

## Pupil premium strategy (for disadvantaged pupils) statement

### Planned spending for 2018-19 and review of 2017-18

1. Summary information					
<b>School</b>	Willowbrook Primary Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£221,760	<b>Date of most recent PP Review</b>	October 2016??
<b>Total number of pupils (including nursery)</b>	466	<b>Number of disadvantaged pupils</b>	171	<b>Date for next internal review of this strategy</b>	Need to plan this

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

3. Barriers to future attainment (for disadvantaged pupils including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	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.
<b>B.</b>	White British boys in receipt of Pupil Premium are making less progress than others (this reduces attainment)

<b>C.</b>	Learning behaviours and high ambition are need further development in order to promote high aspirations for disadvantaged pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C</b>	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.
<b>D</b>	Engagement with parents/carers and equipping them to support their child's learning at home remains a challenge.
<b>E</b>	Lateness of disadvantaged pupils is high compared to other.

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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 2018-19

**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**

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>Total budgeted cost</b>					

<b>ii. Targeted support</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>

<b>Total budgeted cost</b>					
<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>
<b>Total budgeted cost</b>					
<b>TOTAL BUDGETED COST FOR HEADINGS</b>					

## 6. Review of expenditure 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action/approach		<ul style="list-style-type: none"> <li>• <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b></li> <li>• <b>Lessons learned</b></li> </ul>
<p><b>A.</b> 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.	
	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.	
	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.	
	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.	
	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.	

	Year 6 smaller classes and split groups	Better rates of progress more achievable in smaller groups, children get more focussed, well matched next steps.	
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.	
	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.	
	Termly 'Attendance Incentive Trip' to reward those with 100% attendance.	Attendance is key to progress.	
			<b>Total budgeted cost</b>

<b>iv. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>		<ul style="list-style-type: none"> <li><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></li> <li><b>Lessons learned</b></li> </ul>
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.	
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.	



	School improvement plan to focus on specific groups	Scrutiny of performance of individual children in these categories will ensure that no child falls behind.	
	Reading Recovery teacher	Highly trained staff deliver effective interventions enabling children to catch up.	
	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.	
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.	
			<b>Total budgeted cost</b>
<b>v. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>		<ul style="list-style-type: none"> <li>• <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></li> <li>• <b>Lessons learned</b></li> </ul>
Parents/carers actively supporting children's learning at home through completion of homework projects, participation in parent workshops and attendance at parents evenings.	<p>Thorough research gaining parent views.</p> <p>Establish PTA</p> <p>Family support worker to work with families who do not feel comfortable coming in to school</p> <p>Website videos</p>	Increased engagement and involvement of parents will improve community cohesion and empower parents to support their children's learning better.	

	Community events		
			<b>Total budgeted cost</b>
			<b>TOTAL COST</b>