

Statement of pupil premium strategy – The Willows School

1. Summary information					
School	The Willows School			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD
Academic Year	2018/19	Total PP budget	£65970	Date of most recent PP Review	September 2018
Total number of pupils	120	Number of pupils eligible for PP	57 (48%)	Date for next internal review of this strategy	September 2019

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Reading and overall literacy levels are low not allowing access to simple text, affecting engagement and restricting independence.
B.	Low levels of basic number skills restricting independence and application of numbers in real life contexts.
External barriers	
C.	Poor social and emotional well-being which affects behaviour, health and engagement.
D.	Parental engagement which affects attendance and then in turn impacts learning.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased reading and overall literacy levels for Pupil Premium children.	Increased reading and overall literacy scores.
B.	Pupil Premium children are making at least equal progress to non-Pupil Premium children in maths.	Data for PP children will continue to show at least equal progress to non-PP children.
C.	Increased opportunities for Pupil Premium children to attend after-school clubs, holiday clubs and other enrichment activities (e.g Duke of Edinburgh and forest schools) and interventions that are delivered through the Pupil Support Team.	More Pupil Premium children will have taken part in these extra-curricular activities. PIVATS data shows an improvement in PSD scores. Survey of pupils and parents shows it has had a positive effect. 62.5 % PP for after school clubs, 57% PP for summer school and 50 % PP for Easter school.

D.	Increased interaction with parents/carers of Pupil Premium children.	More parents/carers of our Pupil Premium children will attend school events and meetings.
E.	Increased attendance for Pupil Premium children.	The attendance of Pupil Premium children will be at least equal to that of non-Pupil Premium children. Number of persistent absentees will decrease. Last academic year 62.5% of persistent absentees PP

4. Planned expenditure					
Academic year		2018-2019			
The three 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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased reading and overall literacy scores for PP children.	Staff training on dyslexia and writing. Refreshers given for existing staff and training to new staff. Continued use of Lexia with tutors being given ownership.	A large number of Pupil Premium children have dyslexic tendencies. If staff put proven strategies in to place in all lessons to support these children, barriers will be reduced. The EEF Toolkit rates phonics approaches as having a moderate impact on pupil achievement.	Regular meetings between Head of English and English teachers. Regular reminders and updates at whole staff meetings. TA training specific for English. Book looks to support marking and progress being made.	Head of English	July 2019
Total budgeted cost					£100

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased reading and overall literacy levels for Pupil Premium children.	Bespoke 1:1 interventions with English HLTA and TA focusing on reading, writing and speaking & listening. The use of successfully trialled software.	The EEF toolkit places 1:1 tuition and small group tuition as having a moderate impact on learning. The HLTA and TA have undergone training to allow them to carry out bespoke interventions tailored to the needs of the students. The software programme used, Lexia, has proved to be successful in improving literacy scores in recent years.	HLTA and TA training to be kept up-to-date. Head of English and HLTA to make all staff aware of pupils on interventions and progress made. Suitability of interventions to be reviewed on a termly basis. Tutors to be responsible for monitoring use and performance on Lexia.	Head of English	July 2019 Staff salaries £7000
Pupil Premium children are making at least equal progress to non-Pupil Premium children in maths.	Bespoke 1:1 and small group interventions with the maths HTLA. Applied maths lessons focusing on mastering basic skills.	The EEF toolkit places 1:1 tuition and small group tuition as having a moderate impact on learning. The maths HTLA works closely with the Head of Maths to ensure the correct pupils are chosen and appropriate intervention put in place. Applied maths lessons have increased pupil enjoyment and engagement in the lessons.	Maths HTLA training to be kept up to date and regular discussions with Head of Maths to ensure correct interventions are in place. Head of Maths to make all staff aware of pupils on interventions and progress made. Full TA training. Suitability of interventions to be reviewed on a termly basis.	Head of maths	Termly Staffing approx £7000 Resources £100
Total budgeted cost					£14100
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased levels of positive well-being.	Increased opportunities for Pupil Premium children to attend	Behaviour interventions, 1:1 tuition and social and emotional learning are all seen as having a moderate impact on learning in the EEF toolkit.	Interventions to be monitored by the PST and information to be shared with all staff relating to the	PST leader	July 2019 Staffing: £35,500

	after-school clubs, holiday clubs and other enrichment activities and 1:1 behaviour interventions that are delivered through the PST.	As a school we believe that if our pupils have positive social and emotional well-being that academic progress will follow. The PST is at the heart of what we do and interventions, holiday clubs and after-school activities almost always show a positive impact has been made.	interventions each child has received. Staff to be surveyed to look at the impact of interventions on the child.		Transport: £2000
Increased interaction with parents/carers of Pupil Premium children.	Pupil Support Team to lead parent support groups and regular parent forums. Head of English to hold sessions for parents/carers and children focusing on literacy. Head of Maths to hold sessions for parents focusing on working with their child in maths. Continuation of parent sessions such as rowdy robots.	The EEF toolkit states that parental involvement has a moderate impact on pupil progress and learning.	Monitoring by PST to see which parents/carers attend the meetings. Numerous activities scheduled throughout the school year to allow as many parents as possible to attend such as coffee mornings, forest school, Maths workshops etc. Look at possibility of holding some events after-school or in the evening to allow those parents who are at work to attend.	PST leader Head of English Head of Maths	July 2019 Resources: £200
Increased attendance for Pupil Premium children.	Attendance support worker in school to monitor attendance and identify individuals with poor attendance. Liaise with SLT and EWO to work with individual families as required.	The EEF toolkit states that parental involvement has a moderate impact on pupil progress and learning. We believe that increasing parental involvement will have a positive impact on attendance.	Regular monitoring of the attendance figures by the attendance support worker that is reported to SLT on a regular basis. EWO involvement when individual attendance drops below 90%. Whole-school push on attendance with new reward initiatives for pupils and keeping parents more	SLT Attendance support worker	Termly Staffing £2500

			informed on attendance figures.		
Total budgeted cost					£40200

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Reading and overall literacy levels increased and reduced barriers to accessing reading.</p>	<p>Staff training on dyslexia and the use of phonics.</p>	<p>In Reading PP children made an average of 4.95 steps vs non-PP who made an average of 3.70.</p> <p>In Writing PP children made an average of 4.35 steps vs non-PP who made 4.98. This will therefore be an area of focus for intervention.</p> <p>In Speaking and Listening expression PP made 4.33 steps vs non-PP 4.15.</p> <p>In Speaking and Listening comprehension the gap was larger with PP children making 5.07 steps vs non-PP making 4.17.</p> <p>In Reading 82% of PP children made expected or above expected progress compared with 57 % of non-PP.</p> <p>In Writing 69% of PP children made expected or above expected progress compared with 63 % of non-PP.</p> <p>In S&L Expression 49% of PP children made expected or above expected progress compared with 59 % of non-PP.</p> <p>In S&L Comprehension 73% of PP children made expected or above expected progress compared with 57 % of non-PP.</p>	<p>This data shows the intervention put in place for PP children has been effective as our Pupil premium children have made greater progress in all areas of English than non-pupil premium children.</p> <p>Lesson observations across all stages of the curriculum highlighted staff using these strategies in lessons.</p> <p>All new staff will be given the training when they join the school and refresher courses will be available periodically for existing staff.</p> <p>Parents are invited to attend dyslexia training also in order to attempt to allow children to access some strategies at home.</p>	<p>Resources: £100</p>
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<p>Progress in maths for Pupil Premium children comparatively equal to or better than non-Pupil Premium children.</p>	<p>Staff training on working memory and the effects on Mathematical learning and understanding.</p>	<p>In Number PP children made 5.18 steps vs non-PP who made 5.09.</p> <p>Shape, Space and Measure is the only area in which non-PP children made more steps with 6.5 vs 5.53, this will therefore be an area to focus intervention.</p> <p>In Using and Applying PP children made 7.65 vs non-PP who made 7 average steps. This was an area of focus last year for intervention so provides evidence for the effectiveness of the intervention on offer.</p> <p>In Number 86% of PP children made expected or above expected progress compared with 68 % of non-PP.</p> <p>In Shape Space and Measure, 88% of PP children made expected or above expected progress compared with 76 % of non-PP.</p> <p>In Using and Applying, 71% of PP children made expected or above expected progress compared with 62 % of non-PP</p>	<p>Overall Pupil children made greater progress than non-pupil premium children in Maths showing effective intervention and use of funding. Intervention will once again be closely monitored and strategies put in place to narrow the gap in Shape, Space and Measure. All new staff will be given the training when they join the school and refresher courses will be available periodically for existing staff.</p>	<p>Resources: £100</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Reading and overall literacy levels increased and reduced barriers to accessing reading.	Bespoke interventions with English HLTA and TA. The use of successfully	The data break down above shows that overall Pupil Premium children make more progress	The 1:1 interventions continue to be a highly effective use of funding. A greater percentage of Pupil Premium children made progress in reading and writing. These 1:1 interventions will continue.	HLTA: as costed above
Progress in maths for Pupil Premium children comparatively equal to or better than non-Pupil Premium children.	Bespoke interventions with Maths HLTA. Applied Maths lessons and repetition of basic skills. Promotion of maths skills through all curriculum areas.	Overall our PP children made more progress than non-PP children.	The data shows that this continues to be a highly effective use of the funding. More 1:1 interventions and small group interventions will be in place this year as will applied maths lessons and active learning.	HTLA as costed above
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Increased engagement of parents/carers.</p>	<p>Pupil support team to facilitate parent support groups with various themes of focus regarding having a child with SEN.</p>	<p>Throughout the year, regular events were held by the Pupil support team to encourage parents to be involved in the school community. Parents were also invited into school by some subject areas (eg Science, Computing and Food tech) and heads of lower/upper school. Parents/carers and the wider community were invited to take part in poppy making as part of an art community project to raise engagement of parents/carers. The number of parents has steadily increased and although all parents are invited in, not just those of PP children, the high percentage of PP children on roll means they were directly impacted.</p>	<p>Parental engagement is an important issue that affects both pupil attendance and engagement in learning. We have seen an increase in the number of parents attending these events and as such they will continue in the next academic year.</p>	<p>PST staff time (included in costings below)</p>
<p>Increased attendance rates and reduced absentees.</p>	<p>Support worker to monitor attendance, liaise with EWO and work with individual families.</p>	<p>The school's attendance for the year 2017-18 was 91.8%</p> <p>Throughout the year there were issues with persistent absentees and non-attenders which impacted massively on this figure.</p> <p>63% of persistent absentees were PP children.</p>	<p>Attendance continues to be an issue so will be tackled as a whole school. Close links have been formed with the EWO to target those families with the lowest attendance.</p> <p>Regular prizes given out in whole school assembly for children with above 95% attendance. Attendance monitored and highlighted within each tutor group. Attendance discussed in annual review meetings with parents/carers. Staff in a prize draw for 100% attendance in assemblies to highlight importance to children.</p>	<p>As costed above</p>

<p>Increased levels of positive well-being.</p>	<p>Increased opportunities for 1:1 behaviour interventions, extra-curricular activities, enrichment activities and holiday clubs.</p>	<p>All Pupil Premium children were given the opportunity to receive some form of intervention, be it behavioural, social and emotional or bespoke to their individual needs. All Pupil Premium children were also given the opportunity to attend after-school clubs and Easter and Summer schools. All children who attended gave positive feedback.</p> <p>Opportunities such as forest schools, Duke of Edinburgh, Kingswood residential and NCS residential are given to PP children and the feedback is always positive from children and parents.</p> <p>73% of children attending forest school sessions are PP children.</p> <p>Many of the children who access music therapy are PP children. This can have a positive impact on behaviour and engagement.</p> <p>62.5% of children attending afterschool activities were pupil premium children.</p> <p>50% of children attending Easter school were pupil premium children.</p> <p>On average over the 6 days of summer school 56% of children attending were pupil premium children.</p> <p>Interventions are given to PP children in horticulture and in the vocational centre. Both interventions have a positive impact on well being.</p>	<p>Although summer schools are classed as having a low impact on the EEF toolkit, we feel that the experiences our children receive from these holiday clubs is an important use of our funding and it is essential that we continue to offer these experiences to our pupil premium children who would otherwise miss out on such activities.</p> <p>Behaviour interventions and social and emotional learning have a positive impact on our pupils and are rated as having a moderate impact on learning. We will continue to use our Pupil Premium funding for these interventions.</p> <p>Activities such as swimming for PP/LAC children with behavioural difficulties will have a positive impact of wellbeing.</p>	<p>PST dedicated time:</p> <p>Activities £200</p> <p>Resources £200</p> <p>Swimming £300</p> <p>Staff salaries = £6000</p> <p>Music therapy = £4500</p>
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.