

Pupil Premium Plan, 2017 - 2018

Name of Academy: Willow Green Academy

Academic Year: 2017-18

NOR	211
Number and percentage of pupils eligible for PP funding	18% - 37/191
Academy Deprivation Index	0.19
Nominated member of EAB	Karen Young
EAB PP Review dates	Autumn, Spring and Summer Standard Committee Meetings
Total Budget allocation	£59,400

Outcomes of Previous Academic year

	ARE (2016)	ARE (2017)	ARE Prediction (2018)	GDS (2016)	GDS (2017)	GDS Prediction (2018)
EYFS (GLD)	25% (1/4)	57% (4/7)	60% (3/5)	0% (0/4)	0% (0/7)	0% (0/5)
Year 1 Phonics	67% (2/3)	100% (3/3)	63% (5/8)	N/A	N/A	N/A
Key Stage 1 Reading	75% (6/8)	75% (3/4)	67% (2/3)	25% (2/8)	0% (0/4)	33% (1/3)
Key Stage 1 Writing	75% (6/8)	50% (2/4)	67% (2/3)	13% (1/8)	25% (1/4)	0% (0/3)
Key Stage 1 Maths	75% (6/8)	50% (2/4)	67% (2/3)	25% (2/8)	0% (0/4)	0% (0/3)
Key stage 2 Reading	43% (3/7)	50% (3/6)	75% (6/8)	29% (2/7)	17% (1/6)	25% (2/8)
Key stage 2 Writing	71% (5/7)	67% (4/6)	75% (6/8)	0% (0/7)	17% (1/6)	50% (4/8)
Key stage 2 Maths	71% (5/7)	50% (3/6)	75% (6/8)	14% (1/7)	17% (1/6)	25% (2/8)

What does the data suggest for priorities for the next academic year?

- 1) Improve the percentage of Disadvantaged children achieving EXS attainment in Reading, Writing and Maths in KS2 (+ Combined), from broadly in line with the National Average (NA) to above the NA.
- 2) Improve the number of Disadvantaged children achieving GDS attainment in Reading, Writing and Maths in KS2. 2016-17: R = 2 children (34%), W = 1 child (17%), M = 1 child (17%), Combined R, W, M = 1 child (17%).
- 3) Accelerate the progress of Disadvantaged children from the EYFS through Y1/KS1 to diminish the difference between those at GLD (Non-FSM) and those not yet at GLD (FSM); FSM vs Non-FSM = -21%.
- 4) Maintain outcomes being above national average for Disadvantaged children in Phonics (2017 – 100%).

1. Barriers to future attainment for pupils entitled to PPG	
In-school barriers	
A. 6% of Disadvantaged also SEN.	Personalised learning and tailored intervention informed by teacher identification of need. Non-negotiable whole school intervention mapping.
B. 6% of Disadvantaged pupils have Sp & L barriers.	SALT delivered in line with recommendation.
C. 24% of Disadvantaged pupils are low PAG.	Personalised learning and tailored intervention informed by teacher identification of need. Non-negotiable whole school intervention mapping.
2. External barriers	
D. Disadvantaged pupils low attendance rate (last year 93%)	Targeted support from SLT– tracking absence, monitored daily within school, Home visits, contact with parents/guardians, half-termly attendance figure updates issued to parents alongside attainment and progress, whole school reward system celebrating attendance and punctuality.
E. 19% of disadvantaged pupils were persistent absentees.	Report against Disadvantaged pupils to identify recurring patterns of absence as well as declining attendance so contact can be made before PA threshold is reached.

Provision Mapping	% Eligible	% LAP	% MAP	% HAP
Early Years – 19 F1, 30 F2	F1: 26% - 5 F2: 17% - 5	60% - 3/5 (F1) 40% - 2/5 (F2)	40% - 2/5 (F1) 60% - 3/5 (F2)	
F1 – 5 (FSM) F2 – 5 (FSM)		Objective No: 2, 5	Objective No: 2, 5	Objective No: 2, 5
Y1 -30	27% - 8	25% - 2/8	62% - 5/8	13% - 1/8
		Objective No: 1b, 1c, 3, 4, 5	Objective No: 1b, 1c, 3, 4, 5	Objective No: 1b, 1c, 3, 4, 5
Y2 – 30	10% - 3	33% - 1/3	67% - 2/3	
		Objective No: 1b, 1c, 2, 3, 5	Objective No: 1b, 1c, 2, 3, 5	Objective No:
Y3 -29	10% - 3	67% - 2/3	33% - 1/3	
		Objective No: 1b, 1c, 2, 5	Objective No: 1b, 1c, 2, 5	Objective No:
Y4 – 28	32% - 9	33% - 3/9	44% - 4/9	22% - 2/9
		Objective No: 1b, 1c, 2, 5	Objective No: 1b, 1c, 2, 5	Objective No: 1b, 1c, 2, 5
Y5 – 29	20% - 6	17% - 1/6	33% - 2/6	33% - 2/6
		Objective No: 1a (texts), 1b, 1c, 2, 5	Objective No: 1a (texts), 1b, 1c, 2, 5	Objective No: 1a (texts), 1b, 1c, 2, 5
Y6 – 31	26% - 8	25% - 2/8	50% - 4/8	25% - 2/8
		Objective No: 1a, 1b, 1c, 2, 5	Objective No: 1a, 1b, 1c, 2, 5	Objective No: 1a, 1b, 1c, 2, 5

Additional Planned Use of Funding (Whole Academy)

- **Breakfast Club – To support pupils being in school / class on time and ready to learn. To ensure that they have eaten and are focussed on learning.**
- **Subsidised Visits – To ensure participation in all learning experiences without causing unnecessary stress / upset due to any financial need for access.**
- **Ensure children have correct clothing to attend school and to participate in physical education – To remove worries about fitting in (or not standing out) which will promote emotional well-being, self-esteem and confidence.**

Action plan

Objective 1a: Quality of Teaching and Learning for PP children.	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	Who and what will quality assure and lead termly review
<ul style="list-style-type: none"> Improve the percentage of Disadvantaged children achieving EXS attainment in Reading, Writing and Maths in KS2 (+ Combined), from broadly in line with the National Average (NA) to above the NA. 	<ul style="list-style-type: none"> Reduce group sizes for Reading in Y6 by providing additional experienced staff to ensure targeted provision. Additional interventions for those children not yet on track for FFT5 targets. 		8	<ul style="list-style-type: none"> Year 6 Teaching Staff. Primary Director of Learning. Head of Academy. All Teaching Staff. 	<ul style="list-style-type: none"> Disadvantaged Advocates (AP/EAB link) SLT Head of Academy Executive Principal.
	<ul style="list-style-type: none"> Employment of a Primary Director of learning one day a week to work with Y6 pupils. 	£12,000	8		
	<ul style="list-style-type: none"> Investment in quality texts for home. 	£510	All		
	<ul style="list-style-type: none"> Third Space Learning sessions for Disadvantaged Y6 pupils. 	£5,000	8		

	<ul style="list-style-type: none">• Class teachers identify Disadvantaged focus pupils for core subjects on focus cards.• Casual Intervention Teacher delivering small group and /or 1:1 support.	£16,000	All Y3, Y4, Y5 & Y6 Disadvantaged Pupils		
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<ul style="list-style-type: none"> • Objective 1b: To ensure that all children have a healthy breakfast and are ready to learn. 	<ul style="list-style-type: none"> • Employment of three members of staff in Breakfast Club • Free Admission to breakfast club for all Disadvantaged children. 	<p style="text-align: center;">£4000</p> <p style="text-align: center;">£3,500</p>	<p style="text-align: center;">ALL</p>	<ul style="list-style-type: none"> • Breakfast Club Staff • EWO • Kitchen Staff 	<ul style="list-style-type: none"> • Monitoring of Breakfast Club attendance records • Monitoring cycle. • Lesson Obs show good learning behaviours.
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<ul style="list-style-type: none"> • Objective 1c: To improve attendance and reduce the persistent absence of disadvantaged children. 	<ul style="list-style-type: none"> • Attendance to be monitored and reported; rates of absence to SLT on a monthly basis. • Team to build relationships with parents and families of PP children, and identify collaborative strategies to improve attendance of PP children. 		<p style="text-align: center;">37</p>	<ul style="list-style-type: none"> • Head of Academy • Attendance Team • SLT 	<ul style="list-style-type: none"> • Head of Academy • Monthly Attendance meetings • EAB Challenge
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<ul style="list-style-type: none"> Objective 2: <p>Improve the number of Disadvantaged children achieving GDS attainment in Reading, Writing and Maths by the end of KS2.</p>	<ul style="list-style-type: none"> Core subject interventions delivered in line with non-negotiable timetable with personalised learning (Casual Teacher). CPD for SLT and mentor staff in RAG meetings on gaps in learning, and sharing pedagogy, particularly focusing on greater depth questioning. 	<p>Cost listed above.</p>	<p>All</p> <p>All</p>	<ul style="list-style-type: none"> SLT Class Teachers Support Staff Core subject leaders 	<ul style="list-style-type: none"> RAG Meetings Cohort Review meetings. Assistant Principal Head of Academy
<ul style="list-style-type: none"> Objective 3: <p>Accelerate the progress of Disadvantaged children from the EYFS through Y1/KS1 to diminish the difference between those at GLD (Non-FSM) and those not yet at GLD (FSM).</p>	<ul style="list-style-type: none"> SLT and mentor staff in RAG meetings on particularly focusing on identifying barriers and next steps. 			<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Objective 4: <p>Maintain outcomes being above national average for Disadvantaged children in Phonics (2017 – 100%).</p>	<ul style="list-style-type: none"> • Extras Adult in EYFS to increase the amount of quality interactions between children and adults. • Speech and Language interventions with those children who enter the EYFS with low Speaking and Listening baselines. • Friendship / Nurture groups. 	<p>£16,000</p>	<p>5</p>	<ul style="list-style-type: none"> • EYFS Lead • EYFS Staff • SENCo 	<ul style="list-style-type: none"> • RAG Meetings • Monitoring Cycle • Pupil Progress Meetings • Head of Academy/ Executive Principal • Intervention Mapping
<ul style="list-style-type: none"> • Objective 5: 	<ul style="list-style-type: none"> • All trips and residentials are subsidised. 	<p>£5000</p>	<p>ALL</p>	<ul style="list-style-type: none"> • EWO • SLT • Admin Staff 	<ul style="list-style-type: none"> • Curriculum Lead • Parent/Pupil View •
<p>Review Term 1</p>	<p>Record any new actions in a different colour</p>				



Review Term 2	
Review Term 3	