

# Pupil Premium Strategy Review 2017-18

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## Amount of Pupil Premium funding received 2017-18

Number of pupils eligible	140 (Y1-Y6 57.3%/Rec-Y6 49.8%)
Total PP received	£184,800

## Identified barriers to educational achievement

Willow Wood has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language and communication
- Access to enriching activities – educational experiences such as trips, music lessons and participation in physical activities
- Attendance & punctuality
- Parental engagement with school – especially regarding attendance at information and workshop events and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Families who need extra support

1. 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)	Lessons learned (and whether you will continue with this approach)	Cost
<b>Funding for Primary Writing Project</b>	<ul style="list-style-type: none"> <li>Project team attend cluster schools team meetings</li> <li>Project team regularly review project</li> <li>All staff attend big days/ staff meetings</li> <li>Regular communication between project team and staff</li> <li>PP group reviewed at each PPM</li> <li>Leaders to visit T4W school in Slough</li> </ul>	<ul style="list-style-type: none"> <li>KS2 RWM school gap has closed by 23%.</li> <li>KS2 Writing progress – All school +1.30 – PP +1.79 an increase from -1.87 in 2017</li> <li>Rec PP% at ARE Sept '17 W 41.7% July '18 W 58.3%</li> <li>Y1 PP% at ARE Sept '17 W 25% July '18 W 41.7%</li> <li>Y2 PP% at ARE Sept '17 W 44.4% July '18 W 44.4%</li> <li>Y3 PP% at ARE Sept '17 W 68.2% July '18 W 68.2%</li> <li>Y4 PP% at ARE Sept '17 W 9.1% July '18 W 27.3%</li> <li>Y5 PP% at ARE Sept '17 W 25% July '18 W 33.3%</li> <li>Y6 PP% at ARE Sept '17 W 25% July '18 W 50%</li> </ul>	<ul style="list-style-type: none"> <li>High impact – continue</li> <li>High quality CPD – more staff to visit talk 4 writing teaching school.</li> </ul>	Allocated £5,000 Actual £2,277
<b>Funding for ELSA</b>	<ul style="list-style-type: none"> <li>Clear protocols in place to ensure pupils are referred for correct ELSA/FEIPS programme</li> <li>Regular opportunities for ELSA/FEIPS to feedback to relevant staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>To further embed strategies and incorporate 'Structured conversations' as a tool to further enhance this provision.</li> </ul>	Allocated £2,000 Actual £2,000

<b>Additional TA support in classes and for focused interventions</b>	<ul style="list-style-type: none"> <li>Teacher and TA review – careful planning of interventions to be completed each half term for groups identified in class plans</li> <li>Teachers complete class plans to provide evidence of outcomes and plan for next steps</li> <li>Clear communication between teachers and TAs – expectations within lessons</li> <li>TA timetables carefully planned – making best use of time</li> <li>Close communication between TAs, teachers and SLT to track pupils with concerning attendance and/or punctuality.</li> <li>SLT to address concerns with parents and develop action plan as necessary.</li> </ul>	<p>Rec PP% at ARE Sept '17 R 41.7% W 41.7% M 50%  Rec PP% at ARE July '18 R 50% W 58.3% M 58.3%</p> <p>Y1 PP% at ARE Sept '17 R 33.3% W 25% M 41.7%  Y1 PP% at ARE July '18 R 50% W 41.7% M 33.3%</p> <p>Y2 PP% at ARE Sept '17 R 44.4% W 44.4% M 33.3%  Y2 PP% at ARE July '18 R 50% W 44.4% M 50%</p> <p>Y3 PP% at ARE Sept '17 R 77.3% W 68.2% M 68.2%  Y3 PP% at ARE July '18 R 77.3% W 68.2% M 68.2%</p> <p>Y4 PP% at ARE Sept '17 R 18.2% W 9.1% M 18.2%  Y4 PP% at ARE July '18 R 54.5% W 27.3% M 45.5%</p> <p>Y5 PP% at ARE Sept '17 R 37.5% W 25% M 33.3%  Y5 PP% at ARE July '18 R 45.8% W 33.3% M 41.7%</p> <p>Y6 PP% at ARE Sept '17 R 33.3% W 25% M 27.1%  Y6 PP% at ARE July '18 R 52.1% W 50% M 56.3%</p>	<ul style="list-style-type: none"> <li>With a reduced allocation of TAs for 18/19 SLT will allocate support to pupils based on need.</li> <li>SLT are acting with clear knowledge of maintaining the embedded high expectations and high aspirations for pupils.</li> </ul>	<p>Allocated £124,226.50</p> <p>Actual £171,392</p>
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**ii. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<b>Additional Family Support Worker hours</b>	<ul style="list-style-type: none"> <li>Half termly safeguarding lead review meeting</li> <li>Case studies written of PP group</li> </ul>	<ul style="list-style-type: none"> <li>Pupils feel safe and happy at home and school and are therefore ready and able to learn</li> <li>Improved parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>To maintain flexible access to FSW at the start of the school day as well as opportunities to pre book and invite parents.</li> </ul>	<p>Allocated £20,000</p> <p>Actual £20,000</p>

<b>Funding for speech and language support</b>	<ul style="list-style-type: none"> <li>Regular reviews of PP group</li> <li>Regular communication between S&amp;L teacher and class teachers – individual pupils’ needs, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials</li> <li>S&amp;L teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> </ul> <p>Wellcomm data: ARE Sept '17 53% - ARE July '18 69%. 45% had closed the gap and weren't as far behind.</p>	<ul style="list-style-type: none"> <li>Due to promotion of 0.8 S&amp;L TA leaders have actively realigned the roles and responsibilities of existing TAs and provided training so to maintain this support for pupils.</li> </ul>	<p>Allocated £12,000 Actual £12,000</p>
<b>Funding for extra 0.2 in year 6</b>	<ul style="list-style-type: none"> <li>Regular reviews of 0.2 teacher’s group timetable with UKS2 leader</li> <li>Regular communication between 0.2 teacher and Y6 class teachers – individual pupils’ needs, learning to consolidate, sharing of resources</li> <li>Teaching resources and materials – 0.2 teacher to liaise with UKS2 leader as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)</li> <li>Improved confidence for pupils in specified areas</li> <li>Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> <li>Consolidation of learning completed in classes – time for practise and application of skills</li> </ul> <p>Data: KS2 progress – Reading – Whole school -2.61 – PP - 1.81 – Writing All school +1.30 – PP + 1.79 – Maths – Whole school -2.81 – PP -2.76</p>	<ul style="list-style-type: none"> <li>Due to a reduction in school funding SLT have been unable to sustain this role for 18/19.</li> <li>Current Y6 is a smaller cohort compared to previous Quality first teaching in 2 small classes.</li> </ul>	<p>Allocated £7,573.50 Actual £5,227</p>
<b>Funding for breakfast club</b>	<ul style="list-style-type: none"> <li>Inform parents of PP pupils that breakfast club available at no cost (encourage pupils to attend)</li> <li>Purchase range of games/activities to support breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>Breakfast club – to promote good attendance and punctuality</li> <li>Pupils have time to complete homework tasks if unable to do at home</li> <li>Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)</li> </ul>	<ul style="list-style-type: none"> <li>Due to success and increased numbers SLT wish to increase the amount of places however due to reduction in budget this need requires further funding.</li> </ul>	<p>Allocated £4,000 Actual £1,711</p>

<b>Funding for school trips, residential trips and music lessons</b>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Staff to talk to children/parents about possible interests and available clubs</li> <li>• SBM to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> <li>• Initial letters to include information for parents about available funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use strategies that have been successful in engaging parents and pupils ensuring no pupil is excluded.</li> </ul>	Allocated £8,000  Actual £5,806
<b>Funding for FAST (Families And Schools Together)</b>	<ul style="list-style-type: none"> <li>• All year 1 families invited to attend FAST</li> <li>• School, parent and community partners part of the FAST team</li> <li>• Purchase resources to support FAST</li> <li>• Review of year 1 children at the end of FAST</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are more engaged in school and make improved relationships with school partners</li> <li>• Parents create network support with each other and the parent partners</li> <li>• Parents create network support within the local community with the community partners</li> <li>• To improve the self-esteem and social skills of both the children and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations indicate that this project is a great success and we will continue it.</li> </ul>	Allocated £2,000  Actual £1,982

*Pupil Premium Lead: Katie Ullein*

*Nominated governor: Jane Hopkins*