

Villiers Primary School
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Villiers Primary School

Pupil Premium 2020/21

Work hard. Be kind.

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to improve the achievement of pupils who have been registered for free school meals 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 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					
School	Villiers Primary School				
Academic Year	2020/21	Total PP budget	£229,680	Date of most recent PP Review	July 2020
Total number of pupils	630	Percentage of pupils eligible for PP	30.32% (191 pupils)	Date for next internal review of this strategy	July 2021

2. Current attainment at KS2 (2020)		
	<i>Pupils eligible for PP (Spring2020)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	63%	51%
% achieving expected standard in reading	72%	62%
% achieving expected standard in writing	72%	68%
% achieving expected standard in maths	69%	67%
% achieving expected standard in grammar, punctuation and spelling	68%	67%
Progress score in reading		0.6 (2018)
Progress score in writing		-0.4 (2018)
Progress score in maths		-0.6 (2018)
Current attainment at KS1		(2018)
% achieving expected standard in reading	57%	63%
% achieving expected standard in writing	43%	54%
% achieving expected standard in maths	52%	62%
% achieving standard in Year 1 phonics screening	End of Aut 2	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Low attainment upon entry influenced by limited life experiences, low cultural capital, poor general knowledge and poor language skills
B.	The numbers of EAL pupils, arriving with no English, in the school has increased over the last three years.
C.	Behaviour issues for a small group of PP pupils are having detrimental effect on their academic progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement can be low
E.	Low attendance from some PP pupils
F.	Significant economic, social, emotional deprivation further exacerbated by COVID-19 crisis

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Increase the % of PP children meeting exceeding in Reading, Writing and Maths	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 by teacher assessments and successful moderation practices All children to receive revised curriculum where key component for progress and gaps in prior knowledge have been prioritised as part of Curriculum Recovery
A	Raise attainment of PP children in Reading, Writing and Maths in EYFS and KS1	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.
A/E/F/C	Increase the amount of children taking up musical tuition/extra curricula clubs	Increased number of children accessing extra-curricular activities are PP children
A/F	Increase the amount of children meeting the end of year 6 swimming requirement	Increased number of children meeting the end of year 6 swimming requirement. Ensure PP children are targeted and taught in smaller groups to ensure maximum progress.
A	Improve progress of PP children in KS2	Percentage of pupils eligible for PP achieve expected progress in line with national average for non-disadvantaged pupils achieving the expected standard of progress
A/F	Improve mental 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.

D	Increase the amount of families that register for Pupil Premium	Increased number of families registered as PP
A/B/F	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.
E	Increased attendance rates	Attendance of PP children meets the school target of 95%
C/E/F	Participate in outdoor learning	All PP children have the opportunity to participate in outdoor learning
C/D/E/F	Improve opportunities for parental engagement and support, so that they can have a better impact on their child's learning. . .	Parent engagement is increased Develop remote learning so that it is integrated into school curriculum planning.
	Improve opportunities to raise cultural capital.	Cultural Capital is raised
	Promote positive well-being through Recovery curriculum, new RSE curriculum, PSHE scheme of work, ensuring that all disadvantaged and vulnerable children succeed.	All Pupils to access new PSHE scheme of work .

5. Planned expenditure						6.
Academic year		2020/21				
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						ii.
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	COST
Increase the % of PP children meeting exceeding in Reading, writing and Maths	<p>Quality First Teaching.</p> <p>CPD for all staff to include how to ensure that feedback has impact.</p> <p>CPD for all staff to include long term retention and the embedding of knowledge (including vocabulary)</p> <p>Ensure teaching includes mastery opportunities for all pupils.</p> <p>Provide additional cover for Senior leaders to provide additional support for PP focussed interventions</p> <p>Recovery Curriculum will identify key proprieties within reading, writing and maths.</p> <p>All children to have access to Microsoft Teams for remote learning.</p>	<p>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.</p>	<p>Monitoring cycle show that all pupils are receiving good or outstanding teaching.</p> <p>Monitoring shows the implementation of drivers across the curriculum leading to raising standard in cross-curricular reading, writing and maths.</p> <p>School data analysis to show an increase of PP children at expected level.</p> <p>Pupils receive quality feedback during lessons.</p> <p>Opportunities for pervious learning to be embedded as starter activities.</p>	SC	January 2021	£36,000

Raise attainment and progress in all areas in EYFS and KS1	<p>Quality First Teaching</p> <p>CPD for all staff to include how to ensure that feedback has impact.</p> <p>Recovery Curriculum will identify key proprieties within reading, writing and maths.</p> <p>All children to have access to Microsoft Teams for remote learning.</p>	<p>Research reported in the 'study of Early Education and Development' concluded that children benefitted significantly from having more one-to-one time with staff who were confident and skilled in teaching and delivering core subjects.</p> <p>PP pupils entre Reception with significantly lower baseline assessments that National</p>	<p>Monitoring cycle show that all pupils are receiving good or outstanding teaching.</p> <p>Monitoring shows the implementation of drivers across the curriculum leading to raising standard in cross-curricular reading, writing and maths.</p> <p>School data analysis to show an increase of PP children at expected level.</p> <p>Pupils receive quality feedback during lessons.</p> <p>Opportunities for pervious learning to be embedded as starter activities.</p>	SLT EYFS/KS1 Lead	January 2021	£36,000
Increase the amount of children taking up musical tuition/extra curricula clubs	Children will be encouraged to take part in musical tuition and extra curricular activities	Research reported by Nuffield foundation found that children taking part in activities like music tuition and extra-curricular clubs played a detrimental role in closing the attainment gap between PP children and those who came from families with more resources.	Monitor amount of PP children attending musical tuition and Extra Curricula clubs	SEP/CM	December 2020 SC has requested for a percentage of PP participating in musical tuition and extra-curricular clubs from CM/SEP. We can then increase uptake by targeting specific PP children to sign up. Dinner time and before and after school clubs. PP children are encouraged to	£26,976 (Music and PE support)

Increase the amount of children meeting the end of Y6 swimming requirement	Children will be encouraged to attend swimming lessons at school. Parental meetings showing the importance of swimming	Research supports that since 1994 swimming and water safety has been a statutory element of the national curriculum for physical education in England. Swimming attainment in Year 6 is published by all schools and all children are expected to be able to swim 25 metres unaided.	Monitor attendance at swimming lessons of PP children.	CM/KE	December 2020 SC to liaise with CM to find out the percentage of PP children in July 2020 that left school with the Y6 swimming requirement. PP to then be targeted to ensure that this is increased. KE to monitor children's attendance at swimming	£5,200 For swimming specialist
Total budgeted cost						£104,176
iii. Targeted support						iv.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Accelerated progress to be made in all year groups for PP pupils in order to have more PP children are achieving at least expected standard.	Ensure teaching is good or better in all lessons Year 2 and Year 6 additional targeted support Identified pupils to receive additional tuition	The gap between expected PP children and all others ranges between -3 to -6 between year 3, 4 and 5. This gap then increases to range between -8 to -10 in year 6. PP interventions to take place in year 6 to ensure that this increased gap is decreased. The gap between PP and other in year 6 for exceeding children ranges between -8 to -12. This gap needs to be narrowed through focused intervention and attendance monitoring.	Monitoring cycles show that all pupils are receiving good or outstanding teaching. Monitoring shows the implementation of drivers across the curriculum leading to raising standards in all curriculum areas. School data analysis to show an increase in attainment for PP pupils	SLT Class Teachers	January 2021 .	£36,000

Improve mental wellbeing of pupils	Family liaison team to run interventions and to address pupil wellbeing needs Educational Psychologist to identify and advise on needs of children Links with Mental health charities	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.	DC/BG/LT/S LT	January 2021	£30,504
Increase the amount of families that register for Pupil Premium	Family liaison team to address identified needs for parents which impact upon pupils	DFE report entitled 'Review of Best Practice in Parental Engagement' found that parental engagement has a large and positive impact on children's learning.	Organise sessions where parents can come into school to sign up with support from family liaison team.	SC	January 2021	
Improved oral language skills in reception (and improve phonics outcomes in KS1)	Small group provision delivered by ECAT trained staff Additional staff support	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/CP/SEP	January 2021	£24,000
Increased attendance rates for PP children	EWO to monitor pupils and follow up quickly on absences. First day response provision. PA children to be monitored regular meetings with parents	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.	LW/SW EWO	January 2021	£15,000
Total budgeted cost						£105,504
v. Other approaches						vi.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review	

					implementat ion?	
Participate in outdoor adventure learning	Residential outdoor learning opportunity for Year 6- Kingswood Implementation of forest school	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. TCH to organise forest school learning and visits whole school.	DM/SLT/TC H	January 2021	£20,000
Total budgeted cost						£20,000

Review of Pupil Premium expenditure 2019-20

Learning and Teaching Support

- Additional adult support, one to one and small group.
- CDP for Teachers and Teaching Assistants to raise standards in teaching.
- Speech and Language development programmes
- Extra-Curricular provision
- Preteach and morning interventions
- Instrumental tuition
- Increase the number of children accessing Pupil Premium support
- All children in KS2 to access swimming lessons

Impact

Year 1 phonics (Retested in Autumn 2 due to COVID-19)

Year 2 phonics (Internal assessment to take place in Autumn 2)

All data is based on Spring Teacher Assessment due to **COVID-19**

KS1:

Reading 57%

Writing 43%

Maths 52%

KS2:

Combined 63%

Reading 72%

Writing 72%

Maths 69%

SPAG 68%

Increase against National expectation in Combined of 12%

Increase against National expectation in Reading of 10%

Increase against National expectation in Writing of 4%

Increase against National expectation in Maths of 2%

Increase against National expectation in SPAG of 1%

Allowing children to access instrumental Music lessons

Allowing all KS2 children to access Swimming lessons

School mini bus used for external visits and sporting events

% of PP dropped from 2018-19 from 30% to 25% in 2019-20, but number on-roll increased by 17 children