

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 | £172,690 |
| Academic year or years covered by statement | 2021-22 |
| Publish date | 01 September 2021 |
| Review date | 01 January 2022 |
| Statement authorised by | Mr Freese |
| Pupil premium lead | Mr Freese |
| Governor lead | Lynette Davis |

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 |

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| 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 | July 22 |
| 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 | |
| Priority 2 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 | 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 Make sure the behaviour support mentor is also working closely to assist in the improvement of behaviour inside and outside of the classroom. | |

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| 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 | |
| Projected spending | £43,187 | |

Targeted academic support for current academic year

| Measure | Activity | Outcome |
|--|--|---------|
| 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 Additional books for reading in school eg EAL books and book on diversity | |
| 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 | 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 Ensuring the support programmes are covered to get the best out of the intervention time when needed 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 | |
| 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 | |
| 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 | |
| Made looking after the staff | Pupils needs being identified and met with staff having professional support to aid them. | |
| Projected spending | £ 12,900 | |

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 | |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Improved computing skills and access to computers Improved confidence and self –esteem as well as social interaction skills Improved skills when using TT Rockstar's | Pupils have improved their TT Rockstar's timetable speed and scores for the academic year 2019-2020. Last academic year we had only KS2 doing TT Rockstar's but this year we have also KS1 and KS2 involved. For KS1 we have also used Number box which is more inline with their ability. This included number bonds and partitioning. |
| Attendance and Punctuality improvement for the academic year 2019-2020 Parental support increase Raised aspirations with pupils and parents | <ul style="list-style-type: none"> Attendance has improved for the whole school: 2019-2020 PA 95.60% 15.23 % <p>2020 -2021 PA 95.8% 13.49%</p> |

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|--|---|
| <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>2019-2020= 17 pupils</p> <p>2020-2021 =13 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> <p>Behaviour incidents reduced</p> <p>Attendance 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. • Attendance for the last 2 years: • 20019-2020 PA • 95.60% 15.23% • 2020-2021 PA • 95.8% 13.49% |
| <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> |