



1. Summary information					
School	Willenhall Community Primary school				
Academic Year	2017-18	Total PP budget:	£ 292,160	Date of most recent PP Review:	May 2018
Total number of pupils	460	Number of pupils eligible for PP:	224	Date of next internal review of this strategy:	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>(national average)</i>
KS2	63% (37% Non)	67%
% achieving in reading, writing and maths 2017	51%	
% making progress in reading	-5.36	+0.33
% making progress in writing	-0.98	+0.18
% making progress in maths	-2.11	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
1	Limited language acquisition for PP children in EYFS and year 1 – limited vocabulary along with limited letter recognition and reading skills upon entry to the EYFS stage. The current intake indicates that 30% of the Reception children enter the EYFS with age related language skills.
2	Address the general attainment gap and transition dip between EYFS and Y1. Support pupil with the development of fine motor skills to ensure correct letter formation and sizing, as this is a significant element of writing attainment at KS1.
3	To ensure Greater Depth pupils are challenged and supporting in achieving this standard.
4	Current year 4, 5 and 6 children have low attainment in reading, writing and maths due to a high cross-over of SEND and social care needs. This is a complex barrier to future attainment and therefore need targeted interventions and high teaching aspirations.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	The attendance of PP pupils is an area that has impacted on individual pupil progress.
E	Socio - economic issues of low aspiration, high % of social care involvement, lack of parental support from home in reading and homework is low specifically across the school.
F	Low overall attendance. Specifically, in EYFS as PP attendance is 90% and non PP is 96% and our persistent absence as 67% are PP

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Book trawls, monitoring and data analysis shows good progress, never less than good teaching and an increase in basic age related skills in reading, writing and maths.	At least expected progress rates in reading writing and maths by Summer 2.
B	For children to gain the EYFS vocabulary skills based in both EYFS goals and KS1 curriculum to support passing the phonics screening, develop early reading skills and be able to talk in full sentences	The Wellcomme, Blast and Speaking and Listening program ensures that all children meet their specific language targets To use Clever Hands to improve fine motor skills for writing Children are accessing reading schemes quicker
C	Children will acquire the phonic skills needed to be successful in reading and writing and improve the overall age related expectation in these core areas	That PP passing the phonic screening is in line with Non PP children in Yr.1 and Yr. 2 pupils who retake this screening. They apply these skills well in reading and writing as evidenced in monitoring and books
D	To enhance positive relationships between school and home. Increase parental engagement through academic support <ul style="list-style-type: none"> <li>• Increase home readers</li> <li>• Increase support with homework and spellings</li> <li>• Wider parental engagement in workshops.</li> <li>• Community events</li> </ul>	CAF support and early help through our Safeguarding Attendance and Welfare team After school clubs to build aspiration Reading diaries with expectations of x3 times per week reading Hold a reading morning/afternoon in Nursery Parents in to observe Nursery Phonics teaching Reading achievements in assembly and certificates for parents and children
E	Reduce Lateness which impacts upon attendance and readiness for learning.	<ul style="list-style-type: none"> <li>• Target PP children for breakfast</li> <li>• Mini bus pickups and walking bus for targeted PP children</li> <li>• EWO employed to monitor pupils and follow up quickly on absences. (One day per week)</li> <li>• Clear mapping of actions following an absence.</li> <li>• Use of rewards to encourage attendance- the cinema</li> <li>• Office staff to create bar charts and hold weekly meetings with pupils regarding PA and overall attendance</li> <li>• In-class monitoring system –such as the bug race for improving attendance</li> </ul>

## 5. Planned expenditure

Academic year 2017-18

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?
<p>A: Diminish the difference between PP and NPP in particular in current years 4,5 and 6 (where the gap is wide) across reading, writing and maths.</p> <p>Ensure Year 2 SATS results are in-line with national averages. And more PP pupils achieve Greater Depth</p> <p>Ensure Year 6 SATS results in line with national averages.</p>	<p>1. Tightening of assessment practises to ensure groups of children are identified and staffs are aware of gaps to be filled to accelerate progress.</p> <p>2. PP children to be identified on planning formats to form the basis of targeted quality first teach. Staff training on putting rigour and strategies into the assess-plan-teach cycle.</p> <p>3. Updating digital resources to ensure quality first teach. New IWBs, IPAD clinics and training to ensure that equipment is made best use of in teaching strategies.</p> <p>4. Staffing. Class sizes, teacher-pupil ratios, are increased to ensure rigour in teaching and learning.</p> <p>Y5 into Y6 higher teacher to child ratios with teaching staff available to take targeted boost groups to diminish difference and work with vulnerable groups.</p> <p>5. Additional money to support purchase of maths resources to enhance quality first teaching of Maths across the school.</p>	SLT	<p>Pupil progress meetings where PP pupils are discussed (Supply cost for meeting with staff £2,200)</p> <p>Consultant time working with staff (£10,500)</p> <p>Cost of new Interactive boards (£9,000)</p> <p>Additional teacher to support this strategy (£143,000)</p> <p>Maths No Problem Resources and training (£30,000)</p>	<p>CGK (Assessment Lead) JG /SE (English Leads) KW / KF (Maths Leads)</p> <p>JM</p> <p>CGK / SLT</p> <p>CGK + Maths Leads</p>	<p>At each pupil progress cycle –termly</p> <p>At each data cycle and during reviews on subject action points</p> <p>After installation of technology, training and lesson observations, data scrutiny</p>

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?
To continue to close the GAP on National Standards across the school.	<p>1. Improving accuracy of baseline data, with careful analysis of PP and vulnerable groups with regular assessment points throughout the year to quickly identify gaps.</p> <p>2. Learning Environment enhancements to support quality first teach and more focussed independent activities.</p> <p>3. Cross federation Moderation and gap analysis which informs accelerated learning.</p>	SLT	<p>Additional assessment programme DCPro (£11,000)</p> <p>Enhancement of environment £6,000</p>	CGK / SENCO JG / SE (Eng) KW / KF (Maths)	Lesson Observations, scrutiny, termly pupil progress meetings, federation and network moderation meetings
<p>Improve general attendance and persistent absence rates.</p> <p>Improve punctuality.</p>	<p>Raise the profile of Attendance within classrooms by ensuring an attendance board in every classroom, which is interactive for the children to engage with. Teachers to continue to 'big up' class attendance and punctuality on a daily basis.</p> <p>SAW team to deal effectively and quickly with school absences first thing in the morning.</p> <p>SAW Team to work closely with vulnerable families where persistent absence and frequent punctuality issues are a problem.</p> <p>Raise the profile of good attendance with awards and certificates.</p>	SLT	Additional attendance officer and 1 day a week EWO (£42,000)	CGK / JD / CB / CL	Data analysis –using school date monitoring system-weekly reviews

## 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?
<p><b>A:</b> Diminish the difference between PP and NPP in particular in current years 1,2&amp;5 (where the gap is wide) across reading, writing and maths. Attainment of PP children is poorest in years 2&amp;5.</p> <p>Improve outcomes in Year 6 where the majority of children are PP.</p>	<p>1. Learning Mentor support during phase meetings and planning to ensure good communication and the best quality outcomes for groups of vulnerable children. Particularly in current Year 5 and 2.</p> <p>2. School to part fund SATs revision booklets to improve home school links and improve outcomes for PP children in National tests.</p>	SLT	<p>Ensure staff able to identify PP pupils within class – regular pupil progress meetings with PP progress as a specific discussion within the meetings. (Supply cover £2,200)</p> <p>Staff Training - Teaching &amp; Learning Consultant working with all staff – setting clear planning expectations in RWM that allows teachers to understand gaps in skills and build in small step skills to ensure acceleration and progress through the National Curriculum. (£10,000)</p> <p>Maths No Problem resources and Training (£30,000) Digital resources (£9,000)</p> <p>Increase in pupil staff ratio – staff around the team (salaries £143,000)</p> <p>Online Assessment tool – DCPro (£11,000)</p> <p>Enhancement of environment £6,000</p> <p>Additional Attendance Officer for SAW Team (salary £42,000)</p> <p>EWO – 1 day a week – (salary £10,000)</p>	CGK	Termly Progress meetings

<p><b>B:</b> Increase the number of PP pupils achieving GLD in reading, writing and spoken communication, closing the gap on national standards and where necessary making accelerated progress. Closing the gap between PP and NPP children in all areas (67%/40%)</p>		SLT	<p>Targeted pupils identified on planning. Additional staffing to support and target identified PP pupils.</p>	CGK Sub Leads	Termly Progress / Work Scrutiny
<p><b>C:</b> Improve learning and future aspirations of children within school. Develop the resilience and positive mindset of pupils.</p>	<p>Growth Mind Set training for staff. Resources to support the training and teaching.</p>	SLT	<p>Resources. Lead Training in order to deliver CPD to staff.</p>	CGK DW(SMSC)	Termly review / survey / feedback
<p><b>D:</b> To improve the engagement of children and families with socio-economic issues and those involved with social care.</p>	<p>Prompt identification of family issues that will impact on attendance or performance and achievement in school. Staff trained and promptly reporting issues to SLT or SAW Team.</p> <p>SAW Team liaising with families and appropriate outside agencies to put in place required support.</p> <p>Provision of resources needed to overcome barriers e.g. head lice, relocation, preventing attendance at school. Enabling enrichment experiences to be accessible to pupils – trips.</p>	SLT	<p>Minibus pick up – staffing cost Clothing – uniform and other Trip Subsidies – residential, French Trip, coaches for class trips. Travel expenditure – (travel passes) support for getting to school when families are relocated. Head Lice Treatments Mental Health Support – staff training and salary for delivering the group therapy. Walking bus pick up – salary for staff.</p>	CGK	Weekly Reviews

### 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?
<p><b>D:</b> Improve the behaviour and learning aspirations of children within school, with particular focus on 62% of behaviour incidents reported being from PP boys, largely WBR boys.</p>	<p>1. - Engage parents and the community with a new behaviour system to ensure success. (Consider class Dojo)            2 -SLT to increase presence on the school gates before and after school to increase communication.            3. Teachers to increase presence on the doors in the morning and consider shared morning work for one day a week.            4. Therapy Dog strategy. Integrate a school dog to engage children who have emotional, behavioural issues.            5. Enable pupil premium children opportunities to participate in out of school visits and enrichment activities.</p>	SLT	Monitoring of behaviour books / lesson observation focused around behaviour / pupil feedback (Council) / parental surveys	CGK	Termly
<p><b>E:</b> To improve the engagement of children and families with socio-economic issues and those involved with social care.</p>	<p>1. As above for school visits and enrichment.            2. Home link books and topic homework books to improve rates of homework across school but especially with PP children in vulnerable groups.            3. Provision of school uniform for vulnerable families to ensure they feel part of the school.            4. Learning Mentors to support families and provide nurture sessions within school.</p>	SLT	Child / Parent Feedback / Review Parent Meetings focused on engaging parents in homework. Costed uniforms approx. £500	CGK	Termly
<b>Total budgeted cost:</b>					<b>£ 292,452</b>