

Willow Tree Primary School pupil premium strategy statement

1. Summary information					
School	Willow Tree Primary School				
Academic Year	2016/17	Total PP budget	£171600	Date of most recent PP Review	NA
Total number of pupils	265	Number of pupils eligible for PP	130	Date for next internal review of this strategy	Jan 17

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>Pupils not eligible for PP – national average</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	53%	70%	60%
Progress score in reading (or equivalent)	-2.8	-1.0	0.3
Progress score in writing (or equivalent)	1.2	2.2	0.1
Progress score in maths (or equivalent)	-1.0	-0.5	0.2

In school data shows that current disadvantaged pupils, in general, make similar progress to other pupils in school. As a result the attainment gap to other pupils nationally is not narrowing at a rapid enough pace.

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	High levels of deprivation. Substantial proportion of pupils face challenging home lives that act as a barrier to learning.
B.	Attainment at KS1 for disadvantaged pupils is significantly below that of other pupils
C.	

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates are below the national average	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerated progress for DP in all classes, but particularly in KS1 so that the attainment gap is significantly narrowed to other pupils nationally.	In all classes, identified DP make greater progress than other pupils, so that the gap in attainment is closed. By the end of KS1 the attainment gap between DP and other pupils has narrowed to be smaller than the national average (because DP attainment has improved at a faster rate than other pupils in the school).
B.	Improved attendance rates and punctuality for disadvantaged pupils	Overall PP attendance improves to above 96%. The proportion of lates to improve to be in line with other pupils.
C.	Quality first teaching will be evident in all classes. All teachers will plan activities for all groups of pupils (but particularly disadvantaged pupils) that build upon prior learning and consequently accelerate progress.	In all classes, identified DP make greater progress than other pupils, so that the gap in attainment is closed.
D.	Barriers to learning, as a result of challenges faced by pupils outside of school, will be removed.	The progress that DP make will improve due to learning barriers being removed. As a consequence, the attainment gap will narrow.

5. Planned expenditure					
Academic year	2016-2017				
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					
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?

<p>Accelerated progress for DP in all classes, but particularly in KS1 so that the attainment gap is significantly narrowed to other pupils nationally.</p>	<p>Improve the EY provision though:</p> <ul style="list-style-type: none"> - Consistent, high quality teaching in nursery. - Introduction of 2YO provision. - Change in working pattern for EY leader - Dedicated leadership time for EY leader. 	<p>EEF states <i>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families</i></p> <p><i>Extended attendance (1 year +) and starting early (i.e. at 3 years old) is more likely to have an impact than shorter sessions starting later, which on average produce much lower gains.</i></p> <p><i>Disadvantaged children benefit from good-quality programmes, especially where these include a mixture of children from different social backgrounds, and a strong educational component.</i></p> <p>Furthermore, high quality EY provision will ensure that a significantly greater proportion of disadvantaged pupils will be prepared to meet the demands of the KS1 curriculum.</p>	<ul style="list-style-type: none"> - Additional hours for EY leader to implement EY action plan. - Robust monitoring plan in place to ensure quality of teaching. - Use of experienced practitioner, on secondment, from outstanding 2YO provision to oversee successful introduction of 2YO provision. - EY leader to change working pattern to 5 mornings per week. This will ensure a consistent approach to teaching (currently job share in place). 	<p>Emma Stewart</p>	<p>January 2017 March 2017 July 2017</p>
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<p>Accelerated progress for DP in all classes, but particularly in KS1 so that the attainment gap is significantly narrowed to other pupils nationally.</p> <p>Quality first teaching will be evident in all classes. All teachers will plan learning for all groups of pupils (but particularly disadvantaged pupils) that builds upon prior learning and consequently accelerates learning.</p>	<p>Improve the quality of teaching through:</p> <ul style="list-style-type: none"> - High quality CPD for all teaching staff (including work with TSA, teacher surgeries etc.). - Use of expertise within school (e.g. DHT, literacy lead, KS1 lead, SENCO) to develop skills of teaching staff. - Increased dedicated leadership time for DHT to 	<p>High quality teaching for all pupils will ensure that pupils' progress will be accelerated and consequently narrow the gap for disadvantaged pupils to other pupils nationally.</p>	<ul style="list-style-type: none"> - Monitoring of the quality of teaching. - Clear CPD plan for all staff – closely aligned to the school development plan and subject action plans – impact statement at the end of each term, reported to governors. 		<p>March 2017 July 2017</p>
Total budgeted cost					<p>£23510.52 - 50% of DHT pay £3012.80 - 0.1FTE of EY lead pay 1 term secondment of EY practitioner £6000 furniture for 2YO provision £15000 CPD costs</p>
ii. Targeted support					
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?

	One to one tuition (delivered by experienced and high quality teachers /teaching assistants)	EEF research shows: Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.			January 2017
	Small group tuition (delivered by experienced and high quality teachers /teaching assistants).	EEF research shows: Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition			January 2017
	Highly focussed, measurable and evidence based interventions for targeted pupils e.g. Lexia, speech link etc.	School evidence shows that when delivered consistently and well, the example interventions have a positive impact on raising standards.	Investment in adequate and high quality resources. CPD for identified staff Quality assurance from SLT		December 2017
	Employ a HLTA 40% to support specific speech and language programs in the Early Years with PP children.	The EEF toolkit suggests that: Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Utilise the skills of highly experienced HLTA Closely monitor and track the impact of the intervention	Sharon Farrell	December 2017

Total budgeted cost	CPD £2,000 New IT for Lexia £5,000 Staffing TA costs £ 47,028 HLTA £13,800
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iii. Other approaches

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?
Improved attendance for DP	Appointment of attendance officer 0.5FTE Implementation of a wide range of actions aimed at improving attendance (including the continuation of breakfast club).	DP pupils who are persistently absent will not make the accelerated progress required to narrow the achievement gap to other pupils. Extensive research shows an inextricable link between school attendance and achievement.	Work/impact of the attendance officer will be closely monitored by the DHT. An attendance action plan will underpin change and ensure clearly defined and time limited milestones are reached. Attendance action plan impact statement to be provided each term to HT and governors.	Chris Evans	December 2016 March 2017 July 2017 (attendance officer) December 2017

<p>Pupil's health and well-being needs are met removing barriers to learning</p>	<p>Employ a Think Family Support worker to support the social and emotional aspects of learning from EYFS to the end of KS2.</p> <p>Employ HLTA to deliver specific support programmes such as nurture and bespoke curriculum.</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)</p>	<p>Referral forms introduced to gain insight into starting points.</p> <p>HLTA to be held to account for progress of pupils through PPM (termly)</p> <p>Utilise expertise of highly experienced HLTA</p> <p>Half-termly review meetings held with HT</p> <p>Termly reports to governing body</p>	<p>Sharon Farrell</p>	
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<p>Accelerated progress for DP in all classes, but particularly in KS1 so that the attainment gap is significantly narrowed to other pupils nationally.</p>	<p>Introduction of growth mindset/building learning power across the school (Summer Term introduction).</p> <p>Action research project – IPad used to develop feedback and flipped learning.</p>	<p>EEF research suggests that meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>EEF research shows pupil attainment gains of +4 months when digital technology is used effectively to support learning. Likewise, effective feedback is shown to have a very high impact on pupil progress (+8 months).</p>	<p>High quality and well-planned CPD</p> <p>Targeted monitoring programme</p> <p>Use of pupil voice</p> <p>IPad for each pupil in the research project (possibly Year 5 and Year 2).</p> <p>Strategic implementation of plan</p> <p>Use of Apple distinguished educator to deliver CPD and work with school to ensure smooth implementation.</p> <p>Discussions with ICT support provider to ensure infrastructure is in place to support technology.</p>	<p>Martin Bell</p> <p>Martin Bell/Chris Evans</p>	<p>July 2017 December 2017 March 2018</p>
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	Total budgeted cost	£11,000 0.5 attendance officer £12,000 CPD costs for Osiris consultant over 12 months 60 x IPad (£18,000 approx.) £3,750 Apple distinguished educator (10 sessions up until September) Think Family worker £18,103 HLTA £20,700 2x Breakfast club staff £3440
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6. Review of expenditure

Previous Academic Year	
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i. Quality of teaching for all

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

ii. Targeted support

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
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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.