

## Pupil Premium Plan and Strategy

2018-19

|   |  |
|---|--|
| <b>NOR</b>  | 232 (inc nursery)  |
| <b>Number of pupils eligible for PP funding</b>     | 42   |
| <b>Percentage of pupils eligible for PP funding</b> | 18%  |
| <b>Total Budget allocation</b>                      | £55,440  |
| <b>Academy Deprivation Index</b>                    | 0.19   |
| <b>Nominated member of AAB</b>                      | Karen Young  |
| <b>AAB PP Review dates</b>                          | 3 <sup>rd</sup> December, 2018<br>20 <sup>th</sup> February, 2019<br>11 <sup>th</sup> July, 2019 |

### Outcomes of Previous Academic year

|                            | All         | PP         | Others      |
|----------------------------|-------------|------------|-------------|
| <b>EYFS (GLD)</b>          | 22/31 - 71% | 5/5 - 100% | 17/26- 65%  |
| <b>Year 1 Phonics</b>      | 26/30 – 87% | 8/9 – 89%  | 18/21 – 86% |
| <b>Key Stage 1 Reading</b> | 23/31 – 74% | 4/6 – 67%  | 19/25 -76%  |
| <b>Key Stage 1 Writing</b> | 23/31 – 74% | 4/6 – 67%  | 19/25 -76%  |
| <b>Key Stage 1 Maths</b>   | 25/31 – 81% | 5/6 – 83%  | 20/25-80%   |
| <b>Key stage 2 Reading</b> | 28/30 – 93% | 7/7 – 100% | 21/23 - 91% |
| <b>Key stage 2 Writing</b> | 26/30 – 87% | 6/7 – 86%  | 19/23 - 83% |
| <b>Key stage 2 Maths</b>   | 26/30 – 87% | 6/7 – 86%  | 19/23 - 91% |

### Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

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

**EYFS**

EYFS data shows that PP children are engaged and accessing well planned provision. Adults within the EYFS setting are ensuring that PP children are supported and stretched wherever possible; demonstrable in that 100% of PP children achieved a GLD result last year. Our aim is to maintain that high standard wherever possible and to target children who may be able to achieve exceeding in some or all areas of the framework.

**KS1**

Data suggests that both Reading and Writing will be our focus for PP in KS1. In Maths, 83% of PP children reached the expected standard. In Reading and Writing, 67% reached the expected standard. Currently in KS1 6/14 PP children are worked at 1 or 2.1.

In Phonics, 89% of our PP achieved the expected level compared with the National Average of 85%.

**KS2**

Outcomes for PP children at the end of Key Stage 2 were extremely positive. Results exceeded the National Average in all areas. We scored 100% in Reading for PP children. In Writing we achieved 87% and in Maths we attained 87%. Our combined measure was 73%.

This year our focus will be Writing, 50% (14/28) children are working at 2.1 or above within Writing.

**Behaviour and Attendance**

On the whole, behaviour is good for PP across the academy. Four C4s have been issued to PP children in total (3 children – Year 5, 6), showing that PP children are remaining in class for the vast majority of the school day.

Attendance is a focus – in summer term 59% of PP children had attendance below 97%. Those achieving expected level of attendance will be rewarded each half term/term. SLT will monitor PP attendance on a weekly basis to track attendance and reasons for persistent absence or patterns/trends which may be leading towards persistent absence.

**Current Pupils** (Each pupil equates to 3.33% in a cohort of 30, 3.44% in a cohort of 29 and 4% in a cohort of 25).

|                                    | <b>% Eligible</b><br>(Percentage shown is number/class size). | <b>% L -PA</b>                      | <b>% M-PA</b>   | <b>% H -PA</b> |
|------------------------------------|---|-------------------------------------|---|----------------|
| <b>Early Years</b>                 | 9 – 36%   |                                     |   |                |
| <b>Specific intervention need</b>  |   |                                     |   |                |
| <b>Objective number</b><br>8       |   |                                     |   |                |
| <b>Y1</b>                          | 5 – 16.6%   |                                     | 4 – 13%   | 1 – 3%         |
| <b>Specific intervention need</b>  |   |                                     | Sight word reading and spelling. (1)  | Social (2)     |
| <b>Objective number</b><br>1       |   |                                     |   |                |
| <b>Y2</b>                          | 9 – 30%   | 3 – 10%                             | 6 – 20%   |                |
| <b>Specific intervention need</b>  |   | Sight word reading and spelling.(1) | Writing – Sentence structure. (3)<br>Sight word reading and spelling.(1)<br>Experiences to develop confidence.(4) |                |
| <b>Objective number</b><br>1, 3, 4 |   |                                     |   |                |
| <b>Y3</b>                          | 6 - 19.9%   | 2 – 6%                              | 4 – 13%   |                |

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|---------------------------------------|-----------|--|--|--------------------------------------|
| <b>Specific intervention need</b>     |           | Sight word reading and spelling. (1)<br>Writing – sentence structure. (3)  | Experiences to develop confidence.(4)<br>Writing – sentence structure. (3)                 |                                      |
| <b>Objective number</b><br>1, 3, 4    |           |  |  |                                      |
| <b>Y4</b>                             | 5 – 17.2% | 3 – 10%  | 2 – 7%   |                                      |
| <b>Specific intervention need</b>     |           | Reading fluency (5)<br>Maths – Addition and subtraction. (6)<br>Social (7) | Experiences to develop confidence. (4)   |                                      |
| <b>Objective number</b><br>4, 5, 6, 7 |           |  |  |                                      |
| <b>Y5</b>                             | 9 – 31%   | 3 - 10%  | 4 - 14%  | 2 – 7%                               |
| <b>Specific intervention need</b>     |           | Maths – addition and subtraction (6)<br>Writing – sentence structure (3)   | Experience to develop confidence (4)<br>Social (7)<br>Maths – addition and subtraction (6) | Experience to develop confidence (2) |
| <b>Objective number</b><br>3, 4, 6, 7 |           |  |  |                                      |
| <b>Y6</b>                             | 8 – 26.6% | 2 – 7%   | 2 – 7%   | 4 – 13%                              |

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| <b>Specific intervention need</b>  |  | Reading fluency (5)<br>Experience to develop confidence. (4) | Maths – Addition and subtraction (6)<br>Reading fluency (5) | Greater depth Maths (7) |
| <b>Objective number</b><br>4, 5, 6 |  |  |   |                         |

#### Additional Planned Use of Funding (Whole Academy)

| Whole school initiative  | What will it cost?  | How many pupils will benefit?                       | Who will be responsible? | Impact? |
|--|---|---|--------------------------|---------|
| Ensure that pupils have wider opportunities such as access to after school clubs to widen their experiences within school. | Young Voices - £12 per child (t-shirt and entry).<br>£108 | 9 children are intending to attend the competition. | AR, SW, BW               |         |

|  |  |  |   |  |
|--|--|--|---|--|
| Ensure that pupils are given the opportunity to take part in educational trips to expand their understanding across all subjects of the curriculum particularly the foundation subjects. | £15 per child for one trip in each class.<br><br>Estimated total cost: £765 for this academic year.      | 51 children  | JO'G, CG, JP, DH, ES, AR, LW (class teachers), SW, BW |  |
| Ensure pupils are ready to learn daily through provision at Breakfast Club - including a substantial meal and structured play time.  | Employment of three members of staff in Breakfast Club. £4,000<br><br>Cost for the academic year: £3,945 | All children   | SW, BW, CH  |  |
| Ensure pupil cultural development whilst enriching life experiences through providing free music tuition.  | £180 per child for the academic year<br>£720   | Currently 4 children are taking part in music tuition. | SW, BW, CH  |  |

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| Provide an opportunity to develop life skills and widen experiences, which cannot be provided in school by attending a residential visit in Year 6.                  | £254 per child (2019-20)<br><br>Total cost for this academic year (2018-19): £2,032 (8 children)<br>Projected total cost for the next academic year (2019-20): £1,778 (7 children) | 8 children  | SW, BW, LW     |  |
| Provide children with school uniform to minimise home costs.   | £895 – current in year expenditure for school uniform.   | 42 children | SW, BW, CH, JH |  |
| Develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress by providing a book club. | £10 per child<br><br>Total cost: £510  | 51 children | SW, BW         |  |

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|---|---------------------|--------------|------------|--|
| Speech and Language interventions with those children who enter the EYFS with low Speaking and Listening baselines and children progressing through the Primary phases. | Annual cost: £5,800 | All children | EC (SENCO) |  |
|---|---------------------|--------------|------------|--|

| Objective 1<br>Years: 1,2,3 | What will we do? | How much will it cost? | How many pupils will benefit? | Who will be responsible? | What will success look like? |
|-----------------------------|------------------|------------------------|-------------------------------|--------------------------|------------------------------|
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|--|--|-----------------|---|----|---|
| <b>To ensure all common exception words from year 1 and 2 can be read and spelt correctly.</b> | Small group intervention- 30 min sessions once a week      | £14.00 per hour | 5 | AT | The children will be able to read and spell the common exception words from Year 1 and 2. |
|  | 2 x week 1:1 – 30 minutes.<br>1 x weekly 1:4 – 30 minutes. | £546 a year     |   |    |   |
| <b>Review Term 1</b>   |  |                 |   |    |   |
| <b>Review Term 2</b>   |  |                 |   |    |   |
| <b>Review Term 3</b>   |  |                 |   |    |   |

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| Objective 2<br>Years: 2,3,4,5,6.  | What will we do?  | How much will it cost? | How many pupils will benefit? | Who will be responsible? | What will success look like?   |
|---|---|------------------------|-------------------------------|--------------------------|--|
| <b>To provide emotional and social support for vulnerable pupils to help reduce behaviour and emotional issues in class to help raise attainment.</b> | Small group intervention with 2 PP children and 4 good role models.<br><br>Each sessions runs once a week for 30 minutes.<br><br>4 sessions take place across the week. | £1092                  | 9 PP                          | PJ                       | A reduction of behavioural incidents recorded on CPOMS.<br>A reduction of emotional (Home Information) updates / changes recorded on CPOMS.<br><br>An increase in progression across the curriculum. |
| Review Term 1   |   |                        |                               |                          |  |
| Review Term 2   |   |                        |                               |                          |  |
| Review Term 3   |   |                        |                               |                          |  |

| Objective 3<br>Years:   | What will we do?   | How much will it cost? | How many pupils will benefit? | Who will be responsible? | What will success look like?  |
|---|--|------------------------|-------------------------------|--------------------------|---|
| <b>To develop a range of sentence structures across a range of writing.</b> | <p>A writing group focussed around boys writing. Once a week for 30 minutes. (4 KS2 children)</p> <p>A writing group focussed around girls writing. Once a week for 30 minutes. (3 KS2 children)</p> | £546                   | 7 children                    | KS<br>AT                 | The children will use a range of sentence structures within their hot writes independently. |
| <b>Review Term 1</b>  |  |                        |                               |                          |   |
| <b>Review Term 2</b>  |  |                        |                               |                          |   |

|                      |  |
|----------------------|--|
| <b>Review Term 3</b> |  |
|----------------------|--|

| <b>Objective 4</b><br><b>Years: 1,2,3,4,5,6</b>  | <b>What will we do?</b>  | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b> | <b>What will success look like?</b>  |
|--|--|-------------------------------|--------------------------------------|---------------------------------|--|
| <b>To provide a variety of experiences for vulnerable children to improve their life experiences and confidence.</b> | Each term PP children will participate in an experience e.g. cooking club, trip to the theatre etc. Writing opportunities will be linked to these experiences. | £2,000                        | 13 children                          | SW<br>LW<br>BW                  | Pupil voice will show increased confidence.<br><br>A range of writing will be produced in relation to these experiences. |

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|---|---|-------------------------------|--------------------------------------|---------------------------------|--|
| <b>Review Term 1</b>  |   |                               |                                      |                                 |  |
| <b>Review Term 2</b>  |   |                               |                                      |                                 |  |
| <b>Review Term 3</b>  |   |                               |                                      |                                 |  |
| <b>Objective 5</b><br>Years: 1,2,3,4,5,6  | <b>What will we do?</b>   | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b> | <b>What will success look like?</b>  |
| <b>1 to 1 reading<br/>To decode fluently age-appropriate books and be able to answer questions about the book</b> | 20 minutes reading sessions.<br><br>1:1 twice a week for 20 minutes in KS2 (3 children) | £1989                         | 7                                    | PJ<br>KS                        | The children will access the age appropriate reading test at the end of the year scoring 100+. |

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|---|--|---------------|-----------|-----------|--|
| <p><b>to indicate a good level of comprehension</b></p> | <p>1:1 once a week for KS1. (4 children).</p> <p>Lunchtime supervisors trained to support daily 1:1 or 'in class' reading fluency/comprehension (0.5 hours per day, x5 staff).</p> | <p>£4,000</p> | <p>41</p> | <p>BW</p> |  |
| <p><b>Review Term 1</b></p>                             |  |               |           |           |  |
| <p><b>Review Term 2</b></p>                             |  |               |           |           |  |
| <p><b>Review Term 3</b></p>                             |  |               |           |           |  |

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| Objective 6<br><br>Years: 4, 5, 6  | What will we do?                         | How much will it cost? | How many pupils will benefit? | Who will be responsible? | What will success look like?  |
|--|--|------------------------|-------------------------------|--------------------------|---|
| To be able to add and subtract up to 5 digit numbers using formal written methods. | A targeted Maths group 1:4 twice a week. | £546                   | 4                             | KS                       | The children will be able to answer addition and subtraction questions independently in the end of term arithmetic tests. |
| Review Term 1  |  |                        |                               |                          |   |
| Review Term 2  |  |                        |                               |                          |   |



|                      |  |
|----------------------|--|
| <b>Review Term 3</b> |  |
|----------------------|--|

| <b>Objective 7</b><br><b>Years: 6</b>                       | <b>What will we do?</b>  | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b> | <b>What will success look like?</b>   |
|---|--|-------------------------------|--------------------------------------|---------------------------------|---|
| To increase % of children achieving GDS in Maths in Year 6. | A targeted Maths group focussed around gaps that have arisen during reasoning tests.<br><br>2 x week for 30 minutes. | £663                          | 4                                    | PJ                              | The children will achieve a scaled score of 110 + in the end of year 6 tests. |
|   | Employment of a Primary Director of Learning (PDoL) one full day a week to work with Y6 pupils.                      | £12,000                       | 8                                    | SW<br>BW<br>LW<br>SC - PDoL     |   |

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|---|--|-------------------------------|--------------------------------------|---------------------------------|---|
| <b>Review Term 1</b>  |  |                               |                                      |                                 |   |
| <b>Review Term 2</b>  |  |                               |                                      |                                 |   |
| <b>Review Term 3</b>  |  |                               |                                      |                                 |   |
| <b>Objective 8</b>  | <b>What will we do?</b>  | <b>How much will it cost?</b> | <b>How many pupils will benefit?</b> | <b>Who will be responsible?</b> | <b>What will success look like?</b>   |
| <b>Years: EYFS</b>  |  |                               |                                      |                                 |   |
| <b>To maintain the above National Average of Disadvantaged children achieving GLD.</b>                          | Employment of a Primary Director of learning one full day a week with an Early Years specialism to support the development of the provision and of the teaching and assessment taking place (EYFS PDoL). | £12,000                       | 9                                    | SW<br>EC<br>CH-C – EYFS PDoL    | Provision is in place to match the children's next steps on their journey to GLD and Exceeding. |
| <b>To increase the percentage of Disadvantaged children achieving Exceeding in the Prime Areas of learning.</b> |  |                               |                                      |                                 | A larger percentage of children achieving Exceeding in the End of Year Data Submission.         |

|  |  |              |          |                  |  |
|--|--|--------------|----------|------------------|--|
| <p><b>To ensure all phonemes are known, words can be blended and segmented.</b></p> <p><b>To recognise phonemes.</b></p> | <p>Small group intervention-<br/>4 x week, 2 groups.</p> | <p>£1135</p> | <p>9</p> | <p>EC<br/>MF</p> | <p>FS2 children will achieve the ELG in the relevant strand.</p> |
|--|--|--------------|----------|------------------|--|