

1. Summary Information					
School	The Willows Primary School, Stoke-on-Trent				
Academic Year	2019-2020	Total PP budget	£166,877.00	Date of most recent PP review	TBA
Total number of pupils	690	Number of EYFS pupils eligible	8	Date for next internal review of this strategy	Spring 2020
		Number of KS1/2 pupils eligible	115		

2. Current Attainment of Pupil Premium Pupils				
KS2	The Willows Primary		National Standard	
% at ARE	Pupils eligible for PP	All Pupils	Pupils eligible for PP	All Pupils
Reading	73%	76%	62%	73%
Writing	68%	78%	68%	78%
SPaG	73%	83%	67%	78%
Maths	68%	80%	67%	79%
Combined Reading, Writing and Maths	64%	65%	51%	71%
% at GDS	Pupils eligible for PP	All Pupils	Pupils eligible for PP	All Pupils
Reading	23%	22%	17%	27%
Writing	5%	13%	11%	20%
SPaG	14%	27%	24%	36%
Maths	9%	15%	16%	27%
Combined Reading, Writing and Maths	0%	5%	5%	11%

3.	
School Focus (linked to SDP)	
A	Improving outcomes across the school – especially in GDS Maths.
B	Promoting a culture of wellbeing to support the needs of pupils and the school community.
C	Increasing 'curriculum equity' for all pupils.

4. Outcomes																
	Desired outcomes and how they will be measured		Success Criteria													
A	To raise attainment in Maths for all pupils but especially the higher attaining pupils by further developing the variations offered in our mastery approach with particular focus on reasoning, uses of models and images and challenging our higher attaining children.		The Willows GDS results are still below National. <table><tr><td>2019</td><td>ALL GDS</td><td>PP GDS</td><td>National GDS (2018)</td></tr><tr><td>KS1</td><td>20%</td><td>7.6%</td><td>22%</td></tr><tr><td>KS2</td><td>15%</td><td>9%</td><td>24%</td></tr></table> <p>High quality teaching, live marking to enable direct feedback, experiences and homework activities will ensure that PP children remain on or exceed their trajectory based on EYFS/KS1 results. Setting of Maths groups will take place from Y2-Y6, Y1 will set in the Summer Term in readiness for Y2.</p>		2019	ALL GDS	PP GDS	National GDS (2018)	KS1	20%	7.6%	22%	KS2	15%	9%	24%
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KS1	20%	7.6%	22%													
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B	To develop pupils' ability to monitor, direct and review their learning.	<p>Based on extensive evidence, as summarised by the EEF, we plan to explicitly teach our children to be self-regulated learners. Teachers will set the appropriate level of challenge (especially to stretch our higher attaining pupils, and ensure they remain working at their level of attainment); they will deliver quality first teaching using Roshenshine's Principles in Action with independent practice following carefully planned guided practice aiming for better knowledge retention in the longer term memory. This work will further progress the work we have previously done to develop children's attitude towards learning by using the Growth Mindset concept. The EEF Teaching and Learning Toolkit (2017) states that <i>'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'</i> Monitoring, pupil progress meetings, pupil interviews and questionnaire feedback will inform progress.</p>
C	To enable children to have the same opportunities as their peers through equity and enrichment of the curriculum.	<p>In continuing to improve the wellbeing for all stakeholders at The Willows Primary School we will look at ways of supporting pupils' mental health and their social and emotional development. The Willows will offer a broad and balanced curriculum with explicit links to the motto 'Explore, Dream, Discover' that allows access by all pupils; links that develop future education and careers. Furthermore enrichment of the curriculum allows pupils to participate in learning experiences outside of the classroom to develop knowledge and skills e.g KS2 residentials. The attendance, behaviour and wellbeing of pupils inherently improves the attainment and progress of PP children. Current whole school attendance = 97%</p>

		Current PP attendance = 95.4% PP Persistent Absence – Currently no PAs but there have been absences due to family holidays, sickness bugs and withdrawal of the SEND taxi service for HI pupils.
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5. Planned Provision

Academic year 2019-20

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 – Our aim is quality first 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 2019/20	Appraisal targets are derived to ensure that staff are aware of pp children and can identify gaps in learning and are able to provide a strategy for closing the gaps using small steps. <i>EEF 'Metacognition and Self-Regulated Learning Guidance Report' – self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Quality first teaching means at least 80%</i>	<ul style="list-style-type: none"> Appraisal meetings in October 2019 will set the following targets: <i>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge. Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. Model own thinking to help children develop their metacognitive and cognitive skills. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</i> 	SLT SMT	Mid-year appraisal reviews.

		<i>of the class are able to access tasks independently.</i>	<p><i>Promote and develop metacognitive talk in the classroom.</i></p> <p><i>Explicitly teach pupils how to organise, and effectively manage, their learning independently.</i></p> <ul style="list-style-type: none"> • In year appraisal meetings. • Pupil progress meetings. • Termly data tracking. • Monitoring. • Good practice visits to other schools 		
<p>Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.</p>	Teaching of RWI phonics in Reception and KS1.	Following the positive impact in 2018/19 we will continue with RWI. 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 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-	<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

		<p>provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice.</p> <p><i>The Willows has exceeded National in the Phonics Screen for the last 5 years.</i></p> <p><i>Amanda Spielman's Second Annual Report as Her Majesty's Chief Inspector 4th December 2018</i></p> <p><i>'Learning to read is the single most important purpose of the first year at school, most of all for the most disadvantaged children.'</i></p> <p><i>'We intend to strengthen our focus on the inspection of reading'.</i></p>			
<p>Outcome A To continue to strengthen the teaching and learning across the school so that pupil</p>	<p>Maths setting Y2-Y5</p>	<p>Following impact of previous years setting in maths will continue, ensuring that objectives are taught at pace, learning is consolidated and challenges were provided for all abilities.</p>	<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. 	<p>SLT SMT KS1 & KS2 Maths Leads</p>	<p>Half termly</p>

progress is accelerated.		<i>The EEF summary for 'Best Practice in Setting' looks at KS3 and found non-conclusive research evidence. However, setting appears to benefit higher attaining pupils, which is an area of development for The Willows. Staff are not assigned randomly, thought to the groupings by ability, size of group, SEMH etc ensure well matched staff. All teachers and TSAs are responsible for a group or work in a small team. Our 'buy in' to this strategy is high.</i>	<ul style="list-style-type: none"> • Ensure that the learning environments are suitable • Children in correct groupings. • Staffing and resourcing is of high quality. For example the lowest set in Y6 is taught by the DHT and a teacher. • Following subjective teacher assessment year group teams regularly review groupings (PPA). • Data evidence. • Lesson drop ins. 		
Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.	To use TAs to support teachers in delivering quality first teaching, to minimise low level behaviours, and to ensure live feedback to address instantly any misconceptions in learning.	<p>To ensure all children are able to access a full and balanced curriculum, children will not be removed for interventions.</p> <p>Delivery of good quality teaching and support will close the gaps between PP children and their peers.</p> <p><i>02.09.19 Whole staff INSET – the role of TAs, LSPs, HI practitioners in supporting with 'live marking'</i></p>	<ul style="list-style-type: none"> • TA timetables showing in class support. • Testimonials from TAs for impact of their practice • RWI Monitoring and feedback of observations • CPD log • Informal drop-ins and lesson observations • Work scrutiny • Liaise with SENCO 	SLT SMT SENCO	Termly

		<p><i>so that misconceptions can be quickly addressed. This should negate the need for 'interventions' and allow pupils to access a broad and balanced curriculum.</i></p> <p><i>25.10.19 Whole staff INSET training – Metacognition and Self-regulated learning (Jo Pearson).</i></p>	<ul style="list-style-type: none"> • Pupil Progress Meetings to discuss the attainment and progress of PP against non PP children • Pupil premium review 		
<p>Outcome A To continue to strengthen the teaching and learning across the school so that pupil progress is accelerated.</p>	<p>Employ 1 part-time qualified teacher (3 days) to ensure the delivery of high quality maths and English lessons.</p>	<p>Following impact of previous years setting in maths will continue, ensuring that objectives are taught at pace, learning is consolidated and challenges were provided for all abilities.</p> <p><i>The EEF summary for 'Best Practice in Setting' looks at KS3 and found non-conclusive research evidence. However, setting appears to benefit higher attaining pupils, which is an area of development for The Willows. In Y2 and Y6 a part time teacher is assigned to plan and teacher the lower set as quality first teaching is a priority for these</i></p>	<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 • Children in correct groupings. • Staffing and resourcing is of high quality. For example the lowest set in Y6 is taught by the DHT and a teacher. • Following subjective teacher assessment year group teams regularly review groupings (PPA). 	<p>SLT SMT KS1 & KS2 Maths Leads</p>	<p>Half- termly</p>

		<i>children. The remaining 2 days the DHT teachers the Y6 set. Staff are not assigned randomly, thought to the groupings by ability, size of group, SEMH etc ensure well matched staff. Our 'buy in' to this strategy is high.</i>	<ul style="list-style-type: none">• Data evidence.• Lesson drop ins.• Ensure that most vulnerable groups ave access to high quality teaching through teachers as well as teaching assistants.																	
Outcome A Ensuring that pupils are on track for or exceed expectations to reach EXS or GDS	Maths tutor employed for 7.5 hours a week to deliver booster sessions for targeted children	<p>Employing a qualified teacher to provide quality Maths tuition has proved highly effective in previous years.</p> <p>PP Maths Data</p> <table><tr><td>Year</td><td>EXS</td><td>GDS</td></tr><tr><td>2016</td><td>100%</td><td>30%</td></tr><tr><td>2017</td><td>75%</td><td>25%</td></tr><tr><td>2018</td><td>70%</td><td>30%</td></tr><tr><td>2019</td><td>68%</td><td>9%</td></tr></table> <p>(Caveat – 3 form entry since 2018. PP numbers increased)</p> <p><i>Testing in September using the 2019 Maths papers ensure a baseline is set, plus the use of PAG data from KS1 results. Autumn Term focus on Arithmetic and fluency, Spring Term Reasoning.</i></p>	Year	EXS	GDS	2016	100%	30%	2017	75%	25%	2018	70%	30%	2019	68%	9%	<ul style="list-style-type: none">• Observation of booster sessions (EXS and GDS groups)• Pupil Progress Meetings to discuss attainment and progress of identified pupils• Pupil premium review	KS2 Maths Lead/Y6 teachers CB (DHT)	Termly
Year	EXS	GDS																		
2016	100%	30%																		
2017	75%	25%																		
2018	70%	30%																		
2019	68%	9%																		

<p>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.</p>	<p>Employment of an EAL support assistant 2 days per week.</p>	<p>By providing support for EAL learners and staff in EYFS, predominantly supporting speaking and listening. Pre-cuing activities e.g before an Autumn Walk.</p> <p><i>The EEF Early Years Toolkit says shows 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the</i></p>	<ul style="list-style-type: none"> • Observation of support • Nursery data/Communication Screen • NASSEA EAL Assessment Framework to be updated by class teachers • Pupil premium review 	<p>EYFS Lead AHT</p>	<p>Termly</p>
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		<i>story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</i>			
					Part Time Teacher
					£31,446.00 (19% of PP funding)
					TA support
					£56,727.00 (34% of PP funding)
					Maths Tutor
					£10,048.00 (6% % of PP funding)
					EAL Support
					£7,624.00 (5% % of PP funding)
					£105,845.00 (64% % of PP funding)
					Total budgeted cost

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	To support vulnerable children and their families within the school by employing a	The emotional needs of children are supported to enable them to make good progress. Parents feel more	<ul style="list-style-type: none"> Weekly meeting with the SO and wider Pastoral Team Boxall Profiles 	A Ball (AHT) SO Pastoral Team	Ongoing

Mindfulness and Metacognition as part of a culture of wellbeing.	Safeguarding Officer.	<p>confident and more able to support their child's education.</p> <p><i>State of the Nation 2019: Children and Young People's Wellbeing Research report October 2019 Department for Education:</i></p> <p><i>Findings for children and young people's wellbeing overall suggest the need to understand wellbeing across different groups of children and young people, and to use a range of measures to understand their experiences. Influences on children's wellbeing are multifaceted, and becoming increasingly varied as children grow into young people with different pressures on their lives. A growing body of evidence indicates that their peer and family relationships, alongside their wider school and neighbourhood environment, have the strongest links to children and young people's wellbeing.</i></p>	<ul style="list-style-type: none"> • Regular updating of supported families information • Monitoring of attainment and progress through Pupil Progress Meetings and data analysis • Breakfast club records • Pupil premium review 	SENCO SENCO Assistant	
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		<p><i>Experiences of being bullied, parent relationships, feeling unsafe in their neighbourhood, and perceived economic inequality are key risk factors for poor wellbeing, whilst positive peer relationships and school engagement promote positive wellbeing. However, these protective and risk factors overlap in different ways in different groups of children; and they cut across many areas of their lives, experiences, and wider environment. The challenge this poses is understanding what affects whom, and when in their lives, to guide how we best equip children with the skills they need to support their own wellbeing for the range of experiences they face growing up.</i></p>			
<p>Outcome B To further develop the school in promoting Mindfulness and</p>	<p>To support vulnerable children and their families within the school by employing one part-time Pupil</p>	<p>The attendance and emotional needs of children are supported to enable them to make good progress. Children's self-esteem and social skills are developed.</p>	<ul style="list-style-type: none"> • Weekly meeting with the AHT and wider Pastoral Team • Timetable and monitoring of 1:1 and group provision e.g 	<p>A Ball (AHT) Learning Mentors EWO</p>	<p>Ongoing</p>

Metacognition as part of a culture of wellbeing.	Well-being and Support Officer and contracting Part time EWO support.	<p><i>PP Attendance 2018-2019 – 94.6%</i></p> <p><i>PP/PA</i></p> <p><i>3 pupils 20 sessions each due to holiday</i></p> <p><i>1 pupil 24 sessions due to hols and illness</i></p> <p><i>1 pupil 40 sessions due to operation.</i></p>	<p>Socially Speaking interventions</p> <ul style="list-style-type: none"> • Ensure staff complete Boxall Profiles to identify pupils needing support. • Tracking the attainment and progress of supported children • To ensure that the pastoral team receive up to date and relevant training in order to support vulnerable pupils e.g self-harm, anti-bullying workshops • Pupil premium review 		
<p>Outcome B</p> <p>To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.</p>	SLA for Younger Minds	<p>Counselling by an external provider ensures that children's self-esteem is raised; parents respond positively to the techniques.</p> <p><i>YoungMinds - 3 children in every classroom have a mental health problem. Their mission is: 'We will make sure all young people get the best possible mental health support and have the resilience to overcome life's challenges.'</i></p>	<ul style="list-style-type: none"> • Feedback from counsellors, pupils and parents. • Boxall Profiles completed and reviewed. • Additional hours supported if necessary. • Pupil premium review 	SO and LM	Feedback from counsellors on a weekly basis

Pupil Premium Strategy Statement - 2019-2020

Outcome B To further develop the school in promoting Mindfulness and Metacognition as part of a culture of wellbeing.	Support children with uptake of paid extra-curricular opportunities and Hardship needs, eg. Uniform/PE kit	Ensure all children eligible for FSM have the same opportunities as other children. <i>We recognise that our most vulnerable pupils are unable to access external activities such as sports clubs, music tuition etc due to cost implications. To ensure inclusivity we assist with the purchase of extra school items e.g leavers' hoodies.</i>	<ul style="list-style-type: none"> Support parents with the cost of paid clubs. Termly feedback of extra-curricular uptake. Pupil premium review 	Pupil Finance Extra-curricular provision data LD	Uptake of clubs recorded.
Safeguarding Officer					£28,078.00 (17% of PP funding)
Pupil Well-Being Support Officer					£14,390.00 (9% of PP funding)
Younger Minds					£5179.00 (3% of PP funding)
Hardship support (£50 per child)					£6,150.00 (4% of PP funding)
Total budgeted cost					£53,797.00 (33% of PP funding)

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 C To enable children to have the same opportunities as their peers - enrichment of the curriculum.	Supporting FSM families with the cost of residential visits by subsidising 80% of the amount.	<p>It is extremely important to ensure that children have the opportunity to take part in residential visits and all of the experiences they provide –</p> <p>Y3 - Fire and Flint (1 night) Y4 - Mount Cook (1 night) Y5 - Laches Wood (4 nights) Y6 - France (4 nights)</p> <p><i>Pupil interviews 2018/19: 61% of children asked took advantage of after school, before school or lunch time activities. The children who did not gave reasons such as 'my grandparents collect me from school' or 'I'm on the waiting list'. All children interviewed had been on one or more residential trips as part of the curriculum.</i></p>	<ul style="list-style-type: none"> • Uptake of places on residential visits • Feedback from children and families • Pupil premium review 	C Beltran (DHT) K Simms (Business Manager)	Following visits
Residential Subsidy					£9,503.20 (6% of PP funding)

Pupil Premium Strategy Statement - 2019-2020

	Pupil Premium Review	£750.00
	Total budgeted cost	£10,253.20 (6% of PP funding)
	TOTAL	£169,895.20 *There is an over funding of £3,018.20 which is funded from the school budget.