

# Pupil Premium Strategy Statement: Willow Grove School

| 1. Summary information   |                     |   |  |   |                |
|--|---------------------|---|--|---|----------------|
| <b>School</b>  | Willow Grove School |   |  |   |                |
| <b>Academic Year Sept to Sept</b><br><b>Financial year April to April</b>    | 2018-19             | <b>Total PP budget estimated for the school year. (Financial)</b>       | £27,618  | <b>Date of most recent PP Review</b>                  | April 2018     |
|  | 2018-19             |   | Based on 50% FSM                               |   |                |
|  |                     |   | May increases or decreases throughout the year |   |                |
| <b>Total number of pupils at the start of the school year September 2017</b> |                     | <b>Number of pupils eligible for PP at the start of the school year</b> | 27   | <b>Date for next internal review of this strategy</b> | September 2018 |

| 2. Barriers to attainment (for pupils eligible for PP including high ability)                          |  |
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| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i> |  |
| <b>A.</b>  | Social and emotional behaviour is significantly detrimental to progress in academic learning.  |
| <b>B.</b>  | All pupils have extremely disturbed educational pathways that does not promote self-esteem or self motivation for academic learning  |
| <b>C.</b>  | Many pupils have secondary barriers to learning (ASC, complex learning needs, language processing difficulties, sensory difficulties) to be considered in conjunction with their primary need. |
| <b>D.</b>  | On-entry data informs us that attainment for all pupils is significantly below age related expectations  |
| <b>E.</b>  | All children have incredibly low self-esteem that prevents the formation of positive relationships in school   |
| <b>F.</b>  | The cohort of the school is a constantly changing population and the school has a higher than average percentage of children who are in the care of the Local Authority.                       |

| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |
|---|--|
| <b>G</b>  | All families experience significant disturbances to family life relating to behavioural challenges from their children |
| <b>H</b>  | Low expectation of academic attainment from both children and their families   |
| <b>I</b>  | Some children and their families have limited access to life experiences within their communities and wider afield.    |
| <b>J</b>  | Most families have a vast experience of input from outside agencies that has not always been effective for them.       |

| <b>3. Outcomes for in-school barriers</b> |   |   |
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|   | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>                                 | All children will make progress in line with their greatest potential   | Children's progress will be closely monitored on an individual basis and will be reported in line with personal attainment.   |
| <b>B.</b>                                 | Pupils will maintain full time, long-term attendance at Willow Grove with minimal disruption to educational provision.                        | With consistent attendance at the same school the children will feel increasingly part of a positive community.   |
| <b>C.</b>                                 | Any secondary needs will be identified and supported within the curriculum and the wider life of the child wherever possible.                 | Children's identified needs will be met, monitored and supported within the planning of the curriculum and in academic and social opportunities. Academic progress will be seen in all the core subjects. |
| <b>D.</b>                                 | The progress of all children will be tracked and monitored.   | Progress will be seen consistently within the curriculum and will be tracked by the monitoring of B Squared Connecting Steps.   |
| <b>E.</b>                                 | Children will develop the skills to initiate friendships with both their peers and the adults in the school.                                  | Boxall profiles will be used to support behavioural skills development. The children will be given opportunities to rehearse their skills in life experiences across the school year.                     |
| <b>F.</b>                                 | Staff will remain up-to-date with support strategies and training that enables them to support all the needs identified in the school cohort. | Staff will show increased knowledge of the Boxall profile. Boxall breakfasts will be delivered throughout the school.   |

| 4. Outcomes for External barriers |   |  |
|-----------------------------------|---|--|
| <b>G.</b>                         | Families feel increasingly more confident in managing the challenging behaviours of their children.   | Family Partnership will use a range of evidence to show increased parental ability to manage their own children's needs over time.   |
| <b>H.</b>                         | Families support their children in achieving their potential  | Parental attendance at school events will show an increase over time.  |
| <b>I.</b>                         | The children will have access to a wide range of activities that encourage community engagement and participation   | Family Partnership will use a range of strategies to engage children and their families in supported community access leading to independent, family community engagement. |
| <b>J.</b>                         | Families will be supported to attend and manage for themselves their involvement with outside agency.<br>Families will be encouraged to engage with training to enable greater levels of independent living | Family Partnership will show evidence of increased independence when working with external agencies.   |

| <b>5: Planned expenditure</b>   |  |   |   |   |   |
|---|--|---|---|---|---|
| <b>Academic year</b>  | <b>2018/19</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.                          |  |   |   |   |   |
| <b>i. Quality of offer for all</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 or implementation?</b>  |
| <p>Staff CPD increase in knowledge around Attachment and Trauma related behavioural difficulties.</p> <p>Reduced incidents of Physical interventions for children.</p> <p>Reduction in loss of learning time.</p> | <p>X2 members of the team training for Attachment and Trauma informed School Strategic Leads.</p> <p>Change of behaviour management strategies for identified section of the school.</p> <p>Review of current provision offer for the most challenging behaviours shown in school.</p> | <p>Behavioural data related to physical interventions in school.</p> <p>Anecdotal evidence of the staff in relation to some of the behaviours in school.</p> <p>Advances in Human Biology and Brain Neuro-Science.</p> <p>Work of Louise Bomber, Hellen Geddes and Jenifer Nock</p> | <p>Training for staff in elements of neuro-science connected to our understanding of attachment and trauma in the formative Early Years of the children in school.</p> <p>Joint training with the speech and Language Therapist</p> <p>Training from TESS</p> <p>Training from Educational Psychologists</p> <p>Training from Louise Bomber and Jennifer Nock.</p> <p>Monitoring of behavioural data.</p> | <p>JM</p> <p>PB</p> <p>GR</p>                 | <p>On-going from June 2018</p> <p>Staff meeting time</p> <p>Department meeting time</p> <p>SLT/MLT meetings</p> |
| <p>A curriculum that is fit for its' purpose of motivating the children in school to learn.</p>   | <p>The redesign of the curriculum offer to take into account supporting the needs of the current cohort of children in relation to social, emotional and mental health needs as well as maximising academic progress.</p>  | <p>Anecdotal evidence from staff and children relating to the theme weeks/days being very successful in school.</p> <p>Recent behavioural data showing changed behaviour in shorter burst of themed curriculum offer.</p>   | <p>Team planning for the new curriculum</p> <p>Time to prepare the resources.</p> <p>Lesson observations during each of the 2018-19 terms focusing on curriculum content.</p> <p>Monitoring of behavioural data.</p>  | <p>SLT</p> <p>MLT</p> <p>Whole staff team</p> | <p>First draft ready by July 2018</p>   |
| <b>Total budgeted cost</b>  |  |   |   |   | No cost to PP   |

| <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>  |
| Increased engagement in the curriculum for identified pupils.   | Reorganisation of one section of the school.<br><br>Team around the child. | Work of Louise Bomber<br><br>A model of practise undertaken previously within the team in the school.   | Close monitoring by the head teacher.<br><br>On-going support from the Educational Psychologist and TESS.  | JM<br><br>GR      | Work to begin in September 2018<br>On-going monitoring and reviewing.  |
| Children will have the opportunity to share their thoughts and feelings with a person external to the school staffing.    | A children's counsellor on site for 1 day per week.                        | The school staff are heavily involved in the school and sometimes the personal life of the children.<br>The school staff – although expert listeners - are not trained counsellors. It is sometimes the case that the children find it easier to talk with someone who doesn't know them quite as well. | The Headteacher and the counselling service will work closely to monitor the children's use of the service.<br><br>We will work to ensure it is an on-going needs led service that is open to all of the children in school. | JM                | Weekly de-briefs between the Counsellor and the Headteacher.<br><br>Termly meetings with the Service Provider. |
| Where it has been identified that a particular resource would benefit a pupil's learning, that resource should be bought. | Individual purchases.  | School has previously purchased privacy boards, iPod shuffles, ear defenders and these have proven successful in supporting behaviour changes and increased engagement in curriculum offer.   | Through Pupil Learning Checks.<br><br>Through discussion at staff meetings.<br><br>Through individual staff requests.<br><br>Responsive to need arising.   | SLT<br>MLT        | On-going   |
| <b>Total budgeted cost</b>  |  |   |  |                   | £11,227  |

| <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>  |
| The children have the opportunity to explore their feelings and emotions via the medium of play | Play Therapist in school for 1 day per week all year.  | Many children engage well with the medium of play and are able to revisit areas of difficulty. They have the chance to play them out in a supportive environment with a trained person. | The sessions will remain confidential except on the occasion of safeguarding issues being highlighted.<br>The play therapist will produce reports detailing the therapy type offered to the children. If it is appropriate, the reports will inform the practise of the staff to ensure support for the child is optimised at all times. | JM<br>JO          | On-going<br><br>JM to meet with the Play Therapist in September 2017 and June 2018 |
| Increased access to support at times of crisis that does not impact on the class environment.   | Continuation of a pastoral team available to the children at times of crisis or before to pre-empt difficulties. | The team are able to support with 1:1 interventions that create attachments which in turn settle children to their learning.  | Monitoring of the incidents which pastoral are involved in.<br>Monitoring of the 1:1 interventions that they are able to engage in.  | JM<br>CT          | On-going   |
| <b>Total budgeted cost</b>  |  |   |  |                   | £16,391  |