



## Pupil premium strategy – Willowbrook School

1. Summary information					
<b>School</b>	Willowbrook School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget (Financial year 2020-2021)</b>	£147,880	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	351	<b>Number of pupils eligible for PP</b>	103	<b>Date for next internal review of this strategy</b>	January 2021 (Feb 2021 for external)

2. Attainment and progress - Year 6 SATs results May 2019 (17 children)			
		<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving the expected standard in reading, writing and maths combined</b>		41%	71%
<b>Reading</b>	<b>% achieving the expected standard in reading</b>	71%	78%
	<b>Average scaled score in reading</b>	103	105
	<b>Progress measure</b>	-0.34	0.32
<b>Writing</b>	<b>% achieving the expected standard in writing</b>	53%	83%
	<b>Progress measure</b>	-4.93	0.27
<b>Maths</b>	<b>% achieving the expected standard in maths</b>	76%	84%
	<b>Average scaled score in maths</b>	105	106
	<b>Progress measure</b>	0.46	0.37

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A</b>	Narrow vocabulary, poor oracy/S&L difficulties and poor specific writing difficulties (including SEND).	
<b>B</b>	Poor phonological awareness and reading fluency.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C</b>	Poor general knowledge / limited life experiences	
<b>D</b>	Poor self-esteem and emotional literacy (including SEND).	
<b>4. Desired outcomes</b>		
	<b><i>Desired outcomes</i></b>	<b><i>How the outcomes will be measured</i></b>
<b>A</b>	<p>Children know, understand and use a wide range of words across the curriculum.</p> <p>Children speak with good prosody in accurate and effective sentences.</p> <p>Children write accurate and effective sentences.</p> <p>Children compose accurately demarcated sentences in their work, across the curriculum subjects.</p> <p>Raise attainment in writing.</p> <p>Accelerate progress in writing across KS2.</p>	<p>Children can talk articulately about the curriculum, using subject-specific vocabulary. They apply subject-specific vocabulary in their written work.</p> <p>Lesson drop-ins, comments from visitors, feedback from staff.</p> <p>Work scrutiny.</p> <p>Work scrutiny of English books, and wider curriculum areas.</p> <p>Comparative judgment method of assessing writing will enable us to compare PP performance with PP children in the large national sample.</p> <p>Children keep up with the expectations of the English curriculum. Triangulation of observation, conversations about work in children's books and assessment results.</p>
<b>B</b>	<p>All children can decode the initial and extended code.</p> <p>All children are fluent readers.</p> <p>Children know, understand and use a wide range of words across the curriculum.</p> <p>All children have a wide and increasingly deep general knowledge.</p> <p>Raise attainment in reading.</p> <p>Accelerate progress in reading across key stage 2.</p>	<p>Phonics assessments.</p> <p>Reading fluency assessments in KS2.</p> <p>Children keep up with the demands of the curriculum as shown in their books and subject assessments.</p> <p>Standardised scores in reading assessments.</p> <p>Triangulation of observation, conversations about work in children's books and assessment results.</p> <p>Regular conversations with staff and children.</p>

<b>C</b>	<p>All children have a wide and increasingly deep general knowledge.</p> <p>Children know, understand and use a wide range of words across the curriculum.</p> <p>Some of the most vulnerable PP children have the opportunity to learn a musical instrument.</p> <p>Children have positive experiences within the school environment and outside of school through trips, clubs or additional online educational 'visits'.</p>	<p>Children keep up with the demands of the curriculum as shown in their books and subject assessments.</p> <p>All children in receipt of pupil premium funding attend all school trips.</p> <p>List of all PP children accessing music lessons – with pre- and post-lesson surveys as well as attainment data and behaviour records.</p> <p>Triangulation of observation, conversations about work in children's books and assessment results.</p> <p>Regular conversations with staff and children.</p>
<b>D</b>	<p>Children have positive attitudes towards learning and school.</p> <p>Children regularly exhibit school values.</p> <p>Reduction of number of PP children receiving FTEs. Greater number of PP children accessing emotional support/mentoring within the school</p> <p>Reduced incidents of negative behaviour.</p> <p>Children have the emotional literacy to express difficult emotions.</p> <p>Disadvantaged children achieve well across the curriculum – with particular improvements in Writing.</p>	<p>Pupil surveys and feedback in pupil curriculum conversations</p> <p>Feedback from staff about behaviour and attitudes. Lesson observations.</p> <p>Exclusion records. SENDCO records of mentoring/emotional support programmes.</p> <p>CPOMS records.</p> <p>Feedback from staff and children about PSHE curriculum.</p> <p>Attainment gap closes over time. Progress scores at KS2 for Writing to be above 0. Comparative judgement data demonstrates that PP children at Willowbrook are attaining well compared with the national sample.</p>

#### 4. Planned expenditure

<b>Academic year</b>	<b>2020-21</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome and cost</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>A, B, C</p> <p>£24,176 – 20% of two PT</p>	Two Assistant Headteachers (equivalent 1.2 AHT) to lead on improvements to teaching and	Recommendation 2 from the 'EEF Implementation Guidance Report' emphasises	Rigorous monitoring and evaluation of effectiveness of curriculum design will inform	CB & BT (AHTs)	Half-termly SIP review meetings

<p>AHT's salaries</p>	<p>curriculum design. This role will also enable the implementation of an incremental coaching programme focused on improving the quality of teaching in the school.</p>	<p>the importance of creating good leadership environments when implementing change in schools.</p> <p>PP children need high-quality teaching. For this to happen, leaders of all levels need to implement strategic changes effectively in a way that leads to teaching improving. The AHT role gives the school additional capacity to make such changes.</p>	<p>training cycle and targeted support.</p> <p>AHTs to use the EEF's schools implementation guidance.</p>		<p>DHT and AHT leading on curriculum meet weekly</p>
<p>A, C, D</p> <p>£445</p>	<p>'Teaching Walkthrus' CPD package (Tom Sherrington and Oliver Caviglioli). Evidence-informed teaching approaches to be explored in CPD sessions with staff, as well as being used to support an incremental coaching cycle.</p>	<p>The Walkthrus draw upon a range of evidence-informed practices supported by the EEF toolkit:</p> <p>Feedback (+8months potential impact)</p> <p>Metacognition and self-regulation (+7months potential impact)</p> <p>Mastery Learning (+5months potential impact)</p> <p>Behaviour interventions (+3months potential impact)</p> <p>The Ambition Institute has produced 12-page summary report about effective Incremental Coaching.</p>	<p>AHTs and Deputy Head to work closely together to plan an effective programme of CPD for all teachers.</p> <p>Senior leaders to use the Ambition Institute: 12-page summary report as a guide for implementation of incremental coaching strategies.</p>	<p>Deputy Headteacher</p>	<p>Half-termly SIP review meetings</p>
<p>A, C, D</p> <p>£726 for a full day of AHT+DHT time preparing and leading training</p>	<p>Deputy Headteacher and Assistant Heads to provide high-quality training for middle leaders who play a vital role in supporting with teachers' planning and ensuring high standards.</p>	<p>Recommendations 2, 4 and 5 from 'EEF Implementation Guidance Report' all emphasise the importance in leadership in raising standards. These recommendations also emphasise the importance of a clear strategic plan with</p>	<p>One AHT will deliver half-termly 'train the trainer' English inputs with new English leads, using evidence-informed approaches to target areas of weakness identified in pupils' writing in the school.</p> <p>DHT will deliver half-termly</p>	<p>Deputy Headteacher and Assistant Heads</p>	<p>Half-termly SIP review meetings</p>

		adequate resources allocated to the implementation process. The high-quality training of middle leaders is about ensuring the support that our staff receive is of the highest standard.	train the trainer' Maths input with new Maths leads, using evidence-informed approaches (NCETM) to support pupils' mathematical reasoning and oracy in this subject.		
A, C, D £311 (1 additional AHT day for TA training preparation/delivery)	Regular TA training led by an AHT (funding for one day of time – preparation/delivery)	EEF: Teaching Assistants  The evidence is clear that the effectiveness of TAs in helping to improve standards is highly varied, and depends heavily on the expertise and deployment of these staff. Our training sessions ensure TAs are well-trained and able to support learning effectively.	The content of training for Teaching Assistants will stem from the Walkthrus training for teachers, ensuring a consistent vision and message is being shared. SLT will work closely together to design these sessions to target areas of priority identified when monitoring/observing.	SLT	Monthly review with AHTs/Deputy Head to look at impact of training based on evidence from drop-ins to classes.
<b>Total budgeted cost</b>					£25,658
<b>ii. Targeted support</b>					
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, B, D £6,798 - 50% of TA salary allocated	SEN support TA (qualified teacher) to provide targeted support to specific PP pupils to enable them to access whole-class provision.	EEF: Small group tuition (+4months potential impact) When given intense support within the classroom, this enables SEND/PP learners to access mainstream provision.	SEN support TA allocated based on highest areas of need. The vast majority of SEN pupils being supported are also on the PP register.	SENDCO	Half-termly SEN meetings
A, B, C, D £72,835 - 100% of learning hub teacher's salary + 50% of x2 TA salaries	Learning Hub – inclusive provision which supports vulnerable PP pupils who require bespoke teaching and/or SEMH support to access school successfully. Without this access to the Learning Hub, these pupils would not access mainstream provision successfully. QFT	The Learning Hub enables children to access appropriate learning content in a way that is more manageable. The approaches of the Learning Hub are underpinned by various EEF evidence bases:  Behaviour interventions (+3months potential impact)	The effective running of the Learning Hub is overseen by our SENDCO who regularly evaluates its effectiveness.  SENDCO works closely with the teacher leading the Learning Hub to ensure provision is of a high standard.	SENDCO	Half-termly SEN meetings with Hub Teacher

	strategies are exhausted before children access the Hub.	Social and emotional learning (+4 months potential impact)  Metacognition and self-regulation (+7months potential impact)	Expert advice is regularly sought from LEA advisors to ensure the provision is of the highest standard possible.		
A, D  £22,524 – 100% of Nursery TA	Targeted speech and language support in Nursery (early intervention)	EEF: Oral Language interventions (+5months potential impact)  EEF: Communication and Language approaches (+6months potential impact)	Speech and Language Link Assessments completed. Children with gaps are identified and targeted provision is put in place for them. Reviewed continuously.  Referrals to S&L Team are also made where necessary.	SENDCO	Half-termly SEN meetings
A, D  £17,364 – 100% of Reception TA	Targeted speech and language support in Reception (early intervention)	EEF: Oral Language interventions (+5months potential impact)  EEF: Communication and Language approaches (+6months potential impact)	Speech and Language Link Assessments completed. Children with gaps are identified and targeted provision is put in place for them. Reviewed continuously.  Referrals to S&L Team are also made where necessary.	SENDCO	Half-termly SEN meetings
<b>Total budgeted cost</b>					£119,521
<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>
A, B, C  £1,305 (1/3 of subscription cost)	Accelerated Reader subscription. Part of a wider strategy to improve reading fluency and pupil-engagement with reading.	There is strong evidence for the effectiveness of tools that support engagement with Reading, and that enable children to regularly apply comprehension skills.  EEF: Reading comprehension strategies (+6months potential impact)	The implementation of AR is overseen by an Assistant Head (experienced English Lead) who also directs the school librarians who regularly monitor the AR assessment information.  Librarians share findings of data analysis with AHT and this informs priorities/actions	AHT	Weekly meetings between AHT and librarians. Librarian shares weekly data with all relevant parties. Team leaders and upper school English lead also regularly analyse data.

		EEF: Accelerated Reader project (FSM: +5months potential progress)	moving forward.		
D £1,396	Peripatetic music lessons for some of the most vulnerable PP students	EEF: Arts participation (+2months potential impact)  Research demonstrates arts participation can be very effective at re-engaging older pupils, which is partly how this funding is used. Research also indicated that the improvements seen in Arts participation are most pronounced in younger children, which is where the majority of this money is spent.	<b>Selecting pupils</b> <i>Vulnerable older pupils:</i> Work with KS2 teachers to identify PP children who will most benefit from something to help them re-engage in school life. <i>Younger pupils:</i> Work with KS1 staff to identify PP children with limited life experiences/poor self-esteem.  <b>Strategy:</b> Work with Music Lead to pair selected children with the most appropriate teachers who can build a trusting relationship. Regularly talk to children about their experiences and evaluate the impact of the experience through before/after surveys.	DHT	Half-termly meets with children
<b>Total budgeted cost</b>					£2701