

Willowbrook School Pupil Premium Strategy 2018

1. Summary information					
School	Willowbrook School				
Academic Year	2017/18	Total PP budget	£188,037	Date of most recent PP Review	Internal review at least termly
Total number of pupils	410	Number of pupils eligible for PP	123 (35%)	Date for next external review of this strategy	22/3/18

2. Attainment – 2017 Key Stage 2 National Tests (year 6) , cohort of 40 children			
	<i>Pupils eligible for PP (your school year 6 2017)</i>	<i>All Pupils in year 6 (national average)</i>	<i>Current data for PP 2018 (your school Yr 6)</i>
% Achieving at least expected standard in reading, writing and maths	14%	61%	41%
% Achieving at least expected standard in reading	41%	71%	53%
% Achieving at least expected standard in writing	50%	76%	41%
% Achieving at least expected standard in maths	23%	75%	53%
Scaled progress score in writing	-1.86	0	
Scaled progress score in reading	-4.27	0	
Scaled progress score in maths	-7.55	0	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
These barriers to learning have been identified after discussions with staff and children, looking at what helps and hinders learning for groups and individuals.	
In-school barriers	
A.	- Additional needs including SEN, EAL, in Care and young carers
B.	- Significant social and emotional needs
C.	- Parental engagement

D.	- Attendance for disadvantaged pupils
External barriers	
E.	- Pupil mobility
F.	

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	- Pupils make accelerated progress so that gaps are closing from starting points - at least 50 % of this group makes accelerated progress	Within school data shows gaps diminishing
B.	- Improved behaviour supports progress towards challenging targets – all pupils in this group demonstrate improvements in behaviour	Within school data shows gaps diminishing Reduction in fixed-term exclusions Behaviour monitoring shows improving behaviour Pupil books show increasing level of engagement with learning
C.	- There is evidence of more engagement from hard to reach parents – all hard to reach parents have been identified and increased home school contact is evident	There is evidence of parents attending meetings Pupil's books show evidence of response to agreed next steps
D.	- Attendance is in line with non-disadvantaged	Analysis of attendance data shows improving attendance for this group
E.	- Children who join school in-year make good progress from on-entry assessment data	Assessment on-entry identifies starting point and next steps in learning Pupil's books show teacher using accurate assessment information to drive good progress

5. Planned expenditure					
Academic year	2017/18				
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 / Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A: Pupils with additional needs make accelerated progress so that gaps are closing from starting points - at least 50 % of this group makes accelerated progress	All pupils in this group are clearly identified so that: <ul style="list-style-type: none"> All staff know who these pupils are and agreed strategies are followed Appraisal process holds staff accountable for implementing agreed strategies Progress data clearly identifies progress for this group compared with disadvantaged pupils with no additional needs and non disadvantaged with additional needs 	Within school and end of key stage data shows this group to be the one that makes least progress and attainment is lowest	Analysis of the data Appraisal process In-school monitoring focuses on these pupils in: <ul style="list-style-type: none"> Work scrutinies Data analysis Learning walks Teaching observations Pupil progress meetings Pupil voice 	Disadvantaged pupil champion	Every term as in Disadvantaged monitoring calendar		
	Provision maps identify intervention and targeted support for this group		Termly reviews of provision maps identify progress by the teachers SENDCo - overview and meeting with teachers to review, evaluate and plan next steps			SENDCo	Every term
	Speech and language support for early years £15,000 Additional staff in EYFS to close gaps early £36,000		Progress data monitored each term			Head of lower phase	Half termly
B Improved behaviour supports progress towards challenging targets – all pupils in this group demonstrate improvements in behaviour	All pupils in this group are clearly identified so that: <ul style="list-style-type: none"> All staff know who these pupils are and agreed strategies are followed Appraisal process holds staff accountable for implementing agreed strategies Progress data clearly identifies progress for this group compared 	Within school and end of key stage data shows this group to be the one that makes least progress and attainment is lowest	Analysis of the data Appraisal process In-school monitoring focusses on these pupils in: <ul style="list-style-type: none"> Work scrutinies Data analysis Learning walks 	Disadvantaged pupil champion	Every term		

	A specialist TA is fully trained in ELSA and provides support for pupils in this group £16,000		Behaviour monitoring shows improving behaviour Pupil books show increasing level of engagement with learning ELSA scores improve Lesson observation show improving levels of engagement Behaviour care plans evidence improvement Case study evidence	Disadvantaged pupil champion	Every term
	The learning hub provides specialist support to meet the needs of the pupils in this group £69,000		Improvement progress data Reduction in fixed term exclusions	Disadvantaged pupil champion	Every term
	Increased provision in classrooms so that staff providing intervention are also supporting identified pupils in class £25,000		Provision maps identify where staff are deployed Progress in interventions supports in class progress TA appraisals		Every term
	Provision map identifies the key links between intervention and quality first teaching		Pupil books show increasing level of engagement with learning Pupil progress meetings for identified pupils evidence good progress as a result of links between interventions and quality first teaching Termly monitoring of provision maps by SENDCo including meeting with class teachers	SENDCo	Every term
C. There is evidence of more engagement from hard to reach parents – all hard to reach parents have been identified and increased home school contact is evident	Clear identification of which pupils would benefit from improved home support so that: <ul style="list-style-type: none"> Teachers know which parents they need to meet regularly with Meeting are held at least half termly The key next step will be recorded in the childs book (appropriate to target) 	Within school and end of key stage data shows this group to be the one that makes least progress and attainment	Staff meeting to set up the process and consider what appropriate targets might be to set. Monitoring of specific books to evaluate the impact of meetings on pupil progress	Disadvantaged pupil champion	Every term

<p>D. Attendance is in line with non-disadvantaged</p>	<p>Education Support Teacher (EST) has dedicated time to meet and greet parents every morning where lateness is an issue</p> <p>EST phones home where pupils are not in school by 9.15</p> <p>Half termly meeting with EWO to review the vulnerable families with low attendance £5,000</p>	<p>Attendance data analysis shows attendance for disadvantaged is lower than that for non-disadvantaged.</p>	<p>Termly monitoring of attendance data for all groups of pupils by governors</p> <p>EST meets senior leaders monthly including with practice manager from social care to discuss key concerns and strategies for improvement</p> <p>Key issue in School Improvement Plan</p>		<p>Every half term</p>
	<p>EST leads on engaging partner agency support where attendance is an issue – family support worker engages with family as identified in the meeting £5,000</p>				<p>termly</p>
<p>E. Children who join school in-year make good progress from on-entry assessment data</p>	<p>System to implement formal assessment procedures is designed and implemented.</p> <p>Teachers identify key next steps in learning following on-entry assessment</p> <p>Systems to promote transfer of information from previous setting as quickly as possible</p> <p>Relevant information is shared appropriately £10,000</p>	<p>Increase in mobility in pupil population</p>	<p>Specific monitoring of books to ensure that teachers are using accurate assessment information to support good progress</p> <p>Following monitoring meetings with teachers where progress is too slow</p>	<p>Disadvantaged pupil champion</p>	<p>Every half term</p>
Total budgeted cost					<p>£181,000</p>

ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identified pupils have opportunities to engage in all aspects of school life	Support costs of residential and educational visits £10,000		High level of uptake from disadvantaged pupils (monitored)	Disadvantaged pupil champion	Every term
Pupils have a broad range of life experiences and are exposed to cultural events that they might not otherwise access	Theatre workshops and visits Dance and drama workshops Work with Devon Wildlife trust on wildlife reserves £6,000	Limited experiences and opportunities for some disadvantaged pupils, particularly young carers	Feedback from pupils Increase in positive attitudes to school Case study evidence	Disadvantaged pupil champion	Every term
Total budgeted cost					£ 16,000