

Pupil premium strategy statement: Willow Fields Community Primary School

1. Summary information					
School	Willow Fields Community Primary School			PP Budget 2018-2019 = £122,340	
Academic Year	2018/19	Total PP budget	£122,340	Date of most recent PP Review	
Total number of pupils	162	Number of pupils eligible for PP	99 (N-6)	Date for next internal review of this strategy	July 2019

2. Current attainment			
All of the below are based on Teacher Assessment from 2018	<i>Pupils eligible for PP – WF Primary 2018(11)</i>	<i>Pupils not eligible for PP WF Primary 2018 (5)</i>	
% of pupils achieving the expected standard in reading, writing and maths	27%	40%	
Achieving expected standard or above in reading	27%	40%	
Achieving expected standard or above in writing	73%	100%	
Achieving expected standard or above in maths	55%	80%	
Average scale score reading	93.8	98.4 (105 NA)	
Average scaled score maths	98.3	102.4 (104 NA)	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Pupils come in to school with poor speech and language development and with diminished opportunities re extended early learning experiences.	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP eligible pupils baseline in Reception Class is lower than that of their peers.
B.	Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with Communication and Language Understanding and Speech being significantly below for those children eligible for PP.
C.	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
D.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
E.	Lack of resilience due to poor social and emotional development – leads to poor behaviour & attitudes to learning these are reinforced at home.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A	<p>School context of deprivation</p> <p>Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation is amongst the top 10% of most deprived schools in the country as we are ranked 678/32844. Unemployment is high and some adults are employed on 0 hour contracts and work 2-3 jobs. Obesity and poor dental health are amongst the highest in the city. Living environments are challenging with many families living in rented or council properties and employment deprivation indicators are high.</p>
B	<p>Social care needs</p> <p>Our school has a large number of families supported historically and currently by outside agencies including social care and family/early help support workers etc. Many of our families need support from school to support their own needs and especially their children's mental health and also to support their children's learning. Many of our children do not receive frequent parental support with reading, writing and lack opportunities to access school activities.</p>
C	<p>Attainment on entry</p> <p>The majority of our children enter EYFS with knowledge and skills below what is expected of their age. A proportion of these are significantly below what is typical for their age (30-50 months). Each cohort has differing aspects of low entry data within the prime areas. We also have a large number of SALT referrals. Our current nursery children are below expected in the following areas: reading, writing, number, shape, space and measure.</p>
D	<p>SEND</p> <p>Raise online identified 26.8% of children in school receiving SEND support against a national average of 12%. 1.2% had a SEND statement or EHC against a national of 1.39%. Further EHCP have been submitted for a number of children across the school. Currently the % of children across the school from EYFS to year 6 with identified SEND is 33.1%. SEND cohorts vary across classes (N=14%, Rec 11%, Y1=25%, Y2= 21%, Y3=24%, Y4=21%, Y5 =32%, Y6=26%). Currently 28% of pupils registered of FSM6 have an identified SEND need.</p>
E	<p>Attendance</p> <p>Overall attendance is low at 94.3%. This is below national. Attendance of pupil groups shows that Willow Fields children have below national attendance in all pupil groups, including persistent absence. Poor attendance rates for PP children reduces their school hours and causes them to fall behind on attainment. Socio-economic factors also impact on attendance. (See individual case studies).</p>

4. Outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation</i>
A.	Improve the rate of progress for eligible pupils in Reception Class so that a greater % reach a GLD by the end of their reception year.	Pupils eligible for PP in Foundation Stage make rapid progress from their lower than average starting points to meet the Communication and Language and Speaking/maths elements of the Early Learning Goal expectations by the end of their Reception year. Overall a higher number of children will achieve GLD to bring the percentage closer to national with a higher number of children achieving exceeding judgements. Enhance learning opportunities and the learning environment to support accelerated learning.	
B.	Improve the rate of attainment at Key Stage 1 ensuring that Higher Ability pupils eligible for the grant achieve the expected standard or higher in all subjects.	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of Key Stage 1 in maths, reading and writing. At least 20% of Pupil premium pupils will attain the higher standards.	
C.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key bench marks and all have made at least good (6 points) progress from their individual starting points.	Attainment at the end of KS2 and overall progress at the end of KS2 increases and is in line with national averages. A higher percentage of children eligible for pupil premium achieve the higher standards.	
D.	Increase the progress of those eligible for PP in reading across both Key Stages.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across KS2 to impact on increasing outcomes at the end of KS2. Gaps between non pupil premium and pupil premium children will diminish.	
E.	Increase the progress of those eligible for PP in writing across both Key Stages.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across KS2 to impact on increasing outcomes at the end of KS2. Gaps between non pupil premium and pupil premium children will diminish.	
F.	Minimise external barriers for PP pupils - Attendance of PP pupils will improve and for those PP pupils who are persistent absentees, the % of sessions missed will be reduced. Attendance officer to engage with families and narrow attendance gaps.	Engage the services of Attendance 100 to support in raising attendance across the school to be in line with national figures. Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes and family support services so that basic needs are met. Appointment of family liaison officer to work with the Foundation of Light to support this outcome.	

G.	Pupils' behaviour is supported and improved through staff training. The use of a PSHE programme that all teachers can deliver with confidence will teach pupils how to improve resilience and support their social and emotional development.	Pupils' attitudes to learning will show an improvement (pupil surveys). All staff will understand the behaviour policy and take part in ongoing training. Change to lunch timings for KS1 and KS2 and the addition of higher staffing ratios at break and lunchtimes. We have a new staged behaviour system implemented and staff have been team teach trained. Pupils' will develop their self-confidence, resilience and build better relationships. Behaviour and engagement in learning will improve further. PE leaders will support children to be engaged in games and activities across lunch and break times.	
H.	Teachers identify and plan opportunities to provide a rich and broad curriculum enhanced by a variety of trips, visitors and experiences that will broaden pupils' understanding and enjoyment of the world.	Planning, work scrutiny, feedback forms and discussions with pupils show improved engagement in learning. Pupil survey will show improved attitudes to learning. Pupil standards meetings will show the gap between PP and non PP pupils is diminishing. Pupil premium funding to support children to access a wide and varied range of trips and visits to support learning across the curriculum as well as to access residential visits.	
I.	Continue to ensure that teaching, learning and assessment across the school is at least good with an increasing proportion that is outstanding and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across school will be good moving to outstanding, ensuring that most pupils eligible for PP across school will meet age related expectations at key bench marks and at least good progress from individual starting points. Smaller, single age classes support staff in raising standards as well as targeting key support staff to provide small group interventions where they are needed and especially to prepare children for the end of key stage and phonic assessments.	
J.	Improve attainment and progress in reading, writing, GPAs and maths in our current Year 6 class for pupils eligible for pupil premium, including more able disadvantaged pupils.	Pupils in year 6 who are more able disadvantaged pupils make rapid progress so that most pupils eligible for pupil premium meet or exceed age related expectations by the end of KS2 and all have made at least good progress from their individual starting points.	

5. Planned expenditure

Academic year

2018/19

The 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>Improve the rate of progress for eligible pupils in EYFS</p>	<p>Appoint additional EYFS teacher with an EYFS specialism appointed to working alongside EYFS leader.</p> <p>Continue to split the EYFS unit to focus specifically on Reception outcomes.</p> <p>Continue support from the LA EY consultant.</p> <p>Ensure language and number rich environment- apply for ICAN accreditation.</p> <p>Link between language and number to every learning area including outdoors.</p> <p>Invest in good quality resources which allow the purposeful reorganisation of the environment into specific learning zones.</p>	<p>We are keen to reference our attainment and progress against those of similar, and the higher performing, schools. Together for Children consultants will work with SLT to evaluate the quality of teaching, learning and the EYFS provision. Leadership will ensure that training opportunities and appraisal linked to performance for teachers will link to teacher's standards and will reflect the level of experience through career stage expectations.</p> <p>Full time nursery provision (despite parents not being eligible for 30 hours provision) will give us a greater opportunity to target the development of key skills in EYFS and narrow the gap between vulnerable groups from the start.</p> <p>Enhance the provision by providing early intervention with increased ratio for greater adult support and interaction.</p> <p>Teaching Assistants will also have performance appraisals linked to agreed standards so that they can be effectively used to support progress in early Years through improving quality first teaching by improving ration and CPD opportunities.</p> <p>Only 62% of children gained GLD at the end of Reception 2018 and staff must be more aspirational for the children achieving a higher percentage at the end of reception 2019.</p>	<p>New teacher appointed July 2017 and successfully completed her NQT year. With continued support from LA SIO's and constant reviewing of the environment as well as investment in the environment, reviewing on the evidencing process and children continuing to be taught in smaller classes, staff to strive to target more children to achieve not only the expected standard but to exceed it.</p> <p>Early Years Review in academic year 2018/2019.</p> <p>New Early Years leader appointed and support to access high quality CPD Leadership to support managing staff to increase productivity.</p> <p>PPR meetings with EY leader and EY leader accountable for increasing standards.</p> <p>Regular evidence scrutiny.</p> <p>New EYFS consultant supporting LR and SLT.</p> <p>Regular lesson observations and book scrutiny.</p> <p>Regular moderation of standards in EYFS, including environment.</p> <p>Half termly data input.</p> <p>Governor monitoring.</p>	<p>Consultant</p> <p>EYFS phase leader</p> <p>LR</p> <p>SLT</p>	<p>Half termly data input and data analysis.</p> <p>Challenge committees of the FGB</p> <p>July 2019 Final Review</p> <p>£29000</p>
<p>Improve the rate of attainment at Key Stage 1 ensuring that PP pupils eligible for the grant achieve at least expected or higher standard in reading, writing and maths.</p>	<p>Appointment of senior leaders to be accountable for year key stage phases in relation to attainment and progress.</p> <p>Moderation of KS1 books with successful schools so that staff have professional dialogue. English and Maths consultants from LA supporting subject leaders.</p> <p>Curriculum, and tracking systems reviewed and revised.</p> <p>Amended timetable to accommodate basic skills sessions.</p>	<p>We are keen to reference our attainment and progress against those of similar, and the highest performing, schools. Together for Children school improvement officers will work with SLT to evaluate the quality of teaching, learning and the KS1 provision. regularly though assessment review and subject leadership development.</p> <p>KS1 results 2018</p> <p>Reading – 76% GD – 19%</p> <p>Writing – 76% GD – 19%</p> <p>Maths – 71% GD – 33%</p> <p>Y1 Phonics – 74%</p> <p>Leadership will ensure that training opportunities and appraisal is linked to</p>	<p>New team leaders appointed for KS1 and KS2.</p> <p>KS1 Teaching and Learning Review in across the year.</p> <p>PPR meetings with team leader termly.</p> <p>Across KS1 achievement is improving but not yet in line with national for all measures. Children need to make at least 6 points progress from individual starting points leading from the curriculum and assessment system.</p> <p>Regular focused lesson observations.</p> <p>Learning walks by HT, LA school improvement officers, Subject Leaders and Governors.</p>	<p>KS1 leader</p> <p>SLT</p> <p>Maths and English subject leaders.</p> <p>Governors</p> <p>KS1 teachers and TAs</p> <p>HT</p>	<p>At PPR throughout the year – every half term.</p> <p>Challenge committees of the FGB</p> <p>SLT meetings</p> <p>July 2019 Final Review</p>

ii. 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?
<p>Improve the rate of attainment at Key Stage 1 ensuring that Higher Ability pupils eligible for the grant achieve the higher standard in all subjects.</p>	<p>Increase the targeted feedback for all pupils as a key strategy to be used by teachers. Whole school assessment policy Whole school marking policy. Pupil premium champion mentoring individual children in each year group. Booster classes TA support intervention Extra maths lessons weekly Timetabled basic skills sessions</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as spelling. Feedback and use of APP is well documented as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment. In 2017 out KS1 children achieved results that were below national in all areas. These improved in most areas in 2018 but continue to require improvement. Progress requires improvement as children not achieving at the same rates as disadvantaged children both in school and nationally. Targeted support has brought outcomes closer to national. The focus is continuing this improvement into 2018 to further improve outcomes for disadvantaged pupils. Case studies of individual children</p>	<p>Improved key stage leadership capacity. Improved teacher appraisal systems. Half termly PPR meetings. Increased % of children on track and above track in end of year assessments, will be monitored through ½ termly pupil progress meetings. Focused leadership drive Governor monitoring Regular lesson observations and book scrutiny New assessment schedule implemented and regular verification of assessments using Rising Stars materials</p>	<p>Phase leaders HT Governors LA school improvement advisors</p>	<p>Half termly £1000</p>

Ensure that PP girls make as much progress as PP boys and both make more progress than their peers in mathematics across Key Stage 2.	Pupil premium champion identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching. Pupil premium champion mentoring individual children in each year group. Booster classes TA support intervention Extra maths lessons weekly Timetabled basic skills sessions	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs/HLTA rather than 'plugging gaps' where they may not have the necessary knowledge. Gap between boys and girls is very wide.	Each key stage leader will manage their team to best support the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. Learning walks. Book scrutiny Internal and external moderations. Half termly data input. Entry and exit data for interventions implemented. Governors monitoring linked to assessment. Mentoring of girls by key staff to raise aspirations. Booster lessons for target children (including refreshments)	PP Champion Phase leaders LR SLT TAs	Termly PPR Half termly data input July 2019 Final review Cost £4000
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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?
Improve the rate of attainment at Key Stage 1 by improving access to teacher led wider opportunities.	Improve the range of after school activities and additional visits for eligible pupils to inspire writing, reading and maths application of basic skills Wider curriculum offer	Pupils with disadvantaged backgrounds need greater support to access first hand experiences to include in their learning. School needs to increase opportunities for bringing outside experiences into school e.g. bridge project, drama workshops	Teachers will identify work to be covered and pupils identified. The success will be monitored by targeted children remaining on-track for ARE, or better throughout the year	Class teachers,	Half termly £2500
Increase the rate of attendance for those eligible for the grant.	Engagement of Attendance 100 to monitor and tackle attendance issues. Breakfast club daily. Focused leadership and management of SLT, attendance officer and governors. Attendance support through national initiative – certificates / vouchers etc Termly attendance 'traffic Light letters to parents etc	PA attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being. Family workers in deprived areas are making significant improvements in attendance by meeting basic needs first. Attendance for all pupil groups is below national. Last years attendance was 94.3% against a national figure of 97.4%	Monitored by Attendance Lead (JH). Key Issue in the school improvement plan and regularly reported to the Pupil, Welfare and Discipline Committee. Learning walks Staff views and discussions Parental views and feedback Monitoring of breakfast club attendance Weekly review of attendance Writing of attendance plans ½ termly letters to all parents to inform them of their child's attendance (RAG rated)	Appointment of Attendance 100 Officer. MP LR SLT Governors	Termly Weekly Attendance meetings HT report to FGB July review

			Letters to parents requesting meetings when attendance is unauthorised Specific attendance officer Attendance and follow up actions noted on CPOMS Link to attendance scheme – prizes, certificates and prize draws		£12,500
Increased involvement in sports and targeted motor skill development reducing obesity levels across the school and raising awareness of healthy eating and lifestyles	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available Breakfast club- controlled breakfast and outdoor play Participation in sessions within the community to work on healthy eating and exercise	We feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Willow Fields to access their learning in a calm and intelligent manner. Research from grammar and independent schools demonstrate the positive impact of sports on core academic skills. We also feel that it is our duty to prepare children for a life beyond school and encourage them to make healthy eating choices. This needs to be accessed beyond the school due to restrictions in resources.	Though the result of competitive team sports, which will hopefully see the children achieve success, the key judgement will be in terms of how the children approach their work in a calm and resilient manner and work closely as a team. Obesity will be monitored by LA height and weight team and an official report provided to the school. Participation rates in cookery and sporting events will be recorded and feedback gathered from the children.	Class Teachers, PE Leader SLT MP LA nurses	Termly Cost £2000
Access to educational visits for all and support to parents of pupil premium children to attend appointments	To ensure that all children are able to attend educational and residential visits by subsidising these via PP and main budget and securing charitable funds where appropriate Nursery parents supported to attend appointments (and potentially return to work) through the offer of extended hours and flexible attendance	The change to universal credit is predicted to be reflected in falling income for vulnerable families as a result of the government's welfare reforms. Children have limited experiences beyond the local environment at the moment and this is predicted to worsen with the reduction in disposable income within the family. Therefore, it is imperative for school to find funding and use pupil premium funding to support children attending visits and residential and enhance their life experiences.	Take up of this subsidy will be monitored by the School Office Manager and finance clerk. Pay transport costs for pupil premium children to attend appointments to ensure minimum time away from school. Enhance experiences beyond the classroom for all children.	Class Teachers, HT, AHT	Throughout the year £5000
Take part in wider curriculum opportunities for all children especially nursery children	Ensure that all children receive early exposure to songs, rhyme and theatre experiences to develop speech and language patterns	Children enter school with language, vocabulary and speech skills that are well below those expected for their age. Due to a lack of disposable income, children often do not experience early song, rhyme, storytelling and theatre experiences, therefore it is imperative that the children are exposed to these experiences within school.	Children will participate in fully subsidised experiences such as Theatre Tots, Smile Tour and Tiny Tweeties to encourage songs, rhymes and speaking and listening opportunities – therefore widening children's vocabulary exposure. Children will then have a wider repertoire of songs and rhymes that they can draw on and can replicate these experiences in their play. This will also play a part in developing parental engagement with school within the early years- making it easier to maintain as children progress.	EYFS staff	Throughout the year £2722
Budgeted cost					£29,722

	Total Budgeted Cost 2018-2019 £122,340
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