

1. Summary Information					
School	The Willows Primary School, Stoke-on-Trent				
Academic Year	2018-2019	Total PP budget	£99,979.00	Date of most recent PP review	N/A
Total number of pupils	688	Number of EYFS pupils eligible	9	Date for next internal review of this strategy	Spring 2019
		Number of KS1/2 pupils eligible	73		

2. Current Attainment of Pupil Premium Pupils				
KS2	The Willows Primary		National Standard	
% at ARE	Pupils eligible for PP	Other Pupils	Pupils eligible for PP	Other Pupils
Reading	80%	82%	DATA OCTOBER 2018	
Writing	90%	78%		
SPaG	90%	80%		
Maths	70%	78%		
Combined Reading, Writing and Maths	70%	64%		
% at GDS	Pupils eligible for PP	Other Pupils	Pupils eligible for PP	Other Pupils
Reading	40%	24%	DATA OCTOBER 2018	
Writing	40%	28%		
SPaG	60%	50%		
Maths	30%	14%		
Combined Reading, Writing and Maths	20%	12%		

3.	
In-school barriers	
A	Improving outcomes across the school – especially in KS1 (SDP Objective 1)
B	Promoting a culture of wellbeing to support the needs of pupils and the school community (SDP Objective 3)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	High quality teaching, interventions, experiences and homework activities will ensure that PP children remain on or exceed their trajectory based on EYFS/KS1 results.
B	To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.	The attendance, behaviour and wellbeing of pupils inherently improves the attainment and progress of PP children. Current PP attendance = PP Persistent Absence =

5. Planned expenditure					
Academic year	2018-19				
Information below demonstrates how pupil premium funding is used to improve classroom pedagogy, provide targeted support and for supporting 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?
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	Staff appraisal for 2018/19	Appraisal targets are derived from the objectives and actions on the 2018 School Development Plan. Appraisal Objective 1: <i>To improve differentiation and personalised support for pupils in your class.</i>	<ul style="list-style-type: none">• Appraisal meetings in October 2018.• In year appraisal meetings.• Pupil progress meetings.• Termly data tracking.• Lesson observations.	SLT SMT	Termly
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	Teaching of RWI phonics in Reception and KS1.	In RWI children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic	<ul style="list-style-type: none">• All Reception and KS1 staff are RWI trained.• Large number of groups to ensure focussed teaching.• Regular observations (AHT).• Regular assessment and regrouping.	A Ball	Half termly

		books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.			
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	Maths setting Y2-Y5	In 2017/18 Y2 and Y3 trialled setting in Maths. Not only did attainment and progress improve but the children enjoyed working in same ability groups. All abilities were taught at pace, consolidated learning and were challenged. All teachers and TSAs are responsible for a group or work in a small team. Success is cohort dependent and this must be considered in whether a year group sets for Maths and which staff teach a particular group.	<ul style="list-style-type: none"> • Ensure there are fluid groupings for children in mathematics so there is never a 'lid' put on their learning capacity. • Ensure that the learning environments are suitable – consideration of rooms etc based on group size, children in the groups. • Staffing and resourcing is of high quality. • Year group teams to regularly review groupings (PPA). • Data evidence. • Lesson drop ins. 	SLT SMT Maths Lead	Half termly
Total budgeted cost					£38,525.00

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?
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	KS1 TSAs deliver interventions in phonics, reading, writing and maths during afternoon sessions across the year groups. On some occasions the teacher to deliver high quality interventions whilst the TSA works with the remaining children.	Delivery of good quality and appropriate interventions will close the gaps between PP children and their peers.	<ul style="list-style-type: none"> • Intervention timetables show coverage of interventions and who is delivering them. • Intervention proformas record progress made and outcomes. • Termly summary report of interventions. • Information shared with SENCO if interventions having no impact • Observations of interventions (Monitoring Matrix) • Pupil Progress Meetings to discuss the attainment and progress of PP against non PP children 	C Beltran (DHT)	Termly
Outcome A To continue to strengthen the teaching and	In KS2 TSAs deliver afternoon interventions in reading, writing	Delivery of good quality and appropriate interventions will close the gaps between PP children and their peers.	<ul style="list-style-type: none"> • Intervention timetables show coverage of interventions and who is delivering them. 	C Beltran (DHT)	Termly

learning across the school so that pupil progress is accelerated.	and maths across the year groups. On some occasions the teacher to deliver high quality interventions whilst the TSA works with the remaining children.		<ul style="list-style-type: none"> • Intervention proformas record progress made and outcomes. • Termly summary report of interventions. • Information shared with SENCO if interventions having no impact • Observations of interventions (Monitoring Matrix) Pupil Progress Meetings to discuss the attainment and progress of PP against non PP children		
Outcome A Ensuring that pupils are on track for or exceed expectations to reach EXS or GDS	Maths tutor employed for 12 hours a week to deliver booster sessions for targeted children	Employing a qualified teacher to provide quality Maths tuition has proved highly effective in previous years.	<ul style="list-style-type: none"> • Intervention proformas record progress and outcomes • Termly summary of interventions • Observation of booster sessions (EXS and GDS groups) • Pupil Progress Meetings to discuss attainment and progress of identified pupils 	Maths Lead/Y6 teacher CB (DHT)	Termly
Outcome A To continue to strengthen the teaching and	To improve speech and language in the EYFS.	Stoke Speaks Out is an initiative which was set up in 2004 to tackle the high incidence of language delay	<ul style="list-style-type: none"> • K Manning and J Tellwright to gain Stoke Speaks Out L1 accreditation 	EYFS Lead	Termly

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learning across the school so that pupil progress is accelerated – improving the outcomes for EYFS by the end of Reception.		identified in children in Stoke-on-Trent. It involves everyone in Stoke-on-Trent who links with children in some way. In 2002 local research identified that many children were starting nursery with poor language skills- In 2004 this was as high as 64% of children. Stoke Speaks Out was set up to train and support parents, carers, practitioners and anyone in contact with families to make communication 'everybody's business'.	<ul style="list-style-type: none"> • Administer to Communication Screen to all EYFS children • Liaise with Speech and Language specialist (Victoria Bailey) to ascertain support with targeted interventions • Track 'amber' children carefully to ensure correct provision is offered and the required progress is made. 		
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated – improving the outcomes for EYFS by the end of Reception.	Employment of an EAL support assistant 2 days per week.	By providing support for EAL learners and staff in EYFS, predominantly supporting speaking and listening.	<ul style="list-style-type: none"> • Intervention records • Observation of support • Nursery data 	AHT	
Total budgeted cost					£18,389.00

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?
Outcome B To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.	To support vulnerable children and their families within the school by employing a Safeguarding Officer.	The emotional needs of children are supported to enable them to make good progress. Parents feel more confident and more able to support their child's education.	<ul style="list-style-type: none"> • Weekly meeting with the SO and wider Pastoral Team • Regular updating of supported families information • Monitoring of attainment and progress through Pupil Progress Meetings and data analysis 	A Ball (AHT) SO Pastoral Team SENCO SENCO Assistant	Ongoing
Outcome B To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.	To support vulnerable children and their families within the school by employing two part-time Learning mentors.	The emotional needs of children are supported to enable them to make good progress. Children's self-esteem and social skills are developed.	<ul style="list-style-type: none"> • Weekly meeting with the LMs and wider Pastoral Team • Timetable and monitoring of 1:1 and group provision e.g Socially Speaking interventions • Ensure staff complete Boxall Profiles to identify pupils needing support. • Tracking the attainment and 	A Ball (AHT) Learning Mentors	Ongoing

			progress of supported children <ul style="list-style-type: none"> To ensure that LMs receive up to date and relevant training in order to support vulnerable pupils e.g self-harm, anti-bullying workshops 		
Outcome B To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.	SLA for Younger Minds	Counselling by an external provider ensures that children's self-esteem is raised; parents respond positively to the techniques.	<ul style="list-style-type: none"> Feedback from counsellors, pupils and parents 	SO	Feedback from counsellors on a weekly basis
Outcome B To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing - enrichment of the curriculum.	Supporting PP families with the cost of residential visits by subsidising 80% of the amount.	It is extremely important to ensure that children have the opportunity to take part in residential visits and all of the experiences they provide – Y3 – Fire and Flint 15 pupils = £864.00 Y4 Wilderness Academy 19 pupils = £1,124.80 Y5 – Laches Wood 17 pupils = £2,040.00	<ul style="list-style-type: none"> Uptake of places on residential visits Feedback from children and families 	C Beltran (DHT) K Simms (Business Manager)	Following visits

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		Y6 – Holland 21 pupils = £6132.00			
Total budgeted cost					£59,478.80