

Pupil Premium Strategy Statement

1. Summary information					
School	Willow Primary School				
Academic year	2020-21	Total PP budget	£63,000	Date of most recent PP Review	15-12-19
Total number of pupils	383	Number of pupils eligible for PP	47	Date for next internal review of this strategy	
Autumn Review		Spring Review		Summer Review	
14-12-20		22-3-21		12-7-21	

2. Predicted attainment			
KEY STAGE 2	National Pupil premium Data (%)	Pupils eligible for PP (your school)	Pupils not eligible for PP
Reading	NO DATA DUE TO SCHOOL CLOSURE		
Writing			
Maths			
SPAG			
Combined			
<hr/>			
Reading			
Writing			
Maths			
Combined			

Overview of pupil Premium across school

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number	-	3	1	6	8	8	11
Percentage	-	7	4	14	18	18	25

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A	Disadvantaged children will have gaps in their learning and have suffered uncertainty at home during the Covid 19 crisis
B	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.
C	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.
D	Children eligible for pupil premium have lower attendance rates than other children.

4. Desired Outcomes		Success Criteria
A	-Meet the needs of disadvantaged pupils understanding family circumstances. -Establish healthy eating and physical wellbeing, as well as ensuring that mental wellbeing, mindfulness and spirituality is at the heart of the curriculum.	-Pupils eligible for PP will receive the required support: <ul style="list-style-type: none"> • Pupils will receive the required support for academic catch up • Well-being of pupils to be top priority and needs are met
B	More children eligible for pupil premium will achieve at greater depth. Measured looking at end of year assessment results for Reading, Writing and Maths	-Pupils eligible for PP achieve greater depth -Moderated school data and pupil progress meetings will identify improvements in performance of those in receipt of PP.
C	In all classes across school the proportion of children eligible for PP achieving ARE in reading and writing will be in line with children not eligible for PP	-Pupils eligible for PP close the gap on 'other' pupils, particularly in identified year groups (4 and 6). -Moderated school data and pupil progress meetings will identify improvements in performance of those in receipt of PP.
D	Attendance for children eligible for pupil premium will be equal to or better than that of other children	Persistent absentee rate for PP children reduced from 22% to 10% Attendance for pupil premium will be equal to that of non-pupil premium child

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?	Cost
-Meet the needs of disadvantaged pupils understanding family circumstances. -Establish healthy eating and physical wellbeing, as well as ensuring that mental wellbeing, mindfulness and spirituality is at the heart of the curriculum.	-Free access to breakfast and after school clubs to ensure needs are met. -Help with funding for school uniform if required. -Resources for catch up supplied i.e. revision guides and work books. -Identify resources to support for wellbeing, and create a resource bank with guidance for teaching staff. -Funding for breakfast and after school clubs.	Disadvantaged pupils will receive extra support when they return to school, as some have not completed any learning during the Covid crisis. They have also been living in difficult conditions that have been unstructured; therefore, their usual routines have been disrupted. The schools recovery approach is based on Maslow's Hierarchy of School Needs to ensure all needs are met and so pupils	-Record kept of PP children attending breakfast and after school clubs. -Contact made with PP parents to assess needs. -Entry and exit criteria for interventions/group work, which will be reviewed.	MP MC LP SLT	December 2020	£10,000

	<p>-Reassurance through small group work that they are safe in school in the current situation.</p> <p>-Use the information gained from the parents/child to identify support and signpost to agencies if required.</p> <p>-Focus on PSHCE i.e. belonging and friendship so they feel they belong to the group and build relationships with their peers.</p> <p>-Wellbeing week at the start of the new term: project about well-being, mindfulness, anxiety and mental health in response to Covid. This must include re-establishing friendships and relationships.</p> <p>-Interventions giving them chance to talk and feel good about themselves and raise self-esteem.</p> <p>-Use ASPIRE assemblies to praise and reward vulnerable children to raise esteem.</p>	<p>can achieve and create at their full potential. For example:</p> <p>Physiological - Students getting all of their basic physical needs met.</p> <p>Safety- Establish safe and secure environment in school, and specifically in our classroom.</p> <p>-Love & Belonging - each student feel that they belong to a group. They have strong relationships with their peers.</p> <p>-Esteem - Do all students feel good about themselves? Are we giving powerful verbal feedback to support their self-esteem? Do they believe that their peers think positively about them?</p> <p>-Self-Actualization - In theory, if students have all of the previous stages met, they can achieve and create at their full potential.</p>	<p>-Clear planning in place for PSHCE and Well-being week, again this will be reviewed.</p>			
<p>More children eligible for pupil premium will achieve at greater depth.</p>	<p>MAT networks (Via Teams) – EYFS, Y2 and Y6</p> <p>Staff CPD on developing greater depth readers and writers.</p> <p>Staff CPD on how to effectively mark writing to support children in improving their writing</p> <p>Provision of books to be audited and developed to ensure children are accessing high quality and challenging texts.</p> <p>Staff CPD on how to effectively use Accelerated Reader.</p>	<p>Working together with the other schools in the MAT gives staff opportunities to share good practice between the schools in terms of how they work with more-able learners.</p> <p>As a school the reading and writing sequence has been developed but we now need to ensure that staff have the subject knowledge and pedagogical knowledge to know how to develop and support children to write at higher levels. Although children have many opportunities to read in school, there needs to be more guidance to ensure that they are reading high quality and challenging books at the correct level. This will allow them to access a wider</p>	<p>Regular scrutiny of the marking of writing</p> <p>External teaching and learning reviews</p> <p>Lesson drop-ins</p> <p>Monitoring of books that children are reading</p>	<p>MP</p>	<p>Termly (in line with assessment points)</p>	

		range of vocabulary that they may not otherwise come across and this is important for developing both their reading and writing. The school has introduced Accelerated Reader so this can be achieved and accurate assessment can be made.				
In all classes across school the proportion of children eligible for PP achieving ARE in reading and writing will be in line with children not eligible for PP.	Additional staffing to ensure that all children can be included in lessons and receive quality first teaching.	Every year group has at least one full time teaching assistant. This means that all children can be included in lessons as the additional adult supports with the differentiation in them. Targeted interventions are delivered by the teaching assistant, who works in that class, as they know the children well and are aware of their the gaps in learning. Same day interventions can be delivered by staff who have an understanding of what support is needed	Pupil progress meetings Pupil voice Observations of one to one sessions	MP/ NR	Termly (in line with assessment points)	£50,000 Cost of Teaching assistants for afternoon interventions
Attendance for children eligible for pupil premium will be equal to or better than that of other children.	-Attendance officer to monitor attendance weekly, sending out warning letters and inviting parents to attendance meetings -Attendance of pupil premium children to be tracked at pupil progress meetings and looked at effect on attainment. -Teachers to be provided with lists PP children who are with low attendance or PA's. They will then then contact the parents form the word go in September to build relationship and involve them in school. -MC to build relationships with parents i.e. home visits if child does not attend or phone calls/meetings etc. -Invite the parents of PP children into school (after Covid crisis is over) to work with their child i.e. baking session where the school will provide the ingredients.	There is a correlation in some classes between attendance of pupil premium children and attainment. The class teachers need to put provision in place for children who have been absent to ensure that they quickly catch up on any missed learning.	Regular monitoring of teaching and learning ensures that lessons are appropriately differentiated Monitoring of interventions to ensure that they are high quality	MP/L D	Half termly	£3000

	<ul style="list-style-type: none">-Teachers to send postcards with a short summary of how PP children have done in school.-Use social media i.e. Twitter or Facebook to display PP children's learning to build self-esteem.-Incentives such vouchers for uniform, reading books, pen sets, Asda or even a voucher towards a game for a console.					
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