achieving expected standard in reading</b>	68%	60%
<b>% achieving expected standard in writing</b>	77%	66%%
<b>% achieving expected standard in maths</b>	58%	63%
<b>% achieving expected standard in grammar, punctuation and spelling</b>	52%	78%
<b>Progress score in reading</b>	4.7	
<b>Progress score in writing</b>	4.5	
<b>Progress score in maths</b>	2.8	
<b>Current attainment at KS1</b>		
<b>% achieving expected standard in reading</b>	74%	78%
<b>% achieving expected standard in writing</b>	74%	70%
<b>% achieving expected standard in maths</b>	68%	77%
<b>% achieving standard in Year 1 phonics screening</b>	83%	70%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	On entry to the school, only 12.5% of pupils were working at expected levels.
<b>B.</b>	The numbers of EAL pupils, arriving with no English, in the school has increased over the last three years.
<b>C.</b>	Behaviour issues for a small group of PP pupils are having detrimental effect on their academic progress.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Parental engagement can be low	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attainment and progress in Mathematics	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
<b>B.</b>	Improve attainment and progress in Reading	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
<b>C.</b>	Improved attainment and progress in Writing	Percentage of pupils eligible for PP achieving expected standard and working at greater depth is in line with national average for non-disadvantaged pupils achieving the expected standard and working at greater depth.
<b>D.</b>	Support pupils through use of teaching assistants to work with small groups	Analysis of data shows positive impact of teaching assistants in whole class lessons and interventions.
<b>E.</b>	Problem behaviour across the school addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>F.</b>	Improve wellbeing of pupils	Pupil questionnaires used at the beginning and end of interventions show an increase in wellbeing. Pupils report that they feel supported and know who they can speak to if they have a problem.
<b>G.</b>	Improve parental involvement	Attendance of parents at events (including parent evening, workshops, coffee mornings and community events) is in line with the percentage of parents of children not entitled to PP attending events. Parents of children receiving PP are represented on the PTA
<b>H.</b>	Improved oral language skills in reception (and improve phonics outcomes in KS1)	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that the percentage of pupils eligible for PP meeting age related expectations is in line with national percentage.
<b>I.</b>	Improved progress for high attaining pupils	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices

<b>J.</b>	Increased participation in extra curricula activities through sports coach, music tuition and after school clubs	Increased number of children accessing Extra curricula activities are PP children
<b>K.</b>	Increased attendance rates	Attendance of PP children meets the school target of 95%
<b>L.</b>	Improved outcomes for PP pupils through carefully targeted interventions and provision mapping.	Interventions improve outcomes of PP pupils. Tracking of interventions shows that PP pupils are making progress and are in line with national average.

**5. Planned expenditure****Academic year****2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attainment and progress in Mathematics	Introduce the mastery approach to teaching Maths Staff training	Research by the Education Endowment Foundation concluded that mastery approaches can make up to 5 months progress over the course of a school year compared to traditional approaches. Mastery learning is a good strategy for narrowing the gap between higher and lower attaining pupils.	Use INSET day to deliver training. Peer observations to embed learning Monitoring by SMT through lesson observations and data analysis. Embedded into Maths Policy.	HC	July 2018
Improve attainment and progress in Reading	Ensure all staff are trained in RWI and Guided reading	Research reported in 'Reading the Next Step' published by the DFE says that adults with good Literacy skills (the equivalent of a good English Language GCSE or better) as much more likely to be in employment than those with lower levels of Literacy. 83% compared to 55%. We aim to promote Literacy for life by ensuring children engage and excel in reading lesson.	Use INSET to deliver training. Peer observations to embed learning Monitoring by SMT through lesson observations and data analysis. Embedded into Reading Policy.	AR	July 2018
Improved attainment and progress in Writing	All staff will have talk for writing training	Research reported in 'Reading the Next Step' published by the DFE says that adults with good Literacy skills (the equivalent of a good English Language GCSE or better) as much more likely to be in employment than those with lower levels of Literacy. 83% compared to 55%.	Use INSET to deliver training. Peer observations to embed learning Monitoring by SMT through lesson observations and data analysis.	AR	July 2018

Support pupils through use of teaching assistants to work with small groups	Teaching assistants support small groups within classes during Maths and English Teaching assistants run English and Maths interventions for pupils in groups or one to one.	Research by EEF has shown that teaching assistants have a positive impact on learning when they provided one to one and small group support.	Organise timetables to allow sufficient time for interventions Provision map highlights pupils Measurable interventions (baseline and outcomes tracked) Monitoring of intervention to assess impact	LW	July 2018
<b>Total budgeted cost</b>					£162,235
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Problem behaviour across the school addressed	Pastoral team w	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment through data analysis.	AR	July 2018
Improve wellbeing of pupils	Employing family liaison team to run interventions and to address pupil wellbeing needs Educational Psychologist to identify and advise on needs of children	Support groups where children are able to share their experience with others can lead to new and more effective ways of coping (Black, 1998). EEF research found that these interventions impact positively on disadvantaged pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor intervention groups but also monitor whether improvements in wellbeing translate into improved attainment through data analysis. Pupil questionnaires.	SK/SB/DC/M T	July 2018

Improve parental involvement	Employing family liaison team to address identified needs for parents which impact upon pupils Parental engagement activities to include school-home links, support and training for parents and family and community based interventions	DFE report entitled 'Review of Best Practice in Parental Engagement' found that parental engagement has a large and positive impact on children's learning.	Organising the calendar to ensure opportunities and identified and planned for Parent questionnaire and evaluations Parent view	LW/SB	July 2018
Improved oral language skills in reception (and improve phonics outcomes in KS1)	Small group provision delivered by ECAT trained staff	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	LW	July 2018
Improved progress for high attaining pupils	Weekly small group sessions in maths and English for high-attaining pupils with teachers, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Invest in resources for teachers to use. Impact overseen by maths co-ordinator, English coordinator and Inclusion manager. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	SLT	July 2018
<b>Total budgeted cost</b>					£162,335
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased participation in extracurricular activities	Children will be encouraged to take part in extra curricular activities	The EEF Toolkit suggests that arts participation improved outcomes in English, Maths and Science.)	Monitor amount of PP children attending Extra Curricula clubs	SC	July 2018

Increased attendance rates	EWO to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of attendance officer and family liaison officer about existing absence issues.	SW/LAW	July 2018
Participate in outdoor adventure learning	Residential outdoor learning opportunity for Year 6- Colomendy School Council- London Year 4- Laches Wood Year 2- Kingswood	Studies of adventures learning consistently show positive benefits on academic learning, and other outcomes such as confidence. EEF concluded that participation in outdoor adventure learning can add an addition 3 months progress over the course of a school year.	Organise the calendar so that outdoor learning is planned into the calendar.	LD	July 2017
<b>Total budgeted cost</b>					£50,000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016-2017</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Support pupils through use of teaching assistants to work with small groups in English and Maths	Teaching assistants to work in classes for English and Maths lessons each day	Gap closing between PP children and other pupils nationally.	Ensure all TAs are trained in a variety of interventions	£22,776 per TA per year
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise attainment through targeting pupils who require interventions	Interventions- English, Maths, Guided Reading, Handwriting, Spelling, Phonics	Disadvantaged pupils performed in line with other pupils nationally in English and Maths at KS1 and KS2 assessments.	Ensure baseline assessments take place when interventions start and at the end of the intervention Approach to continue	£22,776 per TA per year
Improve attainment in phonics by RWI booster	Interventions for RWI	Disadvantaged pupils performed above over pupils nationally in KS1 Phonics test	Continue to target children who are not on track to achieve phonics test	£22,776 per TA per year
Improve behaviour	Run positive behaviour groups in identified year groups	Reduction in behaviour incidents for most children identified for interventions.	Use baseline assessments such as EBD questionnaires to aid in measuring impact.	£57,648 per year for 2 Pastoral managers

Improve wellbeing of pupils	Employing Pastoral team to run interventions and to address pupil wellbeing needs such as emotional resilience. Educational Psychologist to identify and advise on needs of children.	Pupil questionnaires showed an improvement in emotional resilience and self-esteem amongst pupils participating in interventions. Pupils report that they feel supported and know who they can speak to if they have a problem. Referrals and advice sought from external agencies if appropriate.	Approach to continue. Use pupil and staff questionnaire and Boxall profile to measure impact.	£57,648 per year for 2 Pastoral managers ED Psych 9 days £13,101
Extra reading support	PP pupils to be heard read a minimum of three times a week	Early morning reading group has had an impact on reading for PP children	Approach to continue and be available for other year groups. Ask more parent helpers to come into school to hear readers	£22,776 per TA per year
To address the low level of children in communication and language on entry to school.	Interventions in nursery and reception focussing on speaking and listening	End of year assessments showed an increase in children's speech and language skills	More staff to be ECAT trained and use this approach in other year groups	£22,776 per TA per year
Outdoor and adventurous activities	All Year groups went on day trips	Lower cost of residential and day trips made them more accessible to all pupils.	Look for low cost day trips so accessible for all	£165 per child in Y6 £65 per child in Y2 this was subsidised for PP

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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