



Pupil Premium Strategy

2018-19

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	2018-19				
Total Number of Pupils (excluding FS1)		Total PP Budget	£161,018	Date of most Recent PP Review	September 2017 – Marc Rowland Achievement Unlocked Review – Summer 2018
		Number of Pupils Eligible for PP	Ever 6 = 126 LAC = 1 Service = 1	Date of next Full Review of Strategy	September 2019
Total Number of FS1 Pupils		Number of Pupils Eligible for EYPP	14		

Key Stage 2					
Year 6 Cohort 2018-19					
	FFT20 Target	National All Pupils	FFT20 Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Reading	86%	75%	68%	65%	80%
% on track to be at or above expected standard in Writing	87%	78%	68%	68%	83%
% on track to be at or above expected standard in Maths	88%	76%	72%	64%	81%
% on track to be at or above expected standard in EGPS	88%	78%	70%	67%	82%
% on track to be at or above expected standard in RWM	79%	64%	54%	51%	70%
% on track to be at higher standard in Reading	46%	28%	21%	18%	33%
% on track to be at Greater Depth in Writing	40%	20%	14%	11%	24%
% on track to be at higher standard in Maths	43%	24%	20%	14%	28%
% on track to be at higher standard in EGPS	54%	34%	25%	24%	39%
% on track to be at higher standard in RWM	27%	10%	8%	4%	12%

Key Stage 1					
Year 2 Cohort 2018-19					
	FFT20 Target	National All Pupils	FFT20 Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Reading	78%	75%	58%	60%	79%
% on track to be at or above expected standard in Writing	74%	70%	53%	53%	74%
% on track to be at or above expected standard in Maths	78%	76%	58%	61%	80%
% on track to be at or above expected standard in RWM	69%		47%		
% on track to be working at Greater Depth in Reading	34%	26%	21%	14%	29%
% on track to be working at Greater Depth in Writing	23%	16%	14%	7%	18%
% on track to be working at Greater Depth in Maths	29%	22%	19%	10%	25%
% on track to be working at Greater Depth in RWM	18%		11%		

Key Stage 1					
Year 1 Cohort 2018-19					
	School Target	National All Pupils	School Target Disadvantaged Target	National Disadvantaged	National Non-Disadvantaged
% on track to be at or above expected standard in Phonics	82%	82%	70%	70%	84%

Foundation Stage					
FS2 Cohort 2018-19					
	School Target	National All Pupils	School Target Disadvantaged Target	National Disadvantaged - 2017	National Non-Disadvantaged - 2017
% on track to be at or above the expected standard for GLD	93%	72%	60%	56%	73%
% on track to be at the exceeding standard for GLD	51%		20%		
% on track to be at or above expected for Reading	93%	77%	60%	63%	79%
% on track to be at or above expected for Writing	93%	74%	60%	58%	76%
% on track to be at or above expected for Number	93%	80%	60%	66%	81%
% on track to be at or above expected for SSM	93%	81%	60%	69%	84%
% on track to be at exceeding for Reading	51%	19%	20%		
% on track to be at exceeding for Writing	51%	11%	20%		

% on track to be at exceeding for Number	51%	16%	20%		
% on track to be at exceeding for SSM	51%	15%	20%		

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 2018-19

Academic Year		2018-19					
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>Training for INSET Day 2 - October 2018 Implementation Begins September 2018 following day 1 training in June.</p> <p>Focus of all monitoring both internal and external</p> <p>Appointment of first Kagan Champion December 2018</p> <p>HD/JH/KD Day 3 and 4 training June 2019</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>

			Regular opportunities to share good practice.				
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 the most effective strategies.	Developing the use of Learning Thoughts to complement the co-operative Learning approach.	Rebecca Spruce	Ongoing from last year.	Evaluation through monitoring cycle – review due July 19	
Ensuring all staff have the best possible support to develop their skills. Using Coaching Skills for both Phase Leaders and Staff.	Pupil Progress Meetings Restructure	A more effective approach seen at Rosendale School in January 2018. This approach ensures all staff have a greater ownership for their data and that all HT/DHT work with Phase Leaders to deliver pupil progress meetings at least 3 times per year.	Training for staff September and November 2018. Revised Tracker March 2019 and improved data for Phase Leaders and teachers.	James Hughes Karen Daggett Helen Davey	September 2018 new schedule and format introduced. Reviewed and changes made Feb 2019.	Ongoing with adaptations made to format and accompanying data ongoing.	£2250 coaching and mentoring Phase Leaders. £1500 working with teachers
Ensure all children are able to access their learning.	Targeting Language development	Following the London Study visit it was clear all schools had a structured	Achievement Unlocked Conference April 2018	Helen Davey Karen Daggett James Hughes	April 2018 – July 2019 initially	Evaluation schedule to be developed	£5000 to include updating of reading

		approach to this. Research shows that deficit language development has a significant impact on attainment and progress.	Vocabulary development Training via HART Alliance April 2019 Appointment of Reading Champion April 2019				materials in school.
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Academic Year	2018-19
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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	It seems self-evident that if a child is not in school they are not accessing the learning or other opportunities on offer. This is a continuation of the project begun in September 2017 monitoring the initial cohort but working with a newly identified group of children.	Attendance project with 10 targeted families in receipt of Pupil Premium. Attendance is shared with families monthly in personal meetings, phone calls, e-mails, etc. Meetings with other professionals. Interviews with children to discuss their perceptions. Strategies such as morning phonecalls implemented.	Laura McAuley	Started September 2017 but ongoing. Roll out to all staff in Summer 2019.	Monthly Evaluation. Data shared with Governors termly.	£500 for cover

			Process developed for roll out to all staff.				
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 meant that Maths attainment and progress were lower than FFT targets	Additional teaching by a skilled teacher twice a week in small targeted groups.	Anna O'Brien	Twice weekly from September 2018	Data evaluation at each data point	£8,000
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		2018-19					
Other Approaches							
Desired Outcome	Project	Evidence and Rationale	Implementation	Staff Lead	Timescale	Evaluation Schedule	Cost
To develop the skills and the role of TAs.	MITA	The MITA project has been shown to help develop a strategy to make the best use of this expensive resource.	Project began September 2017 and lasts three years. Training for TAs around developing their skills around independent learning, questioning, scaffolding and modelling. Peer Observations around good practice	Emma Kirby	Sept 2017- Aug 2020	Evaluation schedule as part of programme. Report to Governors Inclusion Committee 3 times per year.	£800 for cover £1,000 for TA Training TBC for year 3
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 Training for staff Feb 2018	James Hughes	March 2018 – July 2019	Evaluation by HARTs	£300 cover costs. £500 for continuation

Academic Year		2018-19					
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 reviewed on a 6-10 weekly basis.	Karen Daggett	Ongoing	Evaluated at beginning and end of each intervention.	60 hours per week ATA support to deliver intervention programmes. £29,000 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 £4,000
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	TA classroom support both at register to allow pre and post teaching and		Helen Davey	Ongoing		£30,000 (portion allocated from PP)

	they make the best possible progress	greater teaching time.					
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 specific skills and strategies and having a mentor to support them.	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
Broadening opportunities for all children	Extra Curricular Opportunities including supporting residential places	Offering all children the same opportunities		Helen Davey	As required		£5,000