

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Willow Brook Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£251,515	<b>Date of most recent PP Review</b>	Autumn term 2020
<b>Total number of pupils</b>	590	<b>Number of pupils eligible for PP</b>	187 pupils 37.63%	<b>Date for next internal review of this strategy</b>	Spring term 2021

2. Current attainment/KS2 SATS 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils meeting the expected standard in reading, writing and maths	86%	71%
Progress score in reading	3.5	0.3
Progress score in writing	0.7	0.3
Progress score in maths	3.1	0.4
Average point score in reading	108	105
Average point score in maths	109	106

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Language and communication skills
<b>B.</b>	Limited access to cultural experiences and low aspiration
<b>C.</b>	Families disengaged and disaffected with educational opportunities
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Families not accessing support or prioritising education; mobility (in year transitions), families living in very over-crowded housing, gang related crime affecting older siblings and increasingly younger aged children.

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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	More PPG pupils achieving greater depth in reading, writing and mathematics	Gap analysis will no gap in combined attainment
<b>B.</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 of expert practitioners	School attains Silver P4C accreditation and all new staff members trained to Level 1, many to level 2
<b>C.</b>	Raised aspirations amongst PPG cohort, reflected in pupil voice, attendance at clubs and extra-curricular activities and very high levels of attendance	In half termly SSE and at reviews, PPG pupils report personal successes, future plans and self-awareness; perpetual focus on GST and School ethos
<b>D.</b>	Achievement at age related expectations and greater depth are in line with non PPG in the wider curriculum areas	Half-termly raising achievement meetings capture narrowed gaps and raised on-track-ness to make AREs at end of term. Children take lead roles in productions around the arts.

5. Planned expenditure					
Academic year		<b>2020-21</b>			
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 achieve GD combined in reading, writing and mathematics in line with non-PPG	Specialist HLTA/LSA provision for targeted intervention £59,280	Small group work and targeted interventions alongside quality first teaching has enabled pupils to make swift progress, closing gaps and raising achievement.	Coaching and mentoring of LSAs, Strategic timetabling, Raising Achievement Meetings, Planning of interventions. Moderation cycle.	SLT RWI lead	Half termly and ongoing
	RWI Phonics development for staff (teaching and support) to embed and further drive practice £6000	Whole school intervention of RWI has supported pupils in making rapid progress in reading. And close any significant gaps.	Rigorous analysis of RWI data and regular strategic grouping of PPG children.	TC LD	Half Termly



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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PPG pupils attaining at Greater depth, as measured against National Standards according to GST School Improvement processes including Progress Board, School Review and Data Captures	<p>Targeted Teaching sessions lead by HLTA/LSAs/Teacher/SLT (£30,545) drawing on established and successful practices</p> <p>Additional Year group HLTA to drive learning in key groups (£22,390)</p>	<p>High level 121 teaching reduces gaps swiftly for PPG pupils and increases attainment and therefore ability to achieve GD.</p>	<p>Regular Gap analysis of formative data during cycles, continuous assessment and strategic planning.</p> <p>Team teaching, coaching and planning support with internal and external leaders with proven success to develop teacher's and support staff to pitch to Greater depth</p>	T&L Lead, SLT	<b>Half termly and ongoing</b>
PPG pupils with emotional and social needs supported to enable barriers to learning to be identified and addressed.	<p>Specific Counsellors for pupils of high need and CAMHS triage £7020</p> <p>Educational Psychologist £5832</p> <p>Subsidised Breakfast Clubs including boosters where necessary £3166</p> <p>Learn talk Ltd, Speech Development £11,700</p>	<p>Families who are disengaged with educational systems need support to enable them to develop trust within the school system, therefore enabling them to allow schools to support with family issues.</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>Safeguarding and intervention meetings; 121 target setting</p> <p>Review meetings with external providers and SENDCO</p> <p>Revision of progress of pupils within class; evaluation of attendance and patterns for key groups</p>	Safeguarding Lead SENDCO HT	Weekly, half termly and ongoing
<b>Total budgeted cost</b>					£80,683

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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raised aspiration and resilience	<p>Residential Trip and curriculum based visits: £13,000</p> <p>Saturday School Provision £2000</p> <p>Additional specialist teachers (Computing, Sports) to enable specialised training; time-based projects to broaden curriculum; cover for specialist in-house experts to deliver across Trust</p> <p>(£38,280)</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 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>Pupil voice captured at half termly intervals features in SSEs; Raising Achievement Meetings; 121 line management and performance management relying on numerical targets</p> <p>Revision of progress of pupils within class; evaluation of attendance and patterns for key groups</p>	Pastoral Lead, H Teacher,	Weekly, half-termly
Raised aspirations by increasing experience of PPG pupils in broader cultural and social stimuli	School /Home Support including home learning resources and support for parents: Purple Mash software, Willow Brook home learning site.	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	Track engagement from PPG students via sharing station and engagement with purple mash. Evaluation and tracking of engagement and progress in online programmes	Specialist Leads, SLT Line Managers	Half termly and ongoing

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	<p>TAs run specific interventions for PPG using online learning sites. (£6000)</p> <p>Environmental Provision (includes themed break out learning spaces, Artist themed library spaces, Inclusion room for child therapy sessions and Social and emotional well-being sessions) £6,000</p> <p>Griffin Arts Festival/Science Symposium/Sports Festival £4000</p>	<p>for poor home environments and raises expectations; enterprise provides aspiration for future and develops deeper thinking skills</p>	<p>Pupil and parental voice; Raising Achievement meetings, formative data from Purple Mash External quality assurance i.e. Action, Impact, Next Step reports completed by subject leads; milestones in SDP</p>		
					£69,280
<b>Total budgeted cost</b>					<b>£309,758</b>

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6. Review of expenditure				
Previous Academic Year		2019-20		
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 meet ARE at least and perform in line with National non-PPG pupils	Small group work and targeted interventions alongside direct class teaching has enabled pupils to make swift progress, closing gaps and building confidence.	Moderation and teacher assessment show clear and evident impact for all children receiving a high quality education at Willow Brook.	Approach will continue and be refined according to need and whole school priorities.	
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
PPG pupils with emotional and social needs minimised in order to eradicate barriers to learning	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	Increased parental engagement from families who engaged with support available. Increased outcomes indicates systems are working.	These approaches will continue and be adapted if deemed necessary.	

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iii Other Approaches				
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)	
Raised aspirations by experience of PPG pupils of broader cultural and social stimuli and inspiration	Environment compensates for poor home environments and raises expectations; enterprise provides aspiration for future and develops deeper thinking skills	Children are taking part in trips that are stimulating and inform life experience. Children's exposure to a range of the arts and the opportunity to engage in a range of artistic enterprises supports creativity, independence and the ability to innovate.	This approach will continue and will be adapted if necessary.	

## 7. Additional detail

Total spend budgeted 2018-19 £244,517

Highest academic outcomes to date attained  
Pupil and parent voice captures exceptionally high satisfaction