



Pupil premium strategy (for disadvantaged pupils) statement

| 1. Summary information | | | | | |
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| School | Willowbrook Primary Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £221,760 | Date of most recent PP Review | October 2016 |
| Total number of pupils (including nursery) | 466 | Number of disadvantaged pupils | 171 | Date for next internal review of this strategy | Dec 2017 |

| 2. Current attainment (KS2 Summer 2017) | | |
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| | <i>Disadvantaged pupils (your school)</i> | <i>Pupils not eligible for PP (national non-disadvantaged percentage)</i> |
| % achieving 'Age Related Expectation' and 'Greater depth' in reading, writing and maths | 65.4% | 67.3% |
| Progress score in reading | +0.3 | +0.3 |
| Progress score in writing | +1.6 | +0.2 |
| Progress score in maths | +0.5 | +0.3 |

| 3. Barriers to future attainment (for disadvantaged pupils including high ability) | |
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| In-school barriers | |
| A. | Baseline data in Reception shows that language and vocabulary assessments are lower for disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years. |

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| B. | White British boys in receipt of Pupil Premium are making less progress than others (this reduces attainment) |
| C. | Learning behaviours and high ambition are need further development in order to promote high aspirations for disadvantaged pupils. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C | Families of disadvantaged pupils are sometimes unable to afford/access the additional enriching opportunities and experiences offered by the school (residential and day trips) or other agencies. |
| D | Engagement with parents/carers and equipping them to support their child's learning at home remains a challenge. |
| E | Lateness of disadvantaged pupils is high compared to other. |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Higher rates of progress across KS2 for disadvantaged pupils so that it is inline, or rapidly improving towards, 'others'. | Disadvantaged pupils make at least as much progress as 'other' across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments. |
| B. | Improve oral language skills for disadvantaged pupils in Reception class and key stage 1 | Disadvantaged pupils in Reception class make rapid progress by the end of the year so that all disadvantaged children are in line with others. |
| C. | Increased attendance rates and reduced lateness for disadvantaged pupils. | Reduce the number of persistent absentees among disadvantaged pupils to 8% or below. Overall PP attendance is increasing towards 96% in line with 'other' pupils. |
| D. | Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents evenings. | Increase attendance at parents evenings and workshops. Learning supported will at home. |

5.Planned expenditure 2017/18

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

| 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? |
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| <p>A. Higher rates of progress across KS2 for disadvantaged pupils so that it is inline, or rapidly improving towards, 'others'.</p> <p>Although progress was high, KS2 attainment indicates a gap between disadvantaged and others for expected standard</p> | Implementation of Reading Pro | Evidence of improved reading engagement with boys, including disadvantaged. | Literacy leader and dedicated time for organisation. Reading Pro assemblies | Sarah Hughes | Summer 2018 |
| | ICT equipment, support and development | Motivational equipment for children. Disadvantaged/other children who may have writing/presentational difficulties find using the equipment helpful. Research and other uses broaden children's experiences and vocabulary (EYFS) and our ability to deliver the new computing curriculum. | IT Technician. Computing Lead. | Grahame Smith | Ongoing |
| | Focus on 'Growth Mindset' and development of character through Route to Resilience project | Staff development, and child understanding of aspiration and possibilities to improve. It will increase children's engagement and performance. Teacher skill, strategies and language as above. | Data analysis. Performance management schedule. CPD day, R2R project | Marie Collins | Ongoing Summer 2018 |
| | Enrichment activities related to topics for all children at least once a term. | Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their responses (to writing) for example. Trips and visits and curriculum based days go some way to redressing the limited experiences and world view that some children have. Trips are free for disadvantaged Children. | EVC monitors trips and visits for quality. Curriculum Lead monitors planning. G and T leader | Daniel Brown Leanne Nelson Danielle Fasulo | Ongoing Summer 2018 |

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| | Year 6 teambuilding residential free to all Year 6 pupils | Engendering a sense of community in Year 6 and development of good relationships with staff will provide a sound basis for working towards the goal of end of Key stage assessments. | EVC monitors trips and visits for quality. Curriculum Lead monitors planning. | Leanne Nelson Hannah Sharpe | October 2017 (after residential visit) then Summer 2018 |
| | Year 6 smaller classes and split groups | Better rates of progress more achievable in smaller groups, children get more focussed, well matched next steps. | Experienced Year 6 staff leading revision programme. | Marie Collins | Summer 2018 |
| Increased attendance | Enrichment teachers for French/Dance/Ukulele Enrichment activities related to topics for all children at least once a term. | Children have opportunities to develop talents and abilities across the curriculum. Enrichment provides an incentive for children to attend. | The teachers employed are specialists. Communication and planning is joint. There is a SLT lead for Curriculum and Enrichment (DB) | Gilly Pordham Daniel Brown Rose Rees | Summer 2018 |
| | Swimming sessions and enhanced Morning motivation | Taught at a local pool by qualified instructors, this also provides an opportunity for incentivising attendance and physical development. | Monitored by PE Coordinator. | Rose Rees | Summer 2018 |
| | Termly 'Attendance Incentive Trip' to reward those with 100% attendance. | Attendance is key to progress. | Attendance Lead is Assistant Head reporting to SLT. Regular monitoring of attendance undertaken. | Gilly Pordham | Summer 2018 |
| Total budgeted cost | | | | | 124,400 |

| ii. Targeted support | | | | | |
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| 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? |
| Improved oral language skills in Reception | Intervention TA | Small group work and speaking and listening approaches will develop individual competencies, also closer attention to skill level and feedback to staff will support children in more open classroom situations. | Phase Leader monitors and develops the planning/provision. | Bethany Ronchetti | Summer 2018 |
| Higher rates of progress for WB boys disadvantaged | 'Removing Barriers to Learning team' | Children's learning is not disrupted by small number of high profile behaviours. Early intervention prevents escalation of issues and behaviours. Alternative provision spaces provide respite for challenging children. | TAC meetings ensuring appropriate identification and intervention. | Rb2L team | Summer 2018 |
| | School improvement plan to focus on specific groups | Scrutiny of performance of individual children in these categories will ensure that no child falls behind. | SLT members will be monitoring the performance of: <ul style="list-style-type: none"> Disadvantaged children White British children Boys Challenge partners review. Performance management cycle- also learning walks/book scrutiny/data. Pupil premium champion appointed | Marie Collins and SLT (Jenny Slinger Jan 18) | Summer 2018 |
| | Reading Recovery teacher | Highly trained staff deliver effective interventions enabling children to catch up. | Reading Lead will monitor | Sarah Hughes Celia Moore | Summer 2018 |
| | Enrichment activities related to subjects and for specific groups | Children are rewarded for their performance in school, given additional challenge, higher order thinking skills, experiences that enable them to apply learning in enrichment activities to school situations. | Subject leaders have responsibility to make trips and activities focussed and appropriate. | Subject leaders | Summer 2018 |

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| Increased attendance of disadvantaged children | Family support worker 'Removing Barriers to learning team' | Family Support worker signposts help and support for children with difficulties at home or in accessing support services. | Attendance Lead and Inclusion Lead monitor. | Lindsay Cottis Gavin Hart Gilly Pordham | Termly Summer 2018 |
| Total budgeted cost | | | | | £65,164 |
| iii. 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? |
| Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents evenings. | Thorough research gaining parent views. Establish PTA Family support worker to work with families who do not feel comfortable coming in to school Website videos Community events | Increased engagement and involvement of parents will improve community cohesion and empower parents to support their children's learning better. | Family support worker proactive in reaching out to parents. Appointed community leader Staff involved in PTA-meetings during school day PTA budget allocated | Bethany Ronchetti Leanne Nelson Lindsay Cottis | Termly |
| Total budgeted cost | | | | | £32, 196 |
| TOTAL BUDGETED COST FOR HEADINGS | | | | | £221, 760 |

6. Review of expenditure 2016-17

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | | <ul style="list-style-type: none"> • Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate • Lessons learned |
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| Higher rates of progress across Key Stage 2 | Implementation of IRIS | <p>Focussed staff development: Teachers' skills, strategies and language will be developed through a coaching system (research shows that coaching is one of the most effective forms of training and development).</p> | <p>Evidence of improved teaching and learning and improved professional dialogue between staff.</p> <p>Coaching model to continue following appointment of VP, although not necessarily through IRIS. VP to devise comprehensive coaching programme, of which IRIS is a part.</p> |
| | ICT equipment, support and development | <p>Motivational equipment for children. Disadvantaged/other children who may have writing/presentational difficulties find using the equipment helpful. Research and other uses broaden children's experiences and vocabulary (EYFS) and our ability to deliver the new computing curriculum.</p> | <p>Engagement of all boys, PP and others, much improved. Lesson observations show higher boy engagement.</p> <p>The gap in computing skill level between those with IT at home and those without is smaller now that all pupils have access.</p> <p>Teachers planning shows regular and varied use of IT.</p> <p>Further opportunities for IT to be used in EYFS. New computing group across the Trust to develop further ideas and improvements to curriculum.</p> |
| | Focus on 'Growth Mindset' | <p>Staff development, and child understanding of aspiration and possibilities to improve. It will increase children's engagement and performance. Teacher skill, strategies and language as above.</p> | <p>Growth mindset language consistently heard across the school from all teachers and children. A 'con do' mindset is establishing for ALL pupils.</p> <p>Next challenge to keep this live and current. Route to Resilience project to further develop character building-target y5 PPM children.</p> |
| | Enrichment activities related to topics for all children at least once a term. | <p>Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their responses (to writing) for example.</p> <p>Trips and visits and curriculum based days go some way to redressing the limited experiences and world view that some children have.</p> <p>Trips are free for disadvantaged Children.</p> | <p>ALL pupils have been able to access a trips. These have ran in all year groups and at least once a term. Curriculum enriched, engagement high.</p> <p>Continue the trip offer-curriculum leader to ensure balance across the year and fairness is opportunities for all.</p> |

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| | Year 6 teambuilding residential free to all Year 6 pupils | Engendering a sense of community in Year 6 and development of good relationships with staff will provide a sound basis for working towards the goal of end of Key stage assessments. | Free residential at the start of the year established outstanding relationships and teamwork. Growth mindset and 'can do' approach was a theme that ran throughout the year, with references to individual performances and behaviours right until the end of the year. Continue trip funding for all. |
| | Year 5 and Year 6 smaller classes and split groups | Better rates of progress more achievable in smaller groups, children get more focussed, well matched next steps. | Accelerated progress in both year 5 and year 6. Continue year 6 in three groups and consider doing the same to meet needs in other PPM heavy year groups. |
| Increased attendance | Enrichment teachers for French/Dance. Enrichment activities related to topics for all children at least once a term. | Children have opportunities to develop talents and abilities across the curriculum. Enrichment provides an incentive for children to attend. | Talent spotting and developing exists for ALL pupils. Opportunities are provided in sport, dance, music that wouldn't always be accessible out of school for some children. Many children have performed on stage, competed regionally and nationally in sporting events and have been motivated and engaged by such opportunities. Commitment to continue this. |
| | Swimming sessions. | Taught at a local pool by qualified instructors, this also provides an opportunity for incentivising attendance and physical development. | All children given the best opportunities to learn to swim. No child excluded from this. Commitment to continue this. |
| | Termly 'Attendance Incentive Trip' to reward those with 100% attendance. | Attendance is key to progress. | Attendance was broadly in line with national average. PPM was broadly in line with national average. Slightly amend incentive in response to parent feedback. |
| | | | Total budgeted cost 162,400 |

| iv. Targeted support | | |
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| Desired outcome | Chosen action/approach | <ul style="list-style-type: none"> Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Lessons learned |
| A. Improved oral language skills in Reception | Intervention TA | <p>Small group work and speaking and listening approaches will develop individual competencies, also closer attention to skill level and feedback to staff will support children in more open classroom situations.</p> <p>Children continue in to nursery and/or Reception with a very low baseline, in particular for CLL. Intervention TA has worked effectively with small groups on developing CLL> Good Level of Development was in line with national at the end of the year.</p> <p>Commitment to continue.</p> |

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| Higher rates of progress for WB boys disadvantaged | 'Removing Barriers to Learning team' | Children's learning is not disrupted by small number of high profile behaviours. Early intervention prevents escalation of issues and behaviours. Alternative provision spaces provide respite for challenging children. | Removing Barriers to learning team has reduced exclusions and minimised impact on teaching and learning. The development of the RB2L base has worked effectively to set up a space for children work well with highly skilled teachers and mentors. A clear 'offer' exists and is in the staff handbook and on the website. Commitment to continue. |
| | School improvement plan to focus on specific groups | Scrutiny of performance of individual children in these categories will ensure that no child falls behind. | Regular and detailed pupil progress meetings have ensure that the progress of ALL children is closely monitored. No child went unnoticed or slipped behind without swift intervention. Higher focus next year on scrutiny of disadvantaged children's books and compare to others. Ensure that all teachers know this group in their class. |
| | Reading Recovery teacher | Highly trained staff deliver effective interventions enabling children to catch up. | Progress of this group of children was outstanding in reading. See RR data report. |
| | Enrichment activities related to subjects and for specific groups | Children are rewarded for their performance in school, given additional challenge, higher order thinking skills, experiences that enable them to apply learning in enrichment activities to school situations. | The stretch and challenge leader co-ordinated additional experiences for all children well. The stretch and challenge group was established across the group with introduced 'Mr Stretch' for all children across the school and Trust. Closer monitoring of higher ability disadvantaged pupils. |
| Increased attendance of disadvantaged children | Family support worker 'Removing Barriers to learning team' | Family Support worker signposts help and support for children with difficulties at home or in accessing support services. | Family Support Worker has effectively targeted specific families and had success with lateness and attendance. Commitment to continue. Show case studies. Analyse data of attendance of groups when this becomes available. |
| | | | Total budgeted cost 99,100 |
| v. Other approaches | | | |
| Desired outcome | Chosen action/approach | | <ul style="list-style-type: none"> • Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. • Lessons learned |
| Increased attendance rates | First day response by office. | Monitoring known pupils and following up quickly on absences stresses the importance of being at school to parents and children themselves | Office staff have helped to establish and ethos that lateness is not acceptable. Commitment to continue. |

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| | Total budgeted cost | 1,000 |
| | TOTAL COST | £262, 500 |