

The Willows Primary School Pupil Premium Strategy Statement

1. Summary information					
School	THE WILLOWS PRIMARY SCHOOL				
Academic Year	2020-21	Total PP budget	£160,356	Date of most recent PP Review	N/A
Total number of pupils	369 (R-6)	Number of pupils eligible for PP	101 (Jan 20 census)	Date for next internal review of this strategy	JAN 2021

2. Previous attainment						
2018-19	Whole school PPG	Whole school Non-PPG	End of KS2 PPG	End of KS2 Non-PPG	End of KS1 PPG	End of KS1 Non-PPG
% achieving in reading, writing and maths			28.6%	53.8%	19%	73%
% achieving expected standard or above in reading	Reading - 43%	Reading - 72%	58%	66%	47%	77%
% achieving expected standard or above in writing	Writing - 41%	Writing - 69%	42%	59%	26%	79%
% achieving expected standard or above in maths	Maths - 35%	Maths - 74%	37%	79%	42%	82%

Prior attainment – in school data from prior to National lockdown – April 2020		
Non-disadvantaged ON TRACK to achieve ARE	Total PPG ON TRACK to achieve ARE	PPG Gap
Reading – 77%	Reading – 68%	9%
Writing – 76%	Writing – 59%	17%
Maths – 82%	Maths – 67%	15%

Prior attainment – in school data from prior to National lockdown – Dec 2020				
Non-disadvantaged ON TRACK to achieve ARE	Total FSM ON TRACK to achieve ARE	FSM Gap	Total PPG ON TRACK to achieve ARE	PPG Gap
Reading – 70%	Reading – 43%	27%	Reading - 48%	22%
Writing - 71%	Writing - 39%	32%	Writing - 44%	27%
Maths - 71%	Maths – 46%	25%	Maths – 50%	21%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Ensuring the highest quality teaching and use of personalisation to meet needs of dual needs PPG pupils (PPG + SEND)
B.	Children's knowledge of vocabulary and early literacy skills
C.	Children's poor oral language skills
D.	Children's lack of resilience in learning, lack of motivation to persevere through difficulties or respond to challenge
E.	A large proportion of our pupil premium children have additional needs – severe SEND, SEND, involvement with external local authority agencies such as social services

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Poor home learning environments in some cases
E.	Complex situations in some cases with a large number of external agencies involved in supporting the family
F.	Poor attendance of PPG pupils – school attendance not a high priority
G.	Lack of parental engagement with school and in some cases lack of support for school systems and routines such as reading at home, behaviour policy etc

4. Desired outcomes		
A.	To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress	<ul style="list-style-type: none"> • Providing small group work with an experienced teacher or specialist teaching assistant • To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils • Additional teaching and learning opportunities provided by external agencies • Extra-curricular opportunities to enrich learning and support home/school partnership • Providing specialist resources to support children's learning
B.	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>Monitoring cycle is embedded in the school and led by HT, middle leaders and governors</p> <ul style="list-style-type: none"> • Book scrutiny work • Learning walks • Lesson monitoring <p>Monitoring identifies CPD need with subsequent CPD arranged for staff Impact of CPD monitored as part of cycle Quality first teaching in all areas of school</p>
C.	To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning	<ul style="list-style-type: none"> • Subsidising/Funding the cost of planned residential trips, educational activities or extra-curricular activities throughout the year • Providing small group work with a specialist teaching assistant e.g. ELSA, social skills • Focussed intervention and support
D.	Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved	<ul style="list-style-type: none"> • Staff CPD on language and literacy increase confidence in this area • PP children make better progress in reading so that their writing is influenced by this • PP children can achieve well in spelling • PP children achieve in line with non-PP children.
	To support our most able disadvantaged readers to read regularly and access high quality texts both in school and at home To support our PPG disadvantaged readers to read regularly and access high quality texts both in school and at home	<ul style="list-style-type: none"> • Funding and implementing the reading Gladiators scheme for more able disadvantaged readers • To purchase one of the recommended books for their age group in order to celebrate World Book Day • PP children make better progress in reading • PP children achieve in line with non-PP children – closing the gap
E.	Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	<ul style="list-style-type: none"> • Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children
F.	Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-	<ul style="list-style-type: none"> • Children are able to talk about strategies for learning • KS1 and KS2 data shows good progress • Quality of T&L judged as good/Outstanding

	regulate and plan an approach to learning which will work for them.	<ul style="list-style-type: none"> Progress measures gap school/national closing Progress in books evident
G.	To improve the quality of home learning and give parents the resources to provide better practical support for learning at home	<ul style="list-style-type: none"> School to provide PPG home learning packs

5. Planned expenditure

Academic year	2020-21
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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?
High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	<p>CPD</p> <p>Identification of pupil barriers to learning</p> <p>Planned, tracked interventions in place</p>	<p>The school continues to be RI and we need to continue to focus on ensuring consistency of QFT throughout the school</p> <p>There is still a significantly high proportion of dual needs SEND/PPG pupils and although gaps are narrowing, there is still work to be done to personalise the quality first teaching in order to meet their individual needs</p>	<p>CPD for staff</p> <p>Planning format to show curriculum personalisation</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> Learning walks Book scrutiny Pupil progress reviews Lesson monitoring Governor Monitoring 	<p>PPG Lead</p> <p>MACO</p> <p>ENCO</p> <p>SENCO</p>	<p>April 2021</p>
To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress	<p>Providing small group work with an experienced teacher or specialist teaching assistant</p> <p>To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils</p> <p>Providing specialist resources to support children's learning including Reading Gladiators Programme</p>	<p>The school continues to be RI and we need to continue to focus on ensuring consistency of QFT throughout the school</p> <p>There is still a significantly high proportion of dual needs SEND/PPG pupils and although gaps are narrowing, there is still work to be done to close the gap between the school data and national average</p>	<p>CPD for staff</p> <p>Planning format to show curriculum personalisation</p> <p>Tracking shows impact of QFT</p> <p>Monitoring cycle to include</p> <ul style="list-style-type: none"> Learning walks Book scrutiny Pupil progress reviews Lesson monitoring Governor Monitoring 	<p>PPG Lead</p> <p>MACO</p> <p>ENCO</p> <p>SENCO</p>	<p>April 2021</p>

Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work for them.	Whole school focus on “The Learning Pit” Embed a consistent system of learning behaviours – 5B’s Increased provision of appropriate challenge for all to develop resilience	Children have a lack of resilience in learning, and a lack of motivation to persevere through difficulties or respond to challenge	<ul style="list-style-type: none"> Children are able to talk about strategies for learning KS1 and KS2 data shows good progress Quality of T&L judged as good/Outstanding Data measures gap school/national closing 	PPG Lead Team Leaders Class teachers	April 2021
Total budgeted cost					£105,000

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?
To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning	Continued funding for Pastoral Support Workers Providing small group work with a specialist teaching assistant e.g. ELSA, social skills Focussed intervention and support	Self-esteem and confidence continues to be a barrier to learning for our PPG pupils	Regular liaison and discussion with PSW, including progress meeting for targeted pupils, ELSA updates and monitoring the impact of interventions Monitoring cycle to include <ul style="list-style-type: none"> Learning walks Book scrutiny Pupil progress reviews Lesson monitoring Governor Monitoring 	PPG Lead PSW Class teachers	April 2021
Children’s literacy, including oral language and communication strategies in EYFS, will be developed so that vocabulary knowledge, and writing outcomes are improved	ECAT Training in EYFS	Staff CPD on language and literacy increase confidence in this area children.	<ul style="list-style-type: none"> PP children make better progress in reading and writing PP children achieve in line with non-PP Improved % of GLD at end of EYFS 	EYFS Lead ECAT Lead EYFS staff	April 2021
To support our most able disadvantaged readers to read regularly and access high quality texts both in school and at home	To purchase the reading gladiators scheme to support our most able disadvantaged readers in Y2/4 and 6	Impact of this in school last academic year – strategy was reviewed and agreed it should continue		PPG lead CT in specific year groups	April 2021

To support our PPG disadvantaged readers to read regularly and access high quality texts both in school and at home	To purchase one of the recommended books for their age group in order to celebrate World Book Day	Impact of this in school last academic year – strategy was reviewed and agreed it should continue		PPG lead	April 2021
Total budgeted cost					£42,000
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?
Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	Giving PP children the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP children	Without this funding, majority of our PPG children would not be able to experience extra-curricular activities or residential or educational visits.	Strategic lead on use of the funding by PPG Lead. Regular Fund 08 budget monitoring (HT and Governors) Class teachers to liaise with PPG lead when planning educational visits in order to agree funding/subsidy	PPG Lead Class teachers	April 2021
To improve the quality of home learning and give parents the resources to provide better practical support for learning at home	School to provide PPG home learning packs	Parents feedback shows that their ability to support home learning is affected by a lack of resources	Strategic lead to source resources that link to the curriculum in order to effectively support home learning	PPG Lead	April 2021
Total budgeted cost					£13,000

6. Review of expenditure for 2019-20		Allocation received £138,162.00		Funding spent £140,499.13	
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost	
Consistent high quality teaching and provision for dual needs SEND PPG pupils	Additional TAs allocated to ensure differentiated teaching/provision to meet individual needs Specific resources where necessary	Dual needs SEND PPG pupils had improved access to high quality teaching and a more personalised provision/curriculum experience We are closing the PPG gap between dual needs PPG pupils and those who are considered to be non-disadvantaged	Yes, the approach will need to be continued Next steps – additional monitoring and evaluation to ensure pupils have sufficient and appropriate challenge Next steps – additional CPD for TA to maximise pupil learning	£80,567.56	
ii. Targeted support					
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost	

To improve the social, emotional and mental health needs of PPG children	To fund Pastoral Support Workers to provide targeted support for PPG children and their families	PPG pupils and their families have been given support strategies and access to help (parenting courses etc) in order to manage their social, emotional and mental health needs. There has been a reduction in the escalation of issues/behaviour in school that affects learning and academic achievement.	Yes, the approach will need to be continued – learning review shows that this has a significant impact on the wellbeing and engagement of PPG children and their families with the school as a whole Next Steps – plan in the next series of parenting courses and interventions for children	£45,962.12
To improve lunchtime/playtime behaviour of PPG pupils	Funding for additional lunchtime support for identified vulnerable PPG pupils with behavioural needs	Funding was used for lunchtime clubs to provide social support and integration for identified PPG pupils e.g. knitting club A small amount of funding was used to clear historic lunchtime debt	Yes, the approach for lunchtime clubs will be continued – this supports inclusion of PPG pupils but also focuses on positive transitions into focussed learning in the afternoon sessions.	£5013.93
To support our most able disadvantaged readers to read regularly and access high quality texts both in school and at home	To purchase the reading gladiators scheme to support our most able disadvantaged readers in Y2/4 and 6	Reading Gladiators guided reading sessions were organised in school each week with supplementary reading set for home learning No gap between Pure PPG readers and non-disadvantaged readers (April 2020)	Yes, this approach will be continued – funding will be used to purchase this scheme next academic year. We are looking to extend the scheme into other year groups	£1872.00
To support our PPG disadvantaged readers to read regularly and access high quality texts both in school and at home	To purchase one of the recommended books for their age group in order to celebrate World Book Day	Children were actively involved in choosing their book from a range of high quality recommended texts for their age group – this increased their engagement with actively reading the texts at home Gap between PPG and non-disadvantaged pupils is narrowing and has been reduced to 9%	Yes, this approach will be continued – funding will be used to purchase books again next academic year.	£1211.80
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
To ensure PPG children have access to educational visits	Full/subsidised funding for PPG pupils to participate in educational visits and extra-curricular activities	To include subsidised/full funding for PPG pupils to access swimming and Y6 residential – this ensures full access for all PPG children to educational visits	Yes, the approach will need to be continued	£3670.71
To ensure PPG children have access to extra-curricular activities	Full/subsidised funding for PPG pupils to participate in educational visits and extra-curricular activities	To include subsidised/full funding for all PPG children to be given the opportunity to attend extracurricular activities	Yes, the approach will need to be continued	£2201.01
Allocation received £138,162.00		Funding spent £140,499.13		