

Pupil Premium Strategy Statement (Primary)

The Willows Primary School and Nursery

Metric	Data
School name	The Willows Primary School and Nursery
Pupils in school	635
Proportion of disadvantaged pupils	23%
Pupil premium allocation this academic year	£170,815
Academic year or years covered by statement	2020-20
Publish date	01 September 2020
Review date	01 January 2021
Statement authorised by	Mr Freese
Pupil premium lead	Mr Freese
Governor lead	Keiron Murphy

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	27%
Achieving high standard at KS2	5%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Phonics training throughout the school	Ensure all staff trained in use of new phonics scheme and are able to deliver it effectively Refresher training in language of phonics with agreed and consistent use of language and actions to support Regular monitoring of phonics session delivery. Regular gap analysis with planned actions to address. Phonics workshops for parents Ensuring the family support mentor is involved in the assisting of the families to drive improvement/change

Priority 2 Well-being	Training a well-being mentor to meet pupils social and emotional needs Properly introduce and embed key aspects of Growth Mindset. Making of Matt Mackman to assist with the pupil's emotional wellbeing. The additional fruit will also ensure that pupils never have a need for food in school.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions. Pupils in best place position to learn and feel accepted.
Projected spending	£43,778

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress or better scores in KS2 Reading	July 22
Progress in Writing	Achieve national average progress or better scores in KS2 Writing	July 22
Progress in Mathematics	Achieve national average KS2 Mathematics progress score or better	July22
Phonics	Achieve national average expected standard in PSC	July 22
Other	Improve attendance of disadvantaged pupils to LA average (98%)	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity	Outcome
Priority 1 Improve early identification and intervention for pupils with speech and language development below their chronological age	Familiarisation and use of Universally Speaking to identify potential need for accelerated progress or support Use of Provision Guidance to ensure strategies are being used effectively Develop use of Speech and Language intervention – Talk Boost for specific pupils	Speech and Language has made a huge impact this year, especially after the pupils returned from lockdown. Lessons were covered by our in school speech therapist and BAT therapists. Number of pupils seen during this period: Rec-2 Year 1 - 7 Year 2 – 4 Year 3 – 5 Year 4 – 7 Year 5- 1 Year 6 – 2 Waiting list -11 pupils Referrals to be made - 4

<p>Priority 2</p> <p>Programmes and support in place for pupils who have gaps in phonic/spelling knowledge due to inconsistent teaching, moving schools or having periods of home-schooling</p>	<p>Training in spelling focused intervention (e.g. Toe-by-Toe, Precision Teaching, Super Spellers) and introduction of spelling scheme/ladder of skills to ensure all skills are taught progressively</p> <p>Make sure the behaviour support mentor is also working closely to assist in the improvement of behaviour inside and outside of the classroom.</p>	<p>Extra phonic was planned since the end of lockdown with 2 specialists taking lessons to help pupils with gaps in their learning. This will also continue into year 3 for the disruption of the year 2 phonics academic year.</p>
<p>Barriers to learning these priorities address</p>	<p>Pupils with speech and language needs are not consistently having needs identified and met</p> <p>Pupils who fall behind in spelling or have had poor attendance/home schooling having catch-up programmes to identify gaps and support learning</p>	<p>We have made 4 referrals for pupils for pupils with various barriers to learning.</p>
<p>Projected spending</p>	<p>£43,187</p>	

Targeted academic support for current academic year

Measure	Activity	Outcome
<p>Improve early identification and intervention for pupils with speech and language development below their chronological age</p>	<p>Familiarisation and use of Universally Speaking to identify potential need for accelerated progress or support</p> <p>Use of Provision Guidance to ensure strategies are being used effectively</p> <p>Develop use of Speech and Language intervention – Talk Boost for specific pupils</p> <p>Additional books for reading in school eg EAL books and book on diversity</p>	<p>During this period we have been successful with identifying the pupils who need this additional support.</p> <p>Number of pupils seen during this period:</p> <p>Rec-2</p> <p>Year 1 - 7</p> <p>Year 2 – 4</p> <p>Year 3 – 5</p> <p>Year 4 – 7</p> <p>Year 5- 1</p> <p>Year 6 – 2</p> <p>Waiting list -11 pupils</p> <p>Referrals to be made - 4</p>
<p>Programmes and support in place for pupils who have gaps in phonic/spelling knowledge due to inconsistent teaching, moving schools or having periods of home-schooling</p>	<p>Training in spelling focused intervention (e.g. Toe-by-Toe, Precision Teaching, Super Spellers) and introduction of spelling scheme/ladder of skills to ensure all skills are taught progressively</p> <p>Ensuring the support programmes are covered to get the best out of the intervention time when needed</p>	<p>We use letters and sounds but have evaluated our current system and will be moving to Bug Club Phonics. This will be a better method of addressing our pupils needs in phonics. Phonics will also be taught in year 3 to accommodate the pupils gaps that have developed.</p>

	Include reward trips to assist the pupils with the drive to want to improve their ability/change of learning culture																						
Barriers to learning these priorities address	Pupils with speech and language needs are not consistently having needs identified and met Pupils who fall behind in spelling or have had poor attendance/home schooling having catch-up programmes to identify gaps and support learning	Interventions were in place since returning from lockdown to assist with the learning barriers pupils had. This was more emotional than academic. The family support numbers have increased since the start of the academic year. <table border="1"> <thead> <tr> <th>Yr</th> <th>Aut</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>2</td> <td>5</td> <td>7</td> </tr> <tr> <td>3</td> <td>5</td> <td>7</td> </tr> <tr> <td>4</td> <td>4</td> <td>7</td> </tr> <tr> <td>5</td> <td>5</td> <td>10</td> </tr> <tr> <td>6</td> <td>3</td> <td>6</td> </tr> </tbody> </table>	Yr	Aut	Sum	1	2	3	2	5	7	3	5	7	4	4	7	5	5	10	6	3	6
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Projected spending	£37,097																						

Wider strategies for current academic year

Measure	Activity	Outcome
Improve attendance and punctuality	Use the schools strategic plan of: Governor takes meeting Essex contract to improve attendance Letters of reminders to parents Constant messages to parents	This varied a lot during lockdown. After easter were as high as 98.5% and ended on 95.6%.
Specialist support for teachers, families and pupils	Introduction of specialists to develop and enhance provision – Play therapist/counsellor from within Trust and well-being mentor in school, Speech and Language Therapist and support LWSA	The family liaison staff member was instrumental in helping families and friends to be better during this difficult time. From the numbers above it can be seen how the role has become so important.
Made looking after the staff	Pupils needs being identified and met with staff having professional support to aid them.	The HT and his SLT made looking after our staff a huge priority. We increases counselling sessions for our staff and also checked in on the regularly.
Projected spending	£ 10,900	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days
Targeted support	Creating the level of resilience needed during the pandemic	Counsellor to be available to assist staff and pupils to improved attitude in teaching and learning
Wider strategies	Changing mindset and attitude of core group of families.	Work with them to understand the barriers they face and support them to address.

Projected spending	£35,853	
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Review: last year's aims and outcomes

Aim	Outcome
<p>Improved computing skills and access to computers</p> <p>Improved confidence and self –esteem as well as social interaction skills</p> <p>Improved skills when using TT Rockstar's</p>	<p>Pupils have improved their TT Rockstar's timetable speed and scores for the academic year 2019-2020.</p> <p>Last academic year we had only KS2 doing TT Rockstar's but this year we have also KS1 and KS2 involved.</p> <p>For KS1 we have also used Numberbox which is more inline with their ability. This included number bonds and partitioning.</p>
<p>Attendance and Punctuality improvement for the academic year 2019-2020</p> <p>Parental support increase</p> <p>Raised aspirations with pupils and parents</p>	<ul style="list-style-type: none"> Attendance has improved for the whole school: 2018-2019 PA 95.20% 16.38% 2019-2020 PA 95.60% 15.23%
<p>Reading for teachers so that they may read for 10mins each day to the pupils.</p>	<ul style="list-style-type: none"> These books have been purchased and afternoon reading and reading afternoons sessions with parents have further improved the love for reading in class. <p>These additional books have also improved the phonics sessions and the projected score for this year was 86%, which is an improvement on last academic year.</p>
<p>Improved teamwork, confidence and self-esteem</p> <p>Raised aspirations</p> <p>Improvement in attitude to learning of Art</p>	<p>This session has had a direct impact on our behaviour in the school. This club has resulted in a lower exclusion rate and assisted the pupils with their wellbeing in school.</p> <p>Exclusions:</p> <p>2018-2019= 24 pupils</p> <p>2019-2020= 17 pupils</p>
<p>Gaps in SLCN identified and closed</p> <p>Prime areas of speaking and understanding are higher the previous year</p>	<ul style="list-style-type: none"> This academic year we were able to work with more pupils and not the children because the SPT was not working with a designated students as well. <p>The SPT also prepared our tasks for the pupils which made the sessions more accurate for the pupils needs in school.</p>
<p>Attitude to learning and confidence improved</p>	<ul style="list-style-type: none"> The pupils have expressed their joy at attending these sessions and their attendance has improved as a result of this.

<p>Behaviour incidents reduced</p> <p>Attendance improved</p>	<ul style="list-style-type: none"> • Attendance for the last 2 years: • 2018-2019 PA • 95.20% 16.38% • 2019-2020 PA • 95.60% 15.23%
<p>Gap in attainment narrowed in Reading, Writing and Maths</p> <p>Improved confidence and self-esteem</p> <p>Extra support in achieving the targets set</p>	<p>This our gaps have narrowed but the data for this academic year is TA. The data shows an improvement over last academic year but not for KS2.</p>