

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	2017-18	Total PP budget	£68895	Date of most recent PP Review	September 2017
Total number of pupils	119	Number of pupils eligible for PP	69 (58%)	Date for next internal review of this strategy	September 2018

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 show equal progress to non-PP children.
C.	Increased opportunities for Pupil Premium children to attend after-school clubs, holiday clubs and other enrichment activities 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.
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.
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4. Planned expenditure					
Academic year	2017-2018				
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 levels for Pupil Premium children.	Staff training on dyslexia and the use of phonics. Whole school push on writing.	A large number of Pupil Premium children have dyslexic tendencies. If staff put proven strategies in to place to support these children, barriers will be reduced. The EEF Toolkit rates phonics approaches as having a moderate impact on pupil achievement.	All class teachers and TAs to undergo the dyslexia and phonics training on a regular basis. Regular planning meetings between Head of English and English teachers.	Head of English	July 2018 Resources: £100
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/TA to make all staff aware of pupils on interventions and progress made. Suitability of interventions to be reviewed on a termly basis. TA to be responsible for monitoring use and performance on Lexia.	Head of English	Termly Staffing: £24,000
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 TA. 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 TA 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 TA 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. Suitability of interventions to be reviewed on a termly basis.	Head of Maths	Termly Staffing £5,000
Total budgeted cost					£29,000

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 after-school clubs, holiday clubs and other enrichment activities and 1:1 behaviour interventions that are delivered through the Pupil Support Team.	Behaviour interventions, 1:1 tuition and social and emotional learning are all seen as having a moderate impact on learning in the EEF toolkit. 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 to be monitored by the PST and information to be shared with all staff relating to the interventions each child has received. Staff to be surveyed to look at the impact of interventions on the child.	PST leader	July 2018 Staffing: £35,500 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 and children focusing on literacy. Head of Maths to hold sessions for parents focusing on working with their child in maths.	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. 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 2018 Resources: £200

<p>Increased attendance for Pupil Premium children.</p>	<p>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.</p>	<p>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.</p>	<p>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 informed on attendance figures.</p>	<p>SLT Attendance support worker</p>	<p>Termly Staffing: £2000</p>
Total budgeted cost					<p>£39,700</p>

5. Review of expenditure				
Previous Academic Year		2016-17		
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
Reading and overall literacy levels increased and reduced barriers to accessing reading.	Staff training on dyslexia and the use of phonics.	Overall 96% of Pupil Premium children made some progress in English vs. 93% of non-Pupil Premium children. In terms of reading, 94% of PP children made some progress in reading vs. only 90% of non-PP children. Writing – 82% PP vs 79% non-PP S & L expression – 85% PP vs 88% non-PP S & L comprehension – 87% PP vs 93% non-PP	This was an effective use of funding as the data shows that a greater percentage of Pupil Premium children made progress in English overall compared to non-Pupil Premium children. Lesson observations across all stages of the curriculum highlighted staff using these strategies in lessons. All new staff will be given the training when they join the school and refresher courses will be available periodically for existing staff.	Resources: £100
Progress in maths for Pupil Premium children comparatively equal to or better than non-Pupil Premium children.	Staff training on brain damage and the effects on Mathematical learning and understanding.	Overall 96% of PP children made some progress in maths vs. 90% of non-PP children.	This was an effective use of funding as the data shows that a greater percentage of Pupil Premium children made progress in maths compared to non-Pupil Premium children. All new staff will be given the training when they join the school and refresher courses will be available periodically for existing staff.	Resources: £100

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
Reading and overall literacy levels increased and reduced barriers to accessing reading.	Bespoke interventions with English HLTA and TA. The use of successfully trialled software.	Overall 96% of Pupil Premium children made some progress in English vs. 93% of non-Pupil Premium children. In terms of reading, 94% of PP children made some progress in reading vs. only 90% of non-PP children. Writing – 82% PP vs 79% non-PP S & L expression – 85% PP vs 88% non-PP S & L comprehension – 87% PP vs 93% non-PP	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: £14,000
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 the mastery approach using active learning.	Overall 96% of PP children made some progress in maths vs. 90% of non-PP children.	The data shows that this continues to be a highly effective use of the funding. More 1:1 interventions will be in place this year as will applied maths lessons and active learning.	HLTA: £13,500
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
Increased engagement of parents/carers.	Pupil support team to facilitate parent support groups with various themes of focus regarding having a child with SEN.	Throughout the year, regular events were held by the Pupil support team to encourage parents to be involved in the school community. 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 will be directly impacted.	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.	PST staff time (included in costings below)

<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 2016-17 was 93.8% which is lower than in previous years. However, it was still one of the highest overall attendances for special schools in the area. Throughout the year there were issues with persistent absentees and non-attenders which impacted massively on this figure.</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>Support worker: £2000</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>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. 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>PST dedicated time: £42,300</p> <p>Transport for after-school clubs: £2000</p>