



Pupil Premium Strategy

2019-20

In June 2017 we joined the Achievement Unlocked Project (NYCC) and stopped, reflected and took a fresh look at our Pupil Premium provision. We knew we needed to move away from some of what we have always done and develop a new approach that takes in to account what our children need.

Progress had been made in many areas in the past few years but we knew that there were still some areas where progress was stubbornly slow. We could identify where these barriers were but had until now struggled to find the right way forward. We wanted to develop a plan that supported our Pupil Premium children based on the things that may be preventing these children from achieving their full potential, stopping them from acquiring the skills they need for life or inhibiting their aspirations.

Success may be measured by judging national curriculum achievements, government data and facts and figures. However there are many other strands we know are just as important; supporting children to be successful individuals with the same potential and opportunities open to them as all pupils within this school, coaching, developing self-esteem, a whole school focus on language, developing metacognitive skills, etc.

A Pupil Premium Review from Marc Rowland as part of the project and the use of research evidence from EEF and the work of the Research Schools kick started our new strategy. A study visit to London, Essex and Suffolk by the head and deputies revitalised our thinking and from that the Strategic School Plan has changed direction. Our staff have focussed on understanding the barriers to learning and really evaluated what are barriers that the children have as distinct from our barriers. This is enabling us to formulate what support we put in place

As part of Achievement Unlocked we have reflected on what actually made an impact our children and what didn't. We have looked at the successes of others and whilst these are not always transferable understand what may work for us. We have planned a structured approach to our strategy knowing how important it is that changes are embedded in order to get the best outcomes we can.

Academic Year	2019-20				
Total Number of Pupils (excluding FS1)	510	Total PP Budget	£174,500	Date of most Recent PP Review	September 2017 – Marc Rowland Achievement Unlocked Review – Summer 2018
		Number of Pupils Eligible for PP	Ever 6 = 131 LAC = 1 Service = 1	Date of next Full Review of Strategy	September 2020
Total Number of FS1 Pupils	54	Number of Pupils Eligible for EYPP	11		

Barriers to future attainment for Pupils in receipt of Pupil Premium

In School Barriers	
A	Language and vocabulary of pupils is limited
B	Confidence and Self Esteem
C	Strength in all three areas RWM so unlikely to achieve RWM at Expected +
External Barriers	
D	Attendance rates for pupils eligible for PP are still below National. This reduces their school hours and causes them to fall behind on average.
E	Lack of aspirational expectations
F	Lack of Support from Home

Planned Expenditure 2019-20

Academic Year		2019-20					
Quality First Teaching							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Improving attainment across the curriculum. Increasing engagement and participation.	Co-operative Learning	A strategy seen at Rosendale School whilst on the study visit. Evidence from EEF toolkit and research from Johnson, Slavin and Kagan. The opportunities offered through the co-operative learning approach for modelling, scaffolding, developing self-esteem, developing language, etc offer us a new structure to break down barriers.	<p>A major change to classroom practice through the introduction of Kagan Structures in all lessons.</p> <p>Focus of all monitoring both internal and external</p> <p>Kagan Champion day 3 and 4 training.</p> <p>Monthly opportunities to share good practice.</p> <p>Key structures in place.</p>	James Hughes Karen Daggett Helen Davey	Ongoing	Evaluation through monitoring cycle	<p>£1,250 INSET Day</p> <p>£1,000 Day 3 and 4 Training</p> <p>£1,500 training for staff new to Willow Tree</p> <p>Resources: £400</p>
Improving attainment in Maths. Increasing engagement and participation.	Developing Questioning to improve metacognition	There is plenty of evidence that demonstrates that the development of Metacognitive strategies have significant benefits in the classroom. The EEF toolkit puts its effect as one of	Developing the use of Learning Thoughts to complement the co-operative Learning approach.	Rebecca Spruce	Ongoing from last year.	Evaluation through monitoring cycle	

		the most effective strategies.					
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Academic Year		2019-20					
Targeted Support							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Improve the attendance of targeted children in receipt of PP who are PA to meet the National Average.	Tackle Persistent Absenteeism amongst individual children in receipt of PP – continuation of project with a new cohort	It seems self-evident that if a child is not in school they are not accessing the learning or other opportunities on offer.	<p>Attendance project with targeted families in receipt of Pupil Premium.</p> <p>Attendance is shared with families monthly in personal meetings, phone calls, e-mails, etc.</p> <p>Meetings with other professionals.</p> <p>Interviews with children to discuss their perceptions.</p> <p>Strategies such as morning phonecalls implemented.</p> <p>Process developed for roll out to all staff.</p>	Laura McAuley	Ongoing	<p>Monthly Evaluation.</p> <p>Data shared with Governors termly.</p>	£1000 for cover
To raise attainment in Maths	Additional Maths teaching to targeted children in receipt of Pupil Premium focused on Arithmetic	Analysis of papers last year showed that errors in arithmetic paper and in the arithmetic on the reasoning papers	Additional teaching by skilled teachers in small targeted groups.	Karen Daggett James Hughes	Weekly	Data evaluation at each data point	£5,000

		meant that Maths attainment and progress were lower than FFT targets					
	Times table Interventions	As above	Morning Booster running daily	Amy Dobrashian Karen Daggett	Daily	Data evaluation at each data point	£2,000
To support language development for EAL children including those in receipt of PP	Support for children with EAL needs	EAL programmes delivered by TAs under the guidance of the Ethnic Minority Hub.	Weekly	Karen Daggett	Ongoing		TAs £4000 (portion allocated from PP)

Academic Year	2019-20						
Other Approaches							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Developing teachers' assessment skills and raising expectations of pupils.	Comparative Assessment	A research project with HARTs to look at whether or not this approach will help with moderation of writing from Y1-Y6.	Project began March 2018 Professional development session for each Year group around the moderation window.	James Hughes	Sept 2019-July 2020	Evaluation by HARTs	£300 cover costs. £500 for continuation

Academic Year	2019-20						
Other PP Spend							
Desired Outcome	Existing Commitment	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
Raising attainment	Intervention Programmes	Programmes we have found have an impact	Programmes implemented and	Karen Daggett	Ongoing	Evaluated at beginning and	60 hours per week ATA support to

			reviewed on a 6-10 weekly basis.			end of each intervention.	deliver intervention programmes. £35,000 12 hours per week HLTA support to deliver Maths interventions £12,000
Raise attainment in Reading, Writing and Maths	Booster Support for targeted Y6 Children	Annual Booster programme	During Y6	Amy Dobrashian	September 2018 – May 2019		Additional ATA support £6,000
Ensuring all children are able to access learning	Support for children with speech and language needs	Classroom TAs deliver Speech and Language programmes under the guidance of the speech therapist	Weekly	Karen Daggett	Ongoing		TA Cost £8000 (portion allocated from PP)
Raising Attainment for pupils in receipt of PP	Classroom support to allow teachers to focus for additional time on those children in receipt of PP to ensure they make the best possible progress	TA classroom support both at register to allow pre and post teaching and greater teaching time.		Helen Davey	Ongoing		£30,000 (portion allocated from PP)
Support Emotional Literacy for targeted pupils	Friendship Club at lunchtime	In school research has shown that children struggling in the social situation of lunchtime have benefitted from being taught	Opportunity offered at lunchtime sessions 3 days per week and supported on the playground 2 days per week.	Karen Daggett Vicki Thomson	Ongoing		£3,000 for TA support

		specific skills and strategies and having a mentor to support them.					
Broadening opportunities for all children	Extra Curricular Opportunities including supporting residential places, after school activities and some music provision.	Offering all children the same opportunities		Helen Davey	As required		£15,000