

# Willow Tree Primary School pupil premium strategy statement

1. Summary information					
<b>School</b>	Willow Tree Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£164580	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	265	<b>Number of pupils eligible for PP</b>	124	<b>Date for next internal review of this strategy</b>	Jan 18

## 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>
<b>% achieving ARE or above in reading, writing &amp; maths (or equivalent)</b>	<b>57.1</b>	36.4	67.3
<b>Progress score in reading (or equivalent)</b>	<b>-1.9</b>	-2.5	0.3
<b>Progress score in writing (or equivalent)</b>	<b>3.9</b>	4.7	0.2
<b>Progress score in maths (or equivalent)</b>	<b>2.3</b>	2.0	0.3

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)*

<b>A.</b>	High levels of deprivation. Substantial proportion of pupils face challenging home lives that act as a barrier to learning.
<b>B.</b>	Lower attendance rates of pupils known to be eligible for pupil premium funding.
<b>C.</b>	Achievement on entry to the school is low for a substantial proportion of pupils

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

<b>D.</b>		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Accelerated progress for DP in all classes, 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 KS2 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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-2018</b>				
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					
<b>i. Quality of teaching for all</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>

<p>Accelerated progress for DP in all classes, so that the attainment gap is narrowed to other pupils nationally.</p>	<p>Improve the EY provision though:</p> <ul style="list-style-type: none"> <li>- Dedicated leadership time for EY leader.</li> <li>- Review and improve the learning environment across the Early Years.</li> <li>- Early identification of those pupils requiring support and implementing appropriate interventions.</li> </ul>	<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"> <li>- Additional hours for EY leader to implement EY action plan.</li> <li>- Robust monitoring plan in place to ensure quality of teaching.</li> <li>- Review of one learning area per month</li> <li>- Appointment of EY/KS1 reading/writing intervention teaching assistant.</li> </ul>	<p>Emma Stewart</p>	<p>January 2018 March 2018 July 2018</p>
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<p>Accelerated progress for DP in all classes, 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>Continue to Improve the quality of teaching through:</p> <ul style="list-style-type: none"> <li>- High quality CPD for all teaching staff (including work with TSA, teacher surgeries etc.).</li> <li>- Use of expertise within school (e.g. DHT, literacy lead, KS1 lead, SENCO) to develop skills of teaching staff.</li> <li>- Increased dedicated leadership time</li> </ul>	<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"> <li>- Monitoring of the quality of teaching.</li> <li>- 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.</li> </ul>		<p>March 2018 July 2019</p>
<b>Total budgeted cost</b>					<p>£23510.52 - 50% of DHT pay £3012.80 - 0.1FTE of EY lead pay £2000 for EY resources linked to improvements in the learning environment. £15000 CPD costs</p>
<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>

	Small group tuition (delivered by experienced and high quality <b>teachers</b> /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 2018
	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	January 2018
<b>Total budgeted cost</b>					CPD £2,000 New IT for Lexia £5,000 Staffing TA costs £ 47,028 HLTA £13,800
<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>

Improved attendance for DP	<p>SLA with LA for education welfare officer</p> <p>Implementation of a wide range of actions aimed at improving attendance (including the continuation of breakfast club).</p>	<p>DP pupils who are persistently absent will not make the accelerated progress required to narrow the achievement gap to other pupils.</p> <p>Extensive research shows an inextricable link between school attendance and achievement.</p>	<p>Work/impact of the EWO will be closely monitored by the DHT. An attendance action plan will underpin change and ensure clearly defined and time limited milestones are reached.</p> <p>Attendance action plan impact statement to be provided each term to HT and governors.</p>	Chris Evans	<p>December 2017</p> <p>March 2018</p> <p>July 2018 (attendance officer)</p> <p>December 2018</p>
Pupil's health and well-being needs are met removing barriers to learning	<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>Set up a nurture provision for identified pupils from KS1.</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>!/2 termly drop-ins to nurture group provision</p>	Sharon Farrell	<p>February 2018</p> <p>July 2018</p>

<p>Accelerated progress for DP in all classes, 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>Phase 2 of 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 (2<sup>nd</sup> Year 5 class and possibly Year 4).</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 2018 December 2018 March 2019</p>
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	<b>Total budgeted cost</b>	£4,000 EWO  £12,000 CPD costs for Osiris consultant over 12 months  30 x iPad (£9,000 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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<b>6. Review of expenditure</b>
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<b>Previous Academic Year</b>	
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<b>i. Quality of teaching for all</b>
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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

<b>ii. Targeted support</b>
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<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>

**iii. Other approaches**

<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>

**7. Additional detail**

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