

Pupil Premium Strategy 2018-19



1. Summary information

School	Willow Wood Community Primary School				
Academic Year	2018/19	Total PP budget	£176,880.00	Date of most recent PP Review	Feb 2018 – External May 2018 – LA audit July 2018 - Internal
Total number of pupils	282	Number of pupils eligible for PP currently in school	134	Date for next internal review of this strategy	July 2019
		Amount received per pupil	£1,320.00		
Total EYPP budget	£667.80	Number of pupils eligible for Early Years Pupil Premium	5	Number of pupils in School's Early Years Disadvantaged Group	6

Percentage of each year group entitled to Pupil Premium funding	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM 15%		34.3% (5/12 42% PP&SEND)	29.3% (5/13 38% PP&SEND)	36% (8/20 40% PP&SEND)	47.8% (6/20 30% PP&SEND)	52.4% (4/11 36% PP&SEND)	68.6% (14/24 58% PP&SEND)

2. Current Attainment - July 2018

Year 1 Phonics		Context: There were 13 children entitled to Pupil Premium 38% of these are also SEND		
Number achieving National Standard	Other National Average 2018	Pupil Premium at Willow Wood	All pupils at Willow Wood	National Average 2018
	85%	46%	58%	83%

End of KS1 (Year 2) Results 2018
**Context: There were children 20 entitled to Pupil Premium
40% of these are also SEND**

		All Pupils at Willow Wood	Pupil Premium Pupils at Willow Wood	Other Pupils at Willow Wood	National Other
Reading	% reaching expected standard	56%	50%	61%	79%
	% reaching greater depth	17%	20%	14%	29%
Writing	% reaching expected standard	52%	40%	61%	74%
	% reaching greater depth	10%	5%	14%	18%
Mathematics	% reaching expected standard	52%	45%	57%	80%
	% reaching greater depth	10%	5%	14%	25%

End of KS2 (Year 6) Results 2018
**Context: There were 29 children entitled to Pupil Premium
59% of these are also SEND including 5 in Resourced Provision for Complex Learning Difficulties**

		All Pupils at Willow Wood	Pupil Premium Children at Willow Wood	Other Pupils at Willow Wood	National Other
Reading	Average Scaled Score	98.6	96.5	102.1	106.1
	% reaching expected standard	45%	28%	72%	80%
	% reaching greater depth	9%	10%	6%	33%
Writing	Average Scaled Score	N/A	N/A	N/A	N/A
	% reaching expected standard	62%	45%	89%	83%
	% reaching greater depth	13%	14%	11%	24%

Mathematics	Average Scaled Score	98	95.1	102.7	104.4
	% reaching expected standard	45%	31%	67%	76%
	% reaching greater depth	4%	3%	6%	24%
SPAG	Average Scaled Score	98.7	96.1	102.9	107.2
	% reaching expected standard	36%	24%	56%	82%
	% reaching greater depth	9%	7%	11%	39%

1. 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.	Children entering school with poor Oracy and Communication skills. Access to language and communication. Majority have general language difficulties (delayed language development). EAL children with additional language needs.
B.	Reading gaps in learning: EYFS – lower range of vocabulary (evidenced on-entry data to school); less frequent daily individual reading at home; greater difficulty in retaining and applying phonics (evidenced on Learning book & Target Tracker). KS1 – lower range of vocabulary, less frequent daily individual reading at home; weaker inference skills; reading common exception words; application of phonics to read fluently (evidenced on Target Tracker) KS2 – lower range of vocabulary, less frequent daily individual reading at home; inference skills, make comparison, summarise main ideas (evidenced in ASP QLA).
C.	Writing gaps in learning: EYFS – lower range of vocabulary (evidenced on-entry data to school); greater difficulty applying phonics and writing simple sentences (evidenced on Target Tracker). KS1 – lower range of vocabulary; letter formation; stamina for writing;(evidenced on Target Tracker). KS2 – grammar knowledge in own writing; (evidenced on Target Tracker). Vocabulary, combining words, phrases and clauses, verb forms – tense and consistency, grammatical terms and word classes, punctuation, standard English and formality (evidenced in ASP QLA).

D.	<p>Maths gaps in learning: EYFS – lower range of mathematical vocabulary (evidenced on-entry data to school); mathematical problem solving and reasoning skills; recording (evidenced on Learning book & Target Tracker). KS1 – lower range of mathematical vocabulary; weaker place value, multiplication and addition and subtraction skills (evidenced on Target Tracker). KS2 – fractions, decimals and percentages, ratio and proportion, measurement (evidenced in ASP QLA).</p>	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	<p>Low attendance and punctuality (2017-18 94.2% - All pupils/94.4% - PP pupils)</p>	
F.	<p>Emotional well-being of pupils – security and attachment, impulse control, resilience and determination, school readiness, value placed on education (evidenced in observations, FSW case load).</p>	
G.	<p>Narrower life experiences and lack of stimulus to use within their learning (fewer memorable enriching experiences).</p>	
H.	<p>Ability to support and consolidate learning outside of school (homework completion, frequency of reading).</p>	
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>To rapidly accelerate PP pupils’ vocabulary acquisition and application, via targeted speech and language interventions. (measured through Wellcomm data, pupil progress meetings, S&L reviews)</p>	<p>Wellcomm intervention: 50% reached ARE 100% closed the gap</p> <p>SALT intervention: 25% reached the end of the intervention 100% made progress with their targets</p>
B.	<p>To increase the proportion of PP pupils achieving ARE in reading to at least 45% (measured through target tracker, pupil progress meetings, moderation)</p>	<p>45% pupils achieving ARE in reading at end of Year 6 (and progress towards this target seen in all year groups across school – increasing % at ARE at the end of each year group).</p>
C.	<p>To increase the proportion of PP pupils achieving ARE in writing to at least 50% (measured through target tracker, pupil progress meetings, moderation), through consistent implementation of the Talk for writing approach.</p>	<p>50% pupils achieving ARE in writing at end of Year 6 (and progress towards this target seen in all year groups across school – increasing % at ARE at the end of each year group).</p>

D.	To increase the proportion of PP pupils achieving ARE in maths to at least 45% (measured through target tracker, pupil progress meetings, moderation), through engaging in the guiding maths project and targeted teaching of areas identified through QLA.	45% pupils achieving ARE in maths at end of Year 6 (and progress towards this target seen in all year groups across school – increasing % at ARE at the end of each year group).
E.	To increase whole school attendance to 96% through employment of a attendance manager.	All PP pupils have attendance of at least 96%.
F.	All PP pupils making excellent progress from their own starting points, to meeting personal targets. Measured and monitored termly using target tracker and discussed in all Pupil Progress Meetings (PPMs).	All PP pupils making at least expected progress and 30% pupils making better than expected progress across their time in school.
G.	All PP pupils are able to participate fully in school trips and residential trips and their social skills are developed through participation in a range of clubs provided by the school or external providers.	All PP pupils have attended all school trips and residential trips.
H.	Disadvantaged pupils to achieve in line with other WW pupils (WW PP 24% ARE combined, compared to 56% other WW pupils 2018). Measured using end of year data.	The % of PP pupils achieving combined ARE by the end of KS2 is in line with, or above, WW other pupils – provisional target of 56%.

3. 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

Action	Intended outcome	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
Achievement for All – Structured conversations	To increase the proportion of PP pupils achieving ARE in RWM.	LA SSIF Bid	Achievement for All coach visits and monitoring.	LG – school champion	Termly	Allocated £2,000

Metacognition and Self-regulated learning	To increase the proportion of PP pupils achieving ARE in RWM.	EEF evidenced impact EEF guidance report LA SSIF Bid	Training and follow on support.	JK/EC – Maths Leaders	Termly	Allocated £2,500
Guiding Maths project	To increase the proportion of PP pupils achieving ARE in maths.	LA SSIF Bid	Lead SSIF contact monitoring impact half termly.	JK/EC – Maths Leaders	Termly	Allocated £2,000
Total budgeted cost						£6,500
ii. Targeted support						
Action	Intended outcome	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
Speech and Language sessions (TA led)	To increase the proportion of PP pupils achieving ELG in speaking. To rapidly accelerate PP pupils' vocabulary acquisition and application.	Prior in school data evidences impact. EEF.	Monitoring. Subject leadership rigour. Performance Management.	SA - SENDCo	Half-termly reviews by SENDCo and SALT. Termly pupil progress meetings.	Allocated £12,000
Speech and Language Therapist led 1:1	To increase the proportion of PP pupils achieving ELG in speaking. To rapidly accelerate PP pupils' vocabulary acquisition and application.	Prior in school data evidences impact. EEF.	Monitoring. Subject leadership rigour. Performance Management.	SA - SENDCo	Half-termly reviews by SENDCo and SALT. Termly pupil progress meetings.	Allocated £3,000
Beanstalk 1:1 reading	To increase the proportion of PP pupils achieving ARE in reading.	Prior in school data evidences impact. EEF.	Monitoring. Subject leadership rigour. Performance Management.	JK & LG	Termly pupil progress meetings evidenced on class plans.	Allocated £700

Same Day Intervention Maths Y2 (TA led)	To increase the proportion of Y2 PP pupils achieving ARE in maths.	Prior in school data evidences impact. EEF.	Monitoring. Subject leadership rigour. Performance Management. Moderation.	KU	Termly pupil progress meetings evidenced on class plans.	Allocated £7,280
Basic Skills Intervention Literacy and Maths (TA Led)	To increase the proportion of PP pupils achieving ARE in maths, reading and writing.	Prior in school data evidences impact. EEF.	Monitoring. Subject leadership rigour. Performance Management. Moderation	KU/JK/LG – Key stage leaders	Termly pupil progress meetings evidenced on class plans.	Allocated £90,000
Total budgeted cost						£112,980
iii. Other approaches						
Action	Intended outcome	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
Attendance intervention	To ensure that PP pupils attendance remains above national average.	Attendance for PP pupils has dipped below national – target area.	Attendance Manager monitoring weekly.	ST	Weekly.	Allocated £7,500
Family support workers	To ensure the emotional well-being of targeted pupils and their families, to improve their readiness for learning.	Needs driven – identified barrier. TAF/iART/MARFs/CiN/CP plans. Vulnerable children highlighted on class plans.	Monitoring. Pupil Voice. Parent voice.	AH - FSW	Termly pupil progress meetings inc review of wellbeing. ELSA reviews. Termly Safeguarding lead meetings	Allocated £20,000
Breakfast club	To ensure the emotional and well-being of targeted pupils, to improve their readiness for learning.	Needs driven – identified barrier.	Monitoring. Pupil Voice.	HT	Termly	Allocated £4,000

Passion 4 learning	To ensure the emotional well-being of targeted pupils, to improve their readiness for learning.	Needs driven – identified barrier. Vulnerable children highlighted on class plans.	Monitoring. Pupil Voice.	SLT	Termly pupil progress meetings inc review of wellbeing.	Allocated £900
ELSA	To ensure the emotional well-being of targeted pupils, to improve their readiness for learning.	Previous school level data evidences very high impact.	Data analysis. Monitoring. Staff Performance Management.	AH - FSW	Termly pupil progress meetings inc review of wellbeing. EP supervision.	Allocated £10,000
Wider opportunities (music) – Various	To improve pupil confidence, memory and performance skills.	Previous pupil voice evidences impact.	Pupil voice.	LG/SR	Termly	Allocated £8,000
SMSC opportunities (trips/visits) – Various	To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing).	Previous school level data evidences very high impact. Previous pupil voice evidences impact.	Pupil Voice. Pupil writing monitoring based upon stimulus.	All teaching staff	Termly	Allocated £5,000
FAST – Families And Schools Together	To strengthen parent partnership and engagement with school life.	Pupil voice, Parent voice. EEF	Pupil Voice.	KU	Termly	Allocated £2,000
Total budgeted cost						£57,400

Pupil Premium Lead: Katie Ullein

Nominated governor: Jane Hopkins

4. Review of expenditure

2018-19

i. Quality of teaching for all

Action	Intended outcome	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
Achievement for All – Structured conversations	To increase the proportion of PP pupils achieving ARE in RWM.	<p>Year 2</p> <p>PP 46% ARE Reading Gap widened between PP & NPP to 29% from 15%.</p> <p>PP 46% ARE Writing Gap widened between PP & NPP to 29% from 25%</p> <p>PP 62% ARE Maths Gap narrowed between PP & NPP to 13% from 17%.</p> <p>Year 6</p> <p>PP 21% ARE Reading Gap narrowed between PP & NPP to 24% from 44%.</p> <p>PP 54% ARE Writing Gap narrowed between PP & NPP to 19% from 44%</p> <p>PP 29% ARE Maths Gap narrowed between PP & NPP to 16% from 36%.</p>	<p>Great impact on the majority of families.</p> <p>Quality Mark achieved by school a term early.</p> <p>Continue</p>	<p>Allocated £2,000</p> <p>Actual £2,000</p>

Metacognition and Self-regulated learning	To increase the proportion of PP pupils achieving ARE in RWM.	Was offered through SIFF NEXUS – wasn't as expected	SIFF NEXUS now complete.	Allocated £2,500 Actual £0
Guiding Maths project	To increase the proportion of PP pupils achieving ARE in maths.	Y2 PP 62% ARE Maths Gap narrowed between PP & NPP to 13% from 17%. Y6 PP 29% ARE Maths Gap narrowed between PP & NPP to 16% from 36%.	SIFF NEXUS now complete. Continue to embed mastery approach to maths – no extra costs.	Allocated £2,000 Actual £3,087

ii. Targeted support

Action	Intended outcome	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
Speech and Language sessions (TA led)	To increase the proportion of PP pupils achieving ELG in speaking. To rapidly accelerate PP pupils' vocabulary acquisition and application.	Wellcomm intervention:	Continue. Possibly at a lower cost due to reduced TA hours to speech and language.	Allocated £12,000 Actual £12,000
Speech and Language Therapist led 1:1	To increase the proportion of PP pupils achieving ELG in speaking. To rapidly accelerate PP pupils' vocabulary acquisition and application.	SALT intervention:	WEP SALT – continue	Allocated £3,000 Actual £2,811

Beanstalk 1:1 reading	To increase the proportion of PP pupils achieving ARE in reading.	Y6 PP 21% ARE Reading Gap narrowed between PP & NPP to 24% from 44%.	Continue	Allocated £700 Actual £700
Same Day Intervention Maths Y2 (TA led)	To increase the proportion of Y2 PP pupils achieving ARE in maths.	Y2 PP 62% ARE Maths Gap narrowed between PP & NPP to 13% from 17%.	Will not continue due to reduced TA hours in Y2	Allocated £7,280 Actual £7,280
Basic Skills Intervention Literacy and Maths (TA Led)	To increase the proportion of PP pupils achieving ARE in maths, reading and writing.	Year 2 PP 46% ARE Reading Gap widened between PP & NPP to 29% from 15%. PP 46% ARE Writing Gap widened between PP & NPP to 29% from 25% PP 62% ARE Maths Gap narrowed between PP & NPP to 13% from 17%. Year 6 PP 21% ARE Reading Gap narrowed between PP & NPP to 24% from 44%. PP 54% ARE Writing Gap narrowed between PP & NPP to 19% from 44% PP 29% ARE Maths Gap narrowed between PP & NPP to 16% from 36%.	Continue – Possibly at a lower cost due to reduced TA hours.	Allocated £90,000 Actual £90,000
iii. Other approaches				

Action	Intended outcome	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
Attendance intervention	To ensure that PP pupils attendance remains above national average.		Reduced to 3 hours a week due to budget.	Allocated £7,500 Actual £7,500
Family support workers	To ensure the emotional well-being of targeted pupils and their families, to improve their readiness for learning.	Pupils feel safe and happy at home and school and are therefore ready and able to learn Improved parental engagement	To maintain flexible access to FSW at the start of the school day as well as opportunities to pre book and invite parents. Continue	Allocated £20,000 Actual £20,000
Breakfast club	To ensure the emotional and well-being of targeted pupils, to improve their readiness for learning.	To promote good attendance and punctuality Pupils have time to complete homework tasks if unable to do at home Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning)	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. Continue.	Allocated £4,000 Actual £1,264
Passion 4 learning	To ensure the emotional well-being of targeted pupils, to improve their readiness for learning.	Children are more engaged in school and make long lasting relationships with school partners	Continue. Begin Passion for Learning Enrichment club for families to replace FAST.	Allocated £900 Actual £900
ELSA	To ensure the emotional well-being of targeted pupils, to improve their readiness for learning.	Pupils feel safe and happy at home and school and are therefore ready and able to learn.	Continue	Allocated £10,000 Actual £9,725

Wider opportunities (music) – Various	To improve pupil confidence, memory and performance skills.	Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence	Continue	Allocated £8,000 Actual £7,381
SMSC opportunities (trips/visits) – Various	To broaden the life experiences of PP pupils and provide memorable experiences on which to base writing (improve proportion at ARE in writing).	All PP pupils have attended all school trips and residential trips. Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence Pupils are able to participate fully in school trips and residential trips Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.	Continue to use strategies that have been successful in engaging parents and pupils ensuring no pupil is excluded. Continue giving half price for school trips for all PP children.	Allocated £5,000 Actual £2,724
FAST – Families And Schools Together	To strengthen parent partnership and engagement with school life.	Parents are more engaged in school and make improved relationships with school partners Parents create network support with each other and the parent partners Parents create network support within the local community with the community partners To improve the self-esteem and social skills of both the children and parents	Possibly replace with Passion for Learning Enrichment club – FAST is a staff heavy intervention – due to loss of TA hours.	Allocated £2,000 Actual £1,967

5. Additional detail

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