Willingham Primary School Pupil Premium Strategy 2020-21

Pupil premium spending current academic year

| summary information | | | |
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| Date of most recent pupil premium review: | 19.10.20 | Date of next pupil premium review: | 01.09.2021 |
| Total number of pupils: | 328 | Estimated pupil premium budget 2020/21: |  |
| Number of pupils eligible for pupil premium: | 67 | Amount of pupil premium received per child: | Ever FSM £1320  Forces £300  Post-LAC £2300 |

| strategy statement |
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| At Willingham Primary School we believe that with equitable knowledge and equitable opportunities all pupils can achieve equitable success.  The pupil premium grant is additional funding for publicly funded schools in England. It’s a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.  It’s allocated for schools to:   * improve the academic outcomes of disadvantaged pupils of all abilities * close the attainment gap between disadvantaged pupils and their peers across the country   The school employs a three-tiered approach to supporting disadvantaged pupils.  **Whole school improvement of teaching**  Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. We believe that improving the quality of teaching for all pupils will have a disproportionately positive impact on pupils from disadvantaged backgrounds.  At Willingham Primary School we focus on providing a knowledge-based curriculum, delivered using memory-rich pedagogies and all staff PD is focused on developing staff understanding of and ability to deliver our intended curriculum.  **Contextualised support for pupils**  We carefully consider both the make-up of our disadvantaged cohort (taking into account coalescent needs for eg. PPF, SEND and GRT or PPF and CP issues) and specific school development areas and use this information to provide contextualised support for the pupils at Willingham Primary School. This may include mental health and wellbeing provision, catch-up interventions for small groups and one-to-one support. Our intervention is not on disadvantaged students as a cohort, it’s a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium  **Wider strategies including support for individual pupils**  Due to the complex needs of the disadvantaged pupils at Willingham Primary School, we recognise that some pupils need specific support with individual difficulties or barriers to learning. We allocate a proportion of funding each year to enabling equitable access to our curriculum for all pupils. Support might include: payment for school trips and visits, uniform to ensure that pupils feel fully part of the community, clubs and after-school provision to allow access to wider curriculum experiences, KS2 tuck-shop cards to provide a healthy snack daily.  We measure the impact of our provision through our school drivers of Active Participation, Equitable Success and Improvement. We use both academic and wider outcomes to assess disadvantaged progress towards their goals. We do this through termly Pupil Progress Meetings and analysing termly/yearly assessment data, but recognise that the impact (particularly of individualised support) cannot always be measured.  The impact of the overall strategy for disadvantaged pupils is reviewed in termly ‘Disadvantaged and Gap Analysis SMT meetings. |

Barriers to learning

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| barriers to future attainment | |
| Academic barriers | |
| A | Attainment entry points of disadvantaged pupils is below that of other pupils in each of Reading, Writing and Maths across the school – this is limiting their progress. |
| B | Disadvantaged pupils’ poor executive function is hindering their ability to maintain focus and attention during lessons |
| C | Disadvantaged pupils have a range of social and emotional difficulties that are affecting their readiness to learn. |

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| ADDITIONAL BARRIERS | |
| External barriers | |
| D | Poor attendance of a small number of pupils is preventing them from making strong progress and access to Home Learning is limited whilst some pupils have to isolate |
| E | Complex family situations are hindering progress for a number of disadvantaged pupils |
| F | Access to digital resources is limiting the efficacy of the school’s home learning resources for pupils who are isolating |

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| INTENDED OUTCOMES | | |
| Specific outcomes | | Success criteria |
| A | Progress of disadvantaged pupils is accelerated in Reading, Writing and Maths | Gap between disadvantaged pupils and other pupils is narrowed according to statutory assessment and PiRA/PUMa assessments |
| B | Mental health and wellbeing of disadvantaged pupils is improved | Pupils’ behaviour in lessons and at playtimes improves  Pupils are focused in lessons  The attainment of vulnerable children continues to improve across all curriculum areas.  Pupils’ basic welfare needs are met (uniform, food, socialization etc.) |
| C | Increased attendance rates for disadvantaged pupils, with a key focus on those from our GRT community. | Attendance of GRT pupils rises towards 95%  Overall attendance of Disadvantaged pupils improves towards 95% |
| D | Ensure equity of opportunity for all children across the school, regardless of their background, including access to a range of sporting, cultural activities and home learning. | The school provides a wide range of extra-curricular sporting and cultural activities, school trips and experiences for all children. |

Planned expenditure for current academic year

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| academic year | | | | | |
| Whole school improvement of teaching | | | | | |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Support staff with understanding and Re-instating the school’s behaviour curriculum | Pupils with poor executive function and attitudes to learning are supported within lessons | Improved behaviour across the school will have the greatest impact on pupils with the lowest executive function. Reduction in noise levels and distractions reduce cognitive load and allow pupils to concentrate. | Staff PD days  SMT monitoring | DM | Ongoing |
| Improve schools curricular provision in Maths, Science and Geography | Improved attainment in specific subjects | Progressive, knowledge-rich curricular in different subjects will provide disadvantaged pupils with equality of knowledge. | Subject Leaders will work with Curriculum and Subject experts to plan a high-quality curriculum.  PD sessions will support teachers in planning and delivering the content.  SMT monitoring | DM, AW | July 2021 |
| PD for teachers ensures that focus is on the most important aspects of pupils’ learning | Improved attainment in specific subjects | Pedagogies that are rooted in cognitive psychology will support disadvantaged pupils disproportionately well. | PD session will continue to support pedagogies based on sound principles of cognitive psychology.  SMT monitoring  Inverstigation into high quality PD from external source | DM | April 2021 |
| Development of the school culture and community | Pupils feel pride in the community. Attitudes to learning improve. | Pupils’ pride and ‘buy-in’ to the values and culture of the school will improve their attitudes to learning. | SMT and Governor monitoring | DM | July 2021 |
| Ensure Home Learning is accessible for disadvantaged pupils and supports their progress away from school | Pupils do not fall behind due to lack of support/access at home | Evidence seen through ‘lockdown’ that pupils from disadvantaged families received least support from home and found it most difficult to access learning resources | Complete Home-Learning Policy  Utilise PP and Covid catch-up funds to release teachers to ensure that resources are high quality and pre-prepared.  Purchase of Chromebooks/Laptops for use by disadvantaged pupils in the event of self-isolation | SMT | November 2020 |
| Estimated total budgeted cost (15%): | | | | | £10,000 |
| Contextualised support for pupils | | | | | |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Provide 35 hours of ESA support a week | Pupils’ mental health and wellbeing is improved. | Pupils with mental health and wellbeing issues are unable to focus and attend to learning effectively. A disproportionate number of pupils in receipt of the pupil premium have locality and social care involvement or report early indications of mental health difficulties.  We have a number of vulnerable children (including PP children) who have a range of social, emotional and mental health (SEMH) needs. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. | ESA training undertaken and regular reviews of the impact of her work are planned to assess effectiveness. | GH | July 2021 |
| Provide TA support for small group interventions | Accelerated progress for pupils with low attainment | A proportion of pupils are struggling to make the progress that is expected due to gaps in prior knowledge. These gaps must be identified and rectified to enable good progress. | APDR cycle  Regular monitoring and review of interventions  Termly Pupil Progress Meetings | GH | December 2020 |
| Year 6 Booster classes | Accelerated progress for identified pupils | Monitoring of pupil progress data shows supported pupils are making accelerated progress. | Termly Pupil Progress Meetings | AW | March 2021 |
| Employment of Attendance Officer | Continued improved attendance of identified groups | Pupils who are not attending school regularly make poorer progress that those with 95%+ attendance. | Ongoing monitoring of attendance and regularly meetings with the school’s Education Welfare Officer | JA | December 2020 |
| Estimated total budgeted cost (50%): | | | | | 36,000 |
| Wider strategies including support for individual pupils | | | | |  |
| Action | Intended outcome | What’s the evidence and rationale for this choice? | How will you make sure it’s implemented well? | Staff lead | When will you review this? |
| Provide 1:1 TA support for identified pupils with high levels of need | Accelerated progress for pupils with low attainment | The school has a number of pupils in the process of an EHCP application, who need 1:1 support to access the curriculum in any meaningful way. | SENDCo monitoring  Termly Pupil Progress meetings are used to assess the effectiveness of individual provisions. | GH | December 2020 |
| Provide free places at Breakfast and After-School Clubs. | Pupils’ basic welfare are met | Without basic needs being met, pupils are unable to effectively access their learning and make poor progress. | Number of places to be monitored and reviewed.  Core group meetings used to discuss and review the impact on specific pupils. | JA | July 2021 |
| Provide free/supported places at extra-curricular activities and school curriculum trips/visits | The school provides a wide range of extra-curricular sporting and cultural activities, school trips and experiences for all children. | As part of the broad, knowledge-rich curriculum that the school is committed to offering, pupils need to be given the opportunities to access experiences and visits that without the school’s support, they would not have a chance to access. | Termly Pupil Progress meetings are used to assess the effectiveness of individual provisions. | JA | July 2021 |
| Estimated total budgeted cost (35%): | | | | | 24,000 |