



Willow Tree Primary School Pupil Premium Strategy Statement Overview 2018-19

1. Summary Information					
School	Willow Tree Primary School				
Academic Year	2018-19	Total PP budget	£274,835	Date of most recent PP Review	September 2018
Total number of pupils	491	Number of pupils eligible for PP and PP+	173 Y1-6 41 EYFS 3 LAC	Date for next Strategy Review	September 2019

2. Barriers to educational achievement	
A	Poor oral language skills
B	Low baseline of attainment on entry to EYFS
C	Inexperienced staff (NQT Y3 & Y5)
D	Safeguarding and emotional barriers to learning
E	Attendance of targeted groups of pupils
F	Social and economic factors including life experiences
G	Low Parental Aspiration
H	Disadvantage, including poverty, working poor and poverty of expectation

Attainment for 2018-2019		
%%	Pupils eligible for PP %	All others nationally
% achieving expected standard in reading, writing and mathematics	70%	64%
% achieving expected standard or above in reading	89%	75%
% achieving expected standard or above in writing	70%	78%
% achieving expected standard or above in mathematics	78%	76%

3. Barriers for Future Attainment (for pupils eligible for PP, including high ability)	
In-school Barriers	
A	Improve poor oral language skills as poor vocabulary hinders both reading and writing and slows reading progress in future years
B	Low baseline of attainment on entry to EYFS. Children's starting points in all areas is significantly below that expected of other children nationally
D	Safeguarding and emotional barriers to learning
External Barriers	
E	Attendance of targeted groups of pupils including PP and PP children with SEN support
F	Social and economic factors including life experiences
G	Low Parental Aspiration
H	Disadvantage, including poverty, working poor and poverty of expectation

4. Desired Outcomes	
Desired outcomes and how they will be measured	Success criteria
Improve oral language skills for pupils eligible for PP in Reception class	Pupils eligible for PP in Reception classes make rapid progress and by the end of the year all pupils eligible for PP meet age related expectation

Low baseline of attainment on entry to EYFS. Children’s starting points in all areas is significantly below that expected of other children nationally	Pupils eligible for Pupil Premium make as much progress as “other pupils, and this impacts positively on the numbers of PP children reaching a good level of development at the end of their Reception year.
Development of self –regulation strategies	Increasing numbers of children eligible for Pupil Premium achieve a good level of development at the end of Reception
Safeguarding and emotional barriers to learning	A reduction in the numbers of children reaching Children Service Thresholds
Attendance of targeted groups of pupils	Reduce the numbers of persistent absentees among pupils eligible for PP to 10% or below (national 8.8%). Overall PP attendance improves from 94.4% to 96% in line with other pupils nationally.
Social and economic factors including life experiences	All children eligible for Pupil Premium have access to a wide range of educational trips and visits and extra-curricular clubs
Low Parental Aspiration	Parents engaged in parent voice activities including questionnaires and curriculum workshops
Disadvantage, including poverty, working poor and poverty of expectation	Increasing numbers of children eligible for Pupil Premium Funding are gaining expected standard in reading, writing and mathematics at the end of Year 6 and are therefore well placed to gain at least five strong passes at GCSE.

5. Plan including actions, expenditure and review dates 2017-18

Desired Outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Termly review
Improved oral language skills in Nursery and Reception.	Introduce NFER WellComm language baseline as a screening tool into Nursery	A language baseline, which will accurately assess the quality of our Early Years setting and predict the development of the children in our Nursery classes.	Termly analysis of attainment and progress data, to ensure all groups are making appropriate progress. AHT lead on intervention at EYFS	Early Years Lead JE	December 2018 February 2019 June 2019

<p>Standards in EYFS remain good. Targeted and adult support to ensure progression.</p>		<p>Children begin school significantly below age related expectations, particularly in language and communication. We know that children with poor language skills at five are much less likely to be strong, fluent readers at eleven. Data shows that KS1 was well below the national figure for reading, writing and mathematics. Additional planned fix it and intervention groups based upon quick identification of children at risk of falling behind and those not making expected progress.</p> <p>Increased ratio of support staff in EYFS (offering increased adult directed support)</p>	<p>Half termly evaluations of progress in Pupil Progress Meetings</p>		
<p>Increasing numbers of children are achieving the phonics check, Readers are engaged with a love for books and learning Relevant and inspiring texts to</p>	<p>Phonic reading books bought to go home matched specifically to the Read, Write Inc.</p>	<p>Children begin school significantly below age related expectations, particularly in language and communication. We know that children with poor language skills at five are much less likely to be strong, fluent readers at eleven.</p>	<p>Phonics tracking and six weekly assessments including the assessment of fluency Increasing numbers of children in receipt of Pupil Premium are achieving the phonics</p>		

support the curriculum					
Total Budgeted Cost £80,000					
E & H The attendance of PP children improves: Attendance for all children continues to show an improving trend over 2017-2018 and the gap between the attendance of children eligible for the Pupil Premium and others continues to diminish	Continue to embed all new procedures relating to attendance including the school policy and procedures relating to children, who are late. Service level Agreement with Educational Welfare to ensure all legal and statutory procedures are followed.	Still an in school gap between pupils eligible for pupil premium funding and other pupils Clear escalation policy and robust systems for tracking individual pupils Reduction in numbers of children late impacting on overall absence Half termly reward system implemented	Clear lines of accountability for staffing. Clear escalation policy with parents having a clear understanding of school procedure. Report to governing body regarding attendance Analysis of half termly data	Deputy Headteacher & Parent Support Officer & Office Support	Half termly review with EWO and all staff
Total Budgeted Cost £25,000					
F. G. & H: Increase the emotional resilience of target children	Place 2 Be Nurture Group & Green Room Interventions for Identified children Pastoral support and therapeutic group work lead by the Learning Mentor	Success in 2018 & 2019 We know that character or emotional resilience and the essential skills and behaviours are increasingly important and are thought to underpin success in school. The EEF toolkit suggests that character related interventions can be effective for improving attainment especially when linked to learning outcomes.	Termly tracking and half termly pupil progress meetings outcomes for children receiving one to one counselling and / or therapeutic interventions. Monitoring of lessons and progress in books. Monitor number of self-referrals to Place2Talk. Audit of behaviour logs on CPoms	HT SENDco Place 2 be Project Manager	3 December 2018 28 March 2019 6 July 2019
Total Budgeted Cost £40,000					

<p>A,B,F,G & H To accelerate the progress of identified SEN and pupil premium target group through small group interventions including nurture and PIXL including the implementation of PIXL strategies in Key Stage 1.</p>	<p>Children enter school significantly below age related expectations, particularly in language and communication.</p> <p>Many of the identified children have gaps in learning which need addressing.</p> <p>Identified pupils will work with an experienced teacher in addition to standard lessons</p>	<p>Evidence shows that children benefit from being taught in a rich literacy environment, which should involve a range of strategies. We will be specifically focussing on language comprehension interventions and the development of talk in English.</p> <p>A Talk Team will be established across school to promote good practice and model and promote high quality talk across school to create a culture of high quality talk across school.</p> <p>For Mathematics, all children will be involved in maths mastery projects following Singapore methodology, intervention and catch up will focus on the pre teaching of fewer topics in more depth to support the learners understanding of maths.</p> <p>We will also be introducing two individualised software programs: IDL, which has proved highly effective for improving reading and spelling for children.</p>	<p>Termly tracking and half termly pupil progress meetings outcomes for identified children</p> <p>IDL baseline and unit assessments measure progress for individual children</p>	<p>Headteacher Deputy Headteacher and Special Educational Need and Disabilities Coordinator</p>	<p>3 December 2018 28 March 2019 July 2019</p>
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		IDL maths for improving the fluency skills in number for our children. Implementation of Philosophy for Children across School to develop critical thinking skills and challenge more able children in receipt of Pupil Premium.			
Total Budgeted Cost £100,000					
A. F. G. & H. Subsidy of trips or enhancement projects (offering experiences that may otherwise be lacking)	All pupils have the opportunity to attend school trips which enhance curriculum projects.	The focus is on universal programmes which seek to improve engagement in learning for children all children.	Monitoring of attendance of groups Group data : disadvantaged pupils v others in school	Headteacher	3 December 2018 28 March 2019 6 July 2019
Total Budgeted Cost £14, 000					
H, Disadvantage, including poverty, working poor and poverty of expectation.	Keeping expectations high across school, providing school uniform / P.E kits and other items for families in need or experiencing crisis	All children knowing and understanding that they play an important part in school.	Based upon need. Monitoring of spend	Children and Families Officer & School Business Manager	
Total Budgeted Cost £4,000					
E Attendance of targeted groups of pupils including PP and PP children with SEN support	Walking bus routes to collect identified children. Staffing for Walking Bus.	Non-Attendance is impacting on children's learning in school. Therefore, by getting children to school on a walking bus we eliminate this problem.	Half termly review, via regular attendance monitoring	Learning Mentor	Reviewed termly and following attendance panels
Total Budgeted Cost £3000					

G Low parental aspiration	Parental interventions including Family Art Club, Classroom workshops	Positive feedback from parents. Increased attendance at workshops of parents	Monitoring of attendance by parents Feedback following workshops	Children and Families Officer	Reviewed following the event to gain feedback for future planning
Total Budgeted Cost £4000					
D Safeguarding and emotional barriers to learning	Life Centre Breakfast Nurture Club	Success in raising attendance for identified group & emotional health including readiness for school	Regular review of children attending. Annual written report of impact	Children and Families Officer	Termly tracking of target groups Attendance Pupil progress meetings
Total Budgeted Cost £2500					