

Pupil Premium Strategy Statement

1. Summary information					
School	Willow Brook Primary School				
Academic Year	2018-2019	Total PP budget	£282480	Date of most recent PP Review	2018
Total number of pupils	550	Number of pupils eligible for PP	185	Date for next internal review of this strategy	2019

2. Current attainment/KS2 SATS 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	84% (79% 2017)	70%
% making progress in reading	+1.7	+0.3
% making progress in writing	+2.9	+0.2
% making progress in maths	+3.4	+0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills and attitude to learning
B.	Poor parental skills
C.	Reduced uptake of social and cultural support networks and stimuli
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates – high level of global families and unauthorised leave; vulnerable families both accessing and unable to access support

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils attaining at least Age Related Expectations, as measured against National Standards according to GST School Improvement processes including Progress Board, School Review and Data Captures	All pupils PPG attain in line with National cohort at least
B.	PPG pupils' attitudes to learning and deeper thinking skills raised, measured via Philosophy for Children (P4C) benchmarking; accredited by national body; build school wide team	School attained Bronze P4C accreditation and all staff members trained to Level 1, many to level 2

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C.	Raised aspirations amongst PPG cohort	In half termly SSE and at reviews, PPG pupils report personal successes, future plans and self-awareness; perpetual focus on GST and School ethos
D.	Resilience developed in PPG pupils to support their rapid progress to meet at least ARE	Half-termly raising achievement meetings capture narrowed gaps and raised on-track-ness to make AREs at end of term

5. Planned expenditure

Academic year **2018-19**

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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG pupils meet ARE at least and perform in line with National non-PPG pupils	<p>HLTA Support £28621</p> <p>RWI Phonics for all staff: to embed and initialise practices: resourcing (includes home resources) £6300</p> <p>LSA provision across school £60,500</p>	<p>Small group work and targeted interventions alongside direct class teaching has enabled pupils to make swift progress, closing gaps and building confidence.</p> <p>Whole school intervention of RWI has supported pupils in making rapid progress in reading.</p> <p>Deeper thinking skills and capability of abstract thought has been proven to be improved with use of P4C.</p> <p>Arts including music is a vital aspect of a nurturing and inspiring curriculum</p>	<p>Line management, rigorous performance management, use of Action Impact Next Steps reporting</p> <p>Evaluation schedule</p>	DHT, Phase Leader, RWI lead	Half termly and ongoing

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PPG pupils' attitudes to learning and deeper thinking skills raised, measured via Philosophy for Children (P4C) benchmarking	Philosophy for Children Training and accreditation: resourcing (inc. human) £5875 Specialist Art and Music Teaching £29,040		P4C Going For Gold accreditation with built in key performance indicators, line management 121s in line with GST SI processes	P4C lead, HT, DHT	Half termly and ongoing
Total budgeted cost					£130336
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?
PPG pupils attaining at least Age Related Expectations, as measured against National Standards according to GST School Improvement processes including	Booster Groups lead by HLTAs: £7000 Additional class teacher in Y6: £36,390	High level 121 teaching reduces gaps swiftly for PPG pupils;	Frequent and granular gap analysis; data reports to Govs and Trust	T&L Lead, SLT	Half termly and ongoing

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PPG pupils with emotional and social needs minimised in order to eradicate barriers to learning	<p>Integrative Child Councilor £3510</p> <p>Educational Psychologist £5832</p> <p>Subsidised Breakfast Clubs £3166</p> <p>Learn talk Ltd, Speech Development £12,000</p> <p>Child counsellor: £3510</p>	Families with poor attitudes to learning and international links need support to understand attendance; families who are 'just about managing' require additional support especially around self-management and nutrition	Safeguarding and intervention meetings; 121 target setting	Pastoral Lead, HT	Weekly, half termly and ongoing
Total budgeted cost					59408
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?
Raised aspiration and resilience	<p>Residential Trip and curriculum based visits: £13,000</p> <p>Saturday School Provision £2000</p> <p>Employ Pastoral Support Manager £21,963</p>	<p>Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship</p> <p>All pupils are offered a wide range of experiences and opportunities throughout the school year. This forms a crucial part of the Wide Horizons and Proud Traditions agenda which form a</p>	Pupil voice captured at half termly intervals features in SSEs; Raising Attainment Meetings; 121 line management and performance management relying on numerical targets	Pastoral Lead, H Teacher,	Weekly, half-termly

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	<p>£38,280</p> <p>Additional teachers to enable specialised training; time-based projects to broaden curriculum; cover for specialist in-house experts to deliver across Trust</p>	<p>fundamental part of the school's and the Griffin Trusts vision. Funding is used to ensure that all pupils have full access to broad educational experiences. These include residential courses, school trips and visits, access to visitors to school who enhance the curriculum, access to music tuition, access to after school clubs and involvement in sports events. Whole school trips have proven to be very successful and now form an important part of our Proud Traditions.</p>			
<p>Raised aspirations by experience of PPG pupils of broader cultural and social stimuli and inspiration</p>	<p>School /Home Support including home learning resources and support for parents: Mathletics/bugclub software £1008 £1395</p> <p>Environmental Provision £6,000</p> <p>Griffin Arts Festival/Science Symposium/Sports Festival £4000</p> <p>Drama Specialist</p>	<p>Improved parental awareness of expectations and capability to support at home; high level of arts provision supports raised attainment and wide range of soft skills; Environment compensates for poor home environments and raises expectations; enterprise provides aspiration for future and develops deeper thinking skills</p>	<p>Pupil and parental voice; external quality assurance i.e. Enabling Enterprise specialist reports; Action, Impact, Next Step reports completed by subject leads; milestones in SDP</p>	<p>Specialist Leads, SLT Line Managers</p>	<p>Half termly and ongoing</p>

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	£9390				
	Art Lead practitioner coordinating festival; residential artist; staff training; 1.5 days £15,000				
Total budgeted cost					£112,036

6. Review of expenditure																																				
Previous Academic Year		2017-18																																		
i. Quality of teaching for all																																				
Desired outcome	Chosen action/approach	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																														
PPG pupils narrow gaps to make ARE and above in line and above non-PPG nationally	Whole school approach to quality first teaching; Y6 focus on gap analysis; broad and rich curricular offer; HLTA support; 121 teaching; staff and leadership training; LSA support; home learning resources; interventions such as Read Write Inc. phonics programme - whole school	<table border="1"> <thead> <tr> <th></th> <th>School disadvantaged pupils</th> <th>Local authority other (non-disadvantaged) pupils</th> <th>England state-funded schools other (non-disadvantaged) pupils</th> </tr> </thead> <tbody> <tr> <td>Progress in reading (score, description and confidence intervals)</td> <td>1.7 (-0.4 to 3.8)</td> <td>0.8 (0.5 to 1.1)</td> <td>0.3 (0 to 0)</td> </tr> <tr> <td>Progress in writing (score, description and confidence intervals)</td> <td>2.9 (0.9 to 4.9)</td> <td>1.7 (1.4 to 2)</td> <td>0.2 (0 to 0)</td> </tr> <tr> <td>Progress in maths (score, description and confidence intervals)</td> <td>3.4 (1.5 to 5.3)</td> <td>1.9 (1.7 to 2.1)</td> <td>0.3 (0 to 0)</td> </tr> <tr> <td>Percentage of pupils meeting the expected standard in reading, writing and maths</td> <td>84%</td> <td>75%</td> <td>70%</td> </tr> <tr> <td>Percentage of pupils achieving a high standard in reading, writing and maths</td> <td>9%</td> <td>16%</td> <td>12%</td> </tr> <tr> <td>Average score in reading</td> <td>105</td> <td>106</td> <td>106</td> </tr> <tr> <td>Average score in maths</td> <td>107</td> <td>107</td> <td>105</td> </tr> </tbody> </table>		School disadvantaged pupils	Local authority other (non-disadvantaged) pupils	England state-funded schools other (non-disadvantaged) pupils	Progress in reading (score, description and confidence intervals)	1.7 (-0.4 to 3.8)	0.8 (0.5 to 1.1)	0.3 (0 to 0)	Progress in writing (score, description and confidence intervals)	2.9 (0.9 to 4.9)	1.7 (1.4 to 2)	0.2 (0 to 0)	Progress in maths (score, description and confidence intervals)	3.4 (1.5 to 5.3)	1.9 (1.7 to 2.1)	0.3 (0 to 0)	Percentage of pupils meeting the expected standard in reading, writing and maths	84%	75%	70%	Percentage of pupils achieving a high standard in reading, writing and maths	9%	16%	12%	Average score in reading	105	106	106	Average score in maths	107	107	105	Writing teaching approach to be enhanced with new subject specialism on staff; earlier Saturday school provision; holistic view by far the best	£157262
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<p>Home/school liaison is at high level and support wellbeing in PPG pupils, leading to resilience and self-awareness</p>	<p>Residential; arts specialist school and opportunities; rewards and enhanced environment; Councillor, Pastoral Lead and Support; Therapist, Speech and Language intervention; Early Help provision; Educational Psychologist assessment and reports;</p>	<p>High levels of outcomes indicates these approaches supported swift progress</p>	<p>As part of the GST approach, these approaches will continue</p>	<p>£87255</p>
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7. Additional detail

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

Total spend budgeted 2017-18 £244,517

Willow Brook received 'Schools for Success' status in 2018 for being in the top 6% of schools providing exceptional outcomes, therefore value for money, for previously low attaining pupils. <https://www.london.gov.uk/what-we-do/education-and-youth/schools-success/schools-success-profiles/willow-brook-primary-201819>