



Pupil Premium Report – June 2021

For Academic Year 2019-2021 (Covid impacted report)

In addition to this report, please also see the Covid Catch-Up Fund strategy for cross-over strategies and actions.

Pupil Premium Grant (PPG)

The Pupil Premium Grant is a Government initiative that provides extra funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

Willingham Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled to over the last 6 years; and for any Looked After Children or Service Children.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools *'are free to spend the pupil premium as they see fit'* (DfE 2011). The Government is, however, clear that schools will need to: "employ the strategies that they know will support their pupils to increase their attainment, and 'diminish the difference'." Schools will be accountable for closing the gap, and school performance tables include new measures that show the attainment of pupils who receive the Pupil Premium compared to their peers.

At Willingham Primary School we will be using the indicator of those eligible for free school meals, as well as other identified vulnerable groups, as our target children to 'diminish the difference' regarding student achievement.

In making provision for disadvantaged pupils, the Governors and staff of Willingham Primary School recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. *They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*

Willingham Primary School is totally committed to social justice and improving life-chances for children who are potentially vulnerable and believes that with equitable knowledge and equitable opportunities all children can achieve equitable success. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach.

Due to the global pandemic that resulted in school closures from March 2020 to September 2020 and further closures during the spring term of 2021, this report covers the spending allocated since September 2019, with the greatest focus on the impact seen during the autumn and summer term of 2020-21. The main strategic actions from the 2019-20 Pupil Premium Strategy were carried over into the 2020-21 Pupil Premium Strategy as a result of the impact that the closures had on the school's ability to deliver these.

Context of the School

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. Willingham Primary School is a two-form entry school with 335 pupils currently on roll. Pupil premium funding represents a small proportion of our overall budget; however, we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

During the 2019-20 academic year we had 51 children in receipt of the PPG, 17% of our school population were eligible for pupil premium. During the 2020-21 academic year we had 58 children in receipt of the PPG, 17% of our school population were eligible for pupil premium.

An Overview of Vulnerable Groups at Willingham Primary School

Willingham Primary School is committed to ensuring all pupils make excellent, progress including those who could be vulnerable.

What are vulnerable groups?

Vulnerable children are amongst those groups that may need additional support or intervention in order to make optimum progress. Children who have needs, dispositions, aptitudes or circumstances may require particularly perceptive and expert teaching and in some cases, additional support beyond the school.

Willingham Primary School aims to work effectively with every pupil; we support them, to overcome academic or emotional barriers that could prevent optimum progress. We strive to enable all pupils to participate in the full range of activities offered within and beyond the school day, to ensure they have the very best learning experience and make outstanding progress.

Willingham Primary School ensures all staff develop the skills necessary to meet the needs of pupils and families, whose circumstances may make them vulnerable. This, along with good support from external agencies and the Local Authority, helps the school to diminish the difference in the progress pupils are making.

The school works very effectively in partnership with the parents and carers of potentially vulnerable children to help to break down barriers to learning and progress which pupils sometimes encounter.

Pupils for whom the school receives Pupil Premium Funding, those who are disabled and those who have special educational needs currently make variable progress. Willingham Primary School ensures resources are deployed which have a proven impact on raising standards. Provision for this group of pupils is led by Senior Leaders; teachers and teaching assistants are supported with a range of resources aimed at accelerating learning

Assessment plays an important role in supporting all children and pupil progress meetings ensure that all staff understand where the children are at any given time and in which areas support is needed. Tasks are matched to students' abilities and teachers, teaching assistants are deployed to help pupils by providing appropriate resources, support, encouragement and demonstrating skills that impact learners.

As a school, we are consistently evaluating how individual pupils benefit and progress from provision. This may not always be accessed through data but also from a learning culture of talk and shared professional thoughts and judgements.

As a school, we track all pupils against multiple vulnerabilities. Potentially vulnerable groups form the focus of our termly Pupil Progress Meetings and are tracked carefully to in order that they can receive the appropriate support to make the targeted progress, thereby diminishing the difference in attainment.

We track the attainment and progress of these groups:

- Pupils who have special educational needs
- Boys

- Girls
- Low attaining pupils
- High attaining pupils
- Pupil Premium Funded pupils
- Pupils for whom English is an additional language
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals (FSM)
- Pupils and their families who receive support via external agencies including through CAF
- Pupils whose attendance falls below 95%
- Pupils who are persistently late.

Willingham continues diminishing the difference in attainment between Pupil Premium pupils and their peers. We believe school has a fundamental part to play in securing wellbeing, enhancing life chances and realising personal potential. We believe in the social the power of art, music and performance. We want our children to develop a passion for subjects and pupils have an increasing part to play in the school environment and its provision which they help to create.

We, as a school, have a good understanding of fairness and inclusion. All staff take part in educational development, courses, SENDCO qualification, NQT Mentor etc., and this also enhances the provision for all children.

We have designated staff within the school, who work with specific families and children to ensure they are supported within and beyond the school. Multi-agency meetings are always attended by school staff and every effort is made to support whole families, where we can, recognising that the learning of children from vulnerable families can be significantly hindered by their basic needs not being fully met. For example, providing free morning Breakfast Club and After School Club for children eligible for Pupil Premium Funding. We have seen significant impact on attendance, engagement and attitude to school and learning, for children to whom we have provided such support.

We, in close liaison with our Parent Teacher Association (Willingham School Association), organise school-based and community events and strive to involve families fully in school life. We organise curriculum events in order that parents and carers can provide effective support for their child's learning.

We recognise how important attendance and punctuality are, if children are to make the progress of which they are capable. We work very hard with pupils and families to ensure this remains a key priority. At Willingham Primary School, we see correlation between absence and persistent lateness and low attainment and slow progress. As a school, we proactively bring together professionals from various agencies and we are relentless in implementing the Local Authority's guidelines.

Diminishing the difference is core to our work and all those working with the children have a level of accountability to develop practice which supports this aim.

Main objectives of Pupil Premium Grant provision

We recognise each pupil as an individual, and as a result, consider that there is no “one size fits all”. By identifying individual barriers, our dedicated team of teachers and support staff are committed to meeting the pastoral, social and academic needs of all children within a caring environment. At Willingham Primary School we maintain a culture among all stakeholders, including parents, for high aspirations and ensure our key objectives are:

- Diminishing the difference between pupil premium pupils and the rest of the year group.
- Ensuring all teaching is at least good for all children.

We will ensure that all our vulnerable pupils have their needs clearly identified by recognising the barriers to learning and we closely monitor and track their progress through school.

The main intended outcomes for the PPG during academic years 2019-21 were:

- Progress of disadvantaged pupils is accelerated in Reading, Writing and Maths
- Mental health and wellbeing of disadvantaged pupils is improved
- Increased attendance rates for disadvantaged pupils, with a key focus on those from our GRT community.
- 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.

Pupil Premium Grant received 2019-21 Academic Years Whole school improvement of teaching

Total amount of Pupil Premium Grant received 2019-20 - £70,660

Total amount of Pupil Premium Grant received 2020-21 - £78,750

Total Grant over 2019-21 = £149,410

Pupil Premium Expenditure and Outcomes 2019-21

September 2019 – July 2021

Whole school improvement of teaching

Action	Cost	Impact
Support staff with understanding and implementing the new behaviour curriculum	Cost of HT/DHT attendance at ELP – 12 days - £3,600 £480 Tom Bennett training	<p>Production of ‘What To Do’ (WTDs) documents ensure that behaviour management is consistent across classes and different areas around school.</p> <p>Reintegration after the partial closure was managed very well and routines were quickly re-established; as a result the pupils made good progress across the Autumn and Summer terms and began to make up for some of the regression seen, particularly after the first closure.</p> <p>Behaviour analysis shows that behaviour in the classrooms is excellent and allows all pupils to concentrate on their learning. ELP training around ‘student culture’ led to further refinement of the use of ‘appreciations’ across the school.</p> <p>Playground behaviour monitoring indicates that pupils play well at break times; that they are active (game playing and daily mile) and that incidents are dealt with appropriately by adults.</p> <p>Yearly staff questionnaire shows that 100% of teachers feel that the Behaviour Curriculum supports their ability to teach effectively.</p>

<p>Improve school's curricular provision in English, Maths and History</p>	<p>£800 - (Haringey materials) £9,400 - (half day release for SLs) £1600 - Deep dive release £1200 - Maths Subject Leader £400 - English SL release £4,468 - Accelerated Reader £1,000 Maths resources</p>	<p>School has a clear, progressive and aspirational curriculum. The Haringey materials and training have supported the planning of a more cogent humanities curriculum. Subject leaders have worked together to ensure that the curricular match each subject's intent statement and that they support the school's mission statement to ensure that <i>all</i> pupils, leave WPS in a position to excel at secondary school. Evidence from the pupils' work in History particularly, shows disadvantaged pupils make excellent progress and developing strong declarative and disciplinary knowledge within the subject.</p> <p>Through ongoing monitoring of planning, lessons and pupil outcomes, the maths subject leaders identified a need for an overhaul of the maths curriculum to ensure that all pupils were provided with the fundamentals to ensure steady, strong progress. As a result, the school will adopt the Ark Maths Mastery curriculum in 2021-22, with significant proportions of staff PD being allocated to its implementation.</p> <p>Further refinement of the English curriculum has ensured that the texts in the Literature Spine have been reviewed and are excellent stimuli for units. Use of Accelerated Reader continues to support progress for pupils across disadvantaged groups, and although the attainment is behind the general cohort, it has held up well across the closure periods for this group.</p>
<p>Improve pedagogies and in-class strategies to support acquisition and retention of knowledge. (2019/20 only)</p>	<p>£1000 Professional development materials (including books (TLAC, Writing Revolution etc).</p>	<p>Teaching strategies are more consistent across the school and the use of the materials has ensured that all staff have clear support to deliver the school's curriculum using effective and efficient pedagogies. The WTDs have further supported this and have been used with the Teaching Assistants also to ensure that all staff understand the desired WPS pedagogical strategies.</p>
<p>PD for teachers ensures that focus is on the most important aspects of pupils' learning (2020-21)</p>	<p>Cost of HT/DHT attendance at ELP – 12 days - £3,600 (costed above)</p>	<p>See outcomes above.</p>
<p>Development of the school culture and community</p>	<p>£1,000</p>	<p>Work from the ELP indicated that further work on developing the school culture could have a significant impact on the behaviour and outcomes for all pupils, but particularly the most vulnerable. The school's ongoing work to consider every aspect of the environment and curriculum that is offered to the pupils, led to work done alongside a local graphic designer to support and promote the school's vision, values and ethos.</p>

Ensure Home Learning is accessible for disadvantaged pupils and supports their progress away from school	£6,000	Disadvantaged pupils were all given access to digital equipment and mobile broadband where needed.
Sub-Total:	£30,948	
Contextualised support for pupils		
Provide 35 hours of ESA support a week	£51,000	Disadvantaged pupils are supported in managing a range of self-regulatory behaviours including support with managing emotions, loss,
Support pupils with disrupted start to schooling with single year group English and Maths lessons	£20,000 – UQ Teacher for 1 year mornings only	Accelerated progress in phonics. In December, 97% of Year 2 children passed the Phonics Screening Check (postponed from June 2021). WPS data in top 10 of Cambs LA schools.
WPS Provide resources and training for the school's ESA (2019/20 only)	£0	Training records for ESA show extensive support for continued professional development.
Provide TA support for small group interventions	£3545 -Sensory Circuits £3,112.20 - Toe-by-toe (7 pupils) £367 - Yr ¾ handwriting group (4 pupils for 30 wks 20/21) £367 - Yr ¾ writing group (4 pupils for 30 wks 20/21) £367 - Yr ¾ maths number facts (4 pupils) £1,117 - Yr 2 phonics intervention (Autumn term) £1,117 – Yr 1 and 2 phonics intervention (mid-March onwards)	See SEND intervention impact report.
Year 6 Booster classes	Cancelled due to pandemic	N/A
Tuck shop provision for KS2 pupils (2019/20 only)	£50 - tuck shop closed at start of pandemic	N/A
Employment of Attendance Officer	£7,000	Attendance for all groups has been good across the school.
Sub-Total	£88,042.20	
Wider strategies including support for individual pupils		
Provide 1:1 TA support for identified pupils with high levels of need	£20,441 – 1:1 support for pupils £ 1,022- support packs for pupils during lockdown 1	During the evidence collecting stage in preparation for EHCP applications, pupils were provided with the support that they needed to participate in the classroom, but also to provide sensory breaks, top-up learning and

	£812 - Support packs for pupils during lockdown 2 (15 pupils) £204 - cost of creating grab-packs in preparation for isolation	ongoing behavioural support. The impact of this can be seen in the successful EHCP applications, alongside the evidence of progress against targets for these pupils. Pupils who found accessing digital learning difficult during closure were offered a school place, but where this was declined by the parents, support packs were provided by the school. These were aligned to the pupils' abilities and were collected during FSM drop-offs to ensure that work was monitored. The impact of these packs could be seen in the transition back to school for these pupils, which was smooth and effective.
Provide free places at Breakfast and After-School Clubs.	£3,000 (provision for 6 pupils over the 2-year period)	Pupils from disadvantaged backgrounds are given a calm and healthy start to the school day. After-school club provides extended support for families including an evening meal and this has proved invaluable for families, particularly during times of crisis.
Provide free/supported places at extra-curricular activities and school curriculum trips/visits	£128 - drum lessons for 1 pupil £198 - residential for 1 pupil.	The impact of the provision of these extra-curricular activities could be seen in the confidence and emotional outcomes for both of these pupils. Without this support, neither pupils would have had access to these experiences.
Sub-Total	£25,805	
	£140,827.20	

Staff and Governors with specific responsibility for Pupil Premium

Named Staff: Mr David Morel (Headteacher)

Named Governors with specific responsibility for Pupil Premium: Miss Elise Kinnear