

# Willow Primary Pupil Premium Strategy Statement

## School overview

Detail	Data
School name	Willow Primary
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Davina Sumner
Pupil premium lead	Mike Parkinson
Governor / Trustee lead	Neil Gethen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£45,500
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,180

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## Achieving the objectives

### **High expectations**

Providing a culture where staff believe in all children and strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

## High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

## High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority professional development systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

## Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged children will have gaps in their learning and have suffered uncertainty during the Covid 19 crisis.
2	Very few children eligible for pupil premium achieve at greater depth. In some year groups no children eligible for pupil premium are achieving greater depth.
3	In some KS2 year groups a lower proportion of children eligible for PP are achieving ARE in reading and writing compared to children non eligible for PP.
4	Children eligible for pupil premium have lower attendance rates than other children.
5	Parental support and engagement.

## Intended outcomes

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores or above in KS1 and KS2 Reading
Progress in Writing	Achieve national average progress scores or above in KS1 / KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS1/ KS2 Mathematics

Phonics	Achieve national average or above expected standard in PSC.
Other	Ensure attendance of disadvantaged pupils is above 95%.

## Activity in this academic year

### Teaching

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund TA's in each year group to run 1 to 1 and small group interventions in the afternoons.	<b>Third Space Learning – '20 Most Effective Pupil Premium Strategies For Primary Schools'</b> states that '1 to 1 and small group interventions can add 5 months progress per academic year.'	1,2,3
RWI phonics continues to be taught with fidelity to the scheme in line with new guidance.	Internal data in 2021 shows a dip from the last official data in 2019 in pupils achieving the phonics score. <b>Third Space Learning – '20 Most Effective Pupil Premium Strategies For Primary Schools'</b> states that teaching phonics is particularly beneficial to 4-7-year-olds and can add up to 4+ months' progress per academic year.	1,2,3
Reading – Pedagogy and assessment. Develop the use of VIPERS for content domains.	Internal reading data showed that non-disadvantaged children outperformed disadvantaged in all but 2 year groups last academic year. <b>Third Space Learning – '20 Most Effective Pupil Premium Strategies For Primary Schools'</b> states that 'Focusing on reading comprehension strategies can 5 months progress per academic year.'	1,2,3
CPD to enhance the standard of the teaching sequence format for writing.	Internal writing data showed that non-disadvantaged children outperform disadvantaged in all year groups last academic year. <b>EEF 'Guide to Pupil Premium'</b> states that 'Ensuring an effective teacher is given the required CPD to continue to improve has to be top of the list for Pupil premium spending'.	1,2,3
Develop the culture of speech, language and communication through the development of oracy skills.	<b>Third Space Learning – '20 Most Effective Pupil Premium Strategies For Primary Schools'</b> states that	1,2,3
Staff CPD	High quality staff CPD is essential to follow <b>EEF principles</b> . This is then followed up during Staff meetings and INSET. We are part of the Doncaster OA writing project and the Yorkshire Maths Hub (Early Number). All staff to lead effectively are released for relevant CPD.	1,2,3,4,5

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Continue to embed use of Accelerated Reader across all year groups to increase reading for pleasure and give accurate assessment of the children. -Provide disadvantaged children with a selection of books each term.	<b>Third Space Learning – ‘20 Most Effective Pupil Premium Strategies For Primary Schools’</b> states that	1,2,3
-Continue to use small group interventions for disadvantaged pupils falling behind age-related expectations. -To push higher attaining ones to the greater depth standard.	<b>EEF ‘Guide to Pupil Premium’</b> states that ‘evidence shows the positive impact targeted academic 1 to 1 or small group interventions’.	1,2,3
-Use <b>National Tutoring funding</b> to provide 1 on 1 and small group catch up programme for disadvantaged pupils.	<b>EEF ‘Guide to Pupil Premium’</b> states, evidence shows the positive impact targeted academic 1 to 1 or small group interventions.	1,2,3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead practitioner to support disadvantaged learners with social and emotional support.	<b>Third Space Learning – ‘20 Most Effective Pupil Premium Strategies For Primary Schools’</b> states that targeting social and emotional learning has been found to effective across all key stages and can 4+ months progress.	1,2,3,4,5
Improve parental engagement of disadvantaged pupils.	<b>Third Space Learning – ‘20 Most Effective Pupil Premium Strategies For Primary Schools’</b> states involving parents in education benefits their children’s academic outcomes and can add +3 months progress.	4,5

**Total budgeted cost: £ *[insert sum of 3 amounts stated above]***

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Internal data submitted to the local authority 2021 (All children).

Early Years	% GLD	All ELGs	ATPS
EYFSP	58%	46%	32.9

Phonics	% Wa	Score
Year 1	58%	29.4
Year 2 re-sit	60%	32.8
By end of Y2	94%	-

Key Stage 1	% EXS+	% GDS
Reading	64%	28%
Writing	53%	30%
Maths	64%	30%
RW&M	53%	21%

Key Stage 2	Exp+ / EXS+	High / GDS	Progress
Reading	90%	39%	-0.4
Writing	85%	24%	+0.3
Maths	90%	32%	+0.2
RW&M	82%	23%	-

#### Internal data submitted to the local authority 2021 (Pupil Premium children).

Key Stage 1	EXS +	GDS
1 pupil – 98% non-PP 2% PP		
Reading	0%	0%
Writing	0%	0%
Maths	100%	0%
RW&M	0%	0%

<b>Key Stage 2</b>	<b>EXS +</b>	<b>GDS</b>	<b>Progress</b>
<b>1 pupil – 84% non-PP</b>			
<b>16% PP</b>			
<b>Reading</b>	90%	40%	-1.7
<b>Writing</b>	80%	10%	-3.5
<b>Maths</b>	90%	20%	-2.8
<b>RW&amp;M</b>	80%	10%	

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>