

# Willow Tree Primary School pupil premium strategy statement

1. Summary information					
<b>School</b>	Willow Tree Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£163260	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	276	<b>Number of pupils eligible for PP</b>	123	<b>Date for next internal review of this strategy</b>	Jan 19

## 2. Current attainment – end of KS2 for pupils who left in 2018

	<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>32%</b>	73%	TBC
<b>Progress score in reading (or equivalent)</b>	<b>-2.3</b>	1.5	TBC
<b>Progress score in writing (or equivalent)</b>	<b>1.7</b>	5.2	TBC
<b>Progress score in maths (or equivalent)</b>	<b>-3.9</b>	-0.8	TBC

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>	Disadvantaged pupils made less progress than others in school in reading, writing and maths at the end of KS2 in 2018
<b>B.</b>	Attainment at KS1 for disadvantaged pupils is significantly below that of other pupils
<b>C.</b>	Large proportions of pupils enter the school with skills and knowledge that are below those expected for their age; particularly in the areas of reading, writing, maths and communication and language.

<b>D.</b>	An in school gap exists in most classes in attainment in reading, writing and maths between disadvantaged pupils and other pupils.	
<b>E.</b>	Pupils across the school have poor knowledge and understanding of vocabulary, which is a barrier to them fully comprehending more complex texts.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates are below the national average	
<b>E.</b>	High levels of deprivation. Substantial proportion of pupils face challenging home lives that act as a barrier to learning.	
<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 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>B.</b>	Improved attendance rates and punctuality for disadvantaged pupils	Overall PP attendance improves to above 96%. Persistent absence for DA pupils falls to below the national average.

<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>E.</b>	Improve reading fluency/phonics skills of all disadvantaged pupils.	Reading fluency assessments and phonics screening will show DA attaining in line with other pupils.
<b>F.</b>	Improve skills/knowledge that pupils enter the school with.	Baseline assessments will show that an increased proportion of pupils are entering school with skills in line with those expected for their age; particularly in reading, writing, maths and communication and language.
<b>G.</b>	Improve pupils' knowledge, understanding and use of a wide range of vocabulary.	Attainment and progress in reading comprehension assessments will be at least in line with that seen nationally by the time pupils leave the school.

**5. Planned expenditure****Academic year****2018-19**

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>
------------------------	---------------------------------	--	--	-------------------	---

<p>Accelerated progress for DP in all classes, so that the attainment gap is significantly narrowed to other pupils nationally.</p>	<p>Improve the quality of teaching through:</p> <p>High quality CPD for all teaching staff (including work with TSA, teacher surgeries etc.).</p> <p>Use of expertise within school to develop skills of teaching staff.</p> <p>Increased dedicated leadership time for subject leaders to support improvements in teaching and learning</p> <p>Use of teaching assistants to support learning and deliver keep up not catch up interventions.</p>	<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>- Robust strategic plans in place to improve teaching and learning in maths and English.</li> <li>- Dedicated leadership time for subject leaders to support teachers each week.</li> <li>- Robust monitoring to take place by HT/Govs</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>Headteacher</p>	<p>January 2019 March 2019 July 2019</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>Refine approach to teaching writing across the school – Pathways to writing mastery approach.</p>	<p>The mastery approach to teaching writing will ensure that gaps in pupils learning, knowledge and understanding will be effectively plugged.</p>	<ul style="list-style-type: none"> <li>- Training for all staff</li> <li>- High quality teaching materials purchased</li> <li>- High quality texts purchased</li> </ul>	<p>English leader</p>	<p>January 2019 March 2019 June 2019</p>
<p>The Early Years environment will support the development of reading, writing, maths and communication and language.</p>	<p>The indoor and outdoor EYFS learning environment will be developed to support learning in the identified areas.</p>	<p>An improved learning environment will provide additional opportunities for pupils to develop the identified areas.</p>	<ul style="list-style-type: none"> <li>- Attendance of ABC training</li> <li>- Well planned learning environment</li> <li>- Visits to other provisions</li> <li>- Strategic plan in place</li> </ul>	<p>EYFS leader</p>	<p>October 2018 January 2019 April 2019</p>
<p>Improved phonic skills – increased proportion of pupils passing the phonics screening check.</p>	<p>All staff retrained to deliver phonics effectively. New reading resources purchased. Phonics and reading external audit to take place.</p>	<p>EEF research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches),</p>	<ul style="list-style-type: none"> <li>- R,W,inc development day</li> <li>- Separate phonics strategic plan</li> <li>- X2 mornings per week quality assurance and support</li> <li>- X2 per half term staff meetings</li> </ul>	<p>KS1 leader/English leader</p>	<p>October 2018 January 2019 April 2019 July 2019</p>

<b>Total budgeted cost</b>	Phonics training and materials £2000 Environmental improvements £8000 High quality texts £4000 Pathways materials £950 4 x TA costs £80000
----------------------------	--

**ii. Targeted support**

<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>
Improve progress and attainment in reading writing and maths for identified disadvantaged pupils in all year groups	One to one tuition (delivered by experienced and high quality <b>teachers</b> /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.	Provision map to map impact  Regular quality assurance  Training for staff delivering interventions	PD/JW	December 2018 March 2019 June 2019
Improve progress and attainment in reading writing and maths for identified disadvantaged pupils in all year groups	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	Provision map to map impact  Regular quality assurance  Training for staff delivering interventions	PD/JW/SL	December 2018 March 2019 June 2019

	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	PD	December 2018 March 2019 June 2019
	Employ a HLTA 50% to support specific intervention programmes e.g Talk Boost	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  Training from Warrington TSA	DA/NJ/PD	December 2018 March 2019 June 2019
<b>Total budgeted cost</b>					HLTA £10,500 Lexia £1000 Talk Boost £800 Speech Link materials £400 Fresh Start training and materials £500 Other training - £5000
<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>Use of LA EWO service</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. Extensive research shows an inextricable link between school attendance and achievement.</p>	<p>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.</p> <p>Attendance action plan impact statement to be provided each term to HT and governors.</p>	Chris Evans	<p>December 2018</p> <p>March 2019</p> <p>June 2019</p>
Pupil's health and well-being needs are met removing barriers to learning	<p>Employ a Lead 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>Utilise expertise of highly experienced HLTA</p> <p>Half-termly review meetings held with HT</p> <p>Termly reports to governing body</p> <p>Analysis of CPOMS data</p>	KK/SF	<p>December 2018</p> <p>March 2019</p> <p>June 2019</p>
Accelerated progress for DP in all classes, so that the attainment gap is significantly narrowed to other pupils nationally.	<p>Action research project – change how feedback is given to pupils</p>	<p>EEF research shows that 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>	Martin Bell	<p>December 2018</p> <p>March 2019</p> <p>June 2019</p>

<p>Improve the skills knowledge and understanding of pupils who enter the school so that that they are in line with that expected for their age.</p>	<ul style="list-style-type: none"> <li>- Toddler group</li> <li>- Explore possibility of 30 hour provision</li> <li>- Explore the possibility of 2 year old provision</li> </ul>	<p>EEF states 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</p> <p>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.</p>	<p>Strategic planning</p>	<p>HT/EYFS leader</p>	<p>January 2019</p>
<p><b>Total budgeted cost</b></p>					<p>£4000 EWO costs</p> <p>Think Family worker £18,103</p> <p>HLTA £20,700</p> <p>2x Breakfast club staff £3440</p> <p>Other staffing costs £5000</p> <p>Attendance awards £500</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
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

<p>Accelerated progress for DP in the early years</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>Success criteria met – disadvantaged pupils in the early years attained above other pupils in the class.</p>	<p>All areas successful. Further improvements in environment, particularly outdoors will continue. Dedicated leadership time and CPD will continue.</p>	
---	---	---	---	--

<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 to develop skills of teaching staff.</li> <li>- Increased dedicated leadership time</li> </ul>	<p>Partly met – the proportion of DP working at the expected standard improved in most classes. However, disadvantaged pupils did not achieve as well as others in end of KS2 SAT tests. Despite increases the proportion of DP working at the expected standard in reading, writing and maths across the school is still low and below others in most subjects in most classes.</p>	<p>The investment in CPD has improved the quality of teaching and learning. This investment must continue to reap continuing improvements for the achievement of disadvantaged pupils,</p>	
---	--	--	--	--

**ii. Targeted support**

<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>
<p>Accelerated progress for identified pupils so the attainment gap narrows significantly to other pupils.</p>	<p>Small group tuition (delivered by experienced and high quality <b>teachers</b>/teaching assistants).</p>	<p>Evidence from the provision map shows that when small group tuition was delivered consistently it had a positive impact. Pupils in year 6 particularly made strong progress.</p>	<p>On occasions small group tuition was cancelled due to staff cover or other unforeseeable situations. When this happened more frequently it impacted on the effectiveness of the approach.</p>	

	Highly focussed, measurable and evidence based interventions for targeted pupils e.g. Lexia, speech link etc.			
	Employ a HLTA 40% to support specific speech and language programs in the Early Years with PP children.	Implemented later in the year and therefore the school is still assessing the impact. The school is working with Warrington Teaching School Alliance to develop this approach further for greater impact.		
<b>iii. Other approaches</b>				
Improved attendance for DP	SLA with LA for education welfare officer  Implementation of a wide range of actions aimed at	Success criteria met	Despite the school working hard to support pupils to be in school there was a doubling of the amount of school days lost due to unauthorised holidays being taken. This negatively impacted on the proportion of pupils persistently absent.	

<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</p>	<p>Success criteria met</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>Not met – this initiative has been postponed</p> <p>Ipads were used successfully to enhance the curriculum across a number of year groups. Lesson observations and pupil voice interviews suggest this impacted positively on learning across the curriculum.</p>		
