Pupil premium report for Willen Primary School

Pupil premium spending current academic year 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	366 (PAN 420)	Total pupil premium budget:	58,865
Number of pupils eligible for pupil premium:	56 (15% whole school)	Amount of pupil premium received per child:	£1,345

Eligible Pupils 2020-2021 By Year Group						
Early Years (60)	Year 1 (42)	Year 2 (43)	Year 3 (52)	Year 4 (56)	Year 5 (54)	Year 6 (60)
12	8	10	4	9	4	10

Eligible Pupils 2020-2021 by Mobility (defined as those not starting their education in EY at our school)						
Early Years (60)	Year 1 (42)	Year 2 (43)	Year 3 (52)	Year 4 (56)	Year 5 (54)	Year 6 (60)
na	0	2	1	2	1	6

Eligible Pupils 2020-2021 and SEND						
Early Years (60)	Year 1 (42)	Year 2 (43)	Year 3 (52)	Year 4 (56)	Year 5 (54)	Year 6 (60)
2	2	3	1	1	1	3
Total % of PP Eligible who also have SEND =			23%			

Eligible Pupils 2020-2021 with English As an Additional Language						
Early Years (60)	**Year 1 (42)**	**Year 2 (43)**	**Year 3 (52)**	**Year 4 (56)**	**Year 5 (54)**	**Year 6 (60)**
4	2	2	1	2	2	2
Total % of PP Eligible who also have EAL=			27%			

STRATEGY STATEMENT

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding, if used appropriately, can remove barriers to learning so that all our pupils reach their full potential and Wealth should not be a barrier to academic achievement and enjoyment. Our aim is for pupils for whom the pupil premium applies to make the SAME progress levels of their peers in all core subjects. We aim for the gap between the achievements of Pupil Premium children on roll at WPS, compared to non-pupil premium children is reduced by 10%.

Provision will be made through:
- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Facilitating pupil's access to wider opportunities and cultural capital
- Provision of additional, alternative support and intervention within the school

Assessment information

Due to coronavirus, we don't have assessment data available for the 2019/20 academic year and can therefore not benchmark ourselves against other similar schools. This section of the report will use pupil assessment data from the period July 2019 - March 2020 as an alternative starting point.

EYFS		
	Pupils eligible for pupil premium (PP) on track March 2020	Pupils not eligible for PP
Literacy	78%	94%
Maths	67%	94%
Understanding the world	78%	90%
Expressive arts and design	78%	90%

KS1		
	Pupils eligible for PP making expected progress (3 points) as of March 2020	Pupils not eligible for PP
% making expected or better than expected progress in reading	67% (2 of 3 pupils, one significant SEND)	98%
% making expected or better than expected progress in writing	67%	100%
% making expected or better than expected progress in Maths	67%	98%

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average

YEAR 2 PHONICS SCREENING CHECK*		
60% (10 children, 3 significant SEND)	69%	NA in 2020 82%

<mark>* Year 1 pupils who missed the summer 2020 check because of coronavirus have taken the check during the second half of the autumn term in year 2.</mark>

END OF KS2		
	Pupils eligible for PP Making expected progress as of March 2020	Pupils not eligible for PP
% making expected or better than expected progress in reading	87% (8 children total)	90%
% making expected or better than expected progress in writing	100%	100%
% making expected or better than expected progress in Maths	100%	100%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/Maths)	
A	A significant proportion of children eligible for the PP are falling behind their peers in reading. This gap is most prominent in KS2. (39% PP below compared to 27% non PP, Autumn 1 2020)
B	Many children eligible for the PPG have poor language skills, including a more limited vocabulary (possibly linked to availability of texts at home and early experiences of talk)
C	Many children eligible for the PPG also have a range of SEND needs which can hinder their ability to achieve at the same level as their peers. Small steps of progress are hard to accurately and effectively measure on our assessment tracking system

ADDITIONAL BARRIERS	
External barriers (issues which require action outside school such as home learning environment and low attendance)	
D	Attendance: absence and persistent absence rates amongst the PP group is higher than non PP children (despite this gap narrowing over the years)
E	Potential stigma attached to applying for FSM could be a barrier to parents- we feel our lower numbers do not reflect the true picture of deprivation amongst some of our families.

INTENDED OUTCOMES	
Specific outcomes	Success criteria

| A | **A significant proportion of children eligible for the PP are falling behind their peers in reading. This gap is most prominent in KS2.**

Pupils will receive in school support to help narrow the attainment gap between PP and NonPP in all year groups

Eligible pupils will receive additional reading support to support fluency and comprehension

Every child receives consistently strong teaching in every lesson, every day

Progress measures show that eligible children make comparable progress to their non PP peers | Ongoing CPD around quality first teaching and support for identified staff Ongoing CPD around early reading acquisition and reading pedagogy Investment in additional reading programs and systems; Accelerated Reader Investment in reading specific assessment tools- Star Reader Investment in online resources to support both reading at home and in school- MyOn Interventions for all eligible children deemed as below or at risk Continued whole school approach to reading for enjoyment (including daily story time) Use of texts, where appropriate in across curricular ways e.g. science hook Systematic phonic interventions for children up to Year 3 using RWI programme Parent workshops; Phonics Parent support: letters and brochures/support packs Book swap system to encourage books to be read at home Regular feedback to parents so that they aware of children area's for development and successes Monitoring of reading at home; with polite reminders sent home for those consistently not fulfilling the 3 times a week requirement Reading focused early work tasks- weekly Reading focused homework tasks- half termly SATS reading booster sessions and revision books, Year 6 and Year 2 Reading club with Deputy Head (invited guests only) Early intervention for children with EAL through pre-teaching and catch up sessions (Clicker 7) |

B	**Many children eligible for the PPG have poor language skills, including a more limited vocabulary (possibly linked to availability of texts at home and early experiences of talk)** Early identification of pupils with poor language skills leading to structured interventions and where necessary, support from SALT/external agencies	• Training for staff to identify and support language development needs • EYFS curriculum to ensure opportunities for talk at home and at school • High expectations of staff for responses in whole sentences (not just in Maths mastery where this is a pre-requisite) • Engagement/support for families • Increased opportunity for reading, speaking and listening for eligible children through targeted interventions • % of pupils a ARE in reading and speaking in line with non PP within the EY setting • Vocabulary focused morning work/homework. Interventions as required • EAL interventions for those eligible children new to English • Use of modern technologies to support children's speaking and listening e.g. through use of video • Training and support from SALT specialists for specific members of staff (to create a level of expertise within the support staff)
C	**Many children eligible for the PPG also have a range of SEND needs which can hinder their ability to achieve at the same level as their peers. Small steps of progress are hard to accurately and effectively measure on our assessment tracking system**	• Early identification of potential barriers to learning other than PP eligibility through FACT and FACT plus system • SENDCo monitoring of PP and SEND children • Alternative, more granular approach to formative assessment for eligible children with SEND to ensure accurate and fair assessment (supplementary to Target tracker as required) • Ongoing involvement of LSAs in assessment (including CPD) • High quality and regular interventions linked to core subjects as well external agency based achievement plan targets • Regular review of AP targets • Parental feedback and involvement at all stages • Excellent support/relationships with external agencies

D	**Attendance: absence and persistent absence rates amongst the PP group is higher than non PP children (despite this gap narrowing over the years)**	• Effective monitoring of attendance by admin and SLT team demonstrates action/early interventions • Training for Attendance officer • Improvement in rates of attendance for this group year on year • Funding for support for hard to reach families where appropriate • High levels of pre-empt work looking at patterns in behavior and spotting early signs (AIM programme developed by of Chair of Governors) • Funding for incentives and events (Mondays Matter) • Attendance successes shared and celebrated by the whole school
E	**Potential stigma attached to applying for FSM could be a barrier to parents**	• Regular updates/adverts promoting FSM • Front-loaded advice and support for all new families to the school (induction pack) • Dedicated area on website • Investment in checking service technology

Planned expenditure for current academic year

ACADEMIC YEAR
Teaching; Quality for All

Intended outcome	Action	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?
A **A significant proportion of children eligible for the PP are falling behind their peers in reading. This gap is most prominent in KS2.**	1) Introduce Accelerated Reader and Star Reader programs to KS2	EEF Pupil Premium Toolkit identifies AR as a 'promising project' with potential impact including 3+ months additional progress in reading Highly recommended by local school who have seen huge improvements since implementation Star reader assessment, alongside AR support staff to make accurate assessments and to intervene in a more timely way	Full training for lead staff via AR, disseminated to all teaching staff via a series of CPD sessions Communicated with families through published materials Ongoing training around using data reports to inform planning and teaching Monitoring by key staff	Mel Nickson Lyndsey Nie Carrie Matthews	January 2021 April 2021 July 2021
	2) To upskill staff subject knowledge around early reading acquisition and the progression of skills from early to competent reading	High quality teaching is the most important aspect in the fight to diminish differences (EEF). Teacher's subject knowledge is fundamental to this	Led by specialist teacher Supported by most experienced teacher Monitoring to ensure new learning can be evidenced in the classrooms (lesson observations, planning)	Mel Nickson Lyndsey Nie Carrie Matthews	April 2021 July 2021

A **A significant proportion of children eligible for the PP are falling behind their peers in reading. This gap is most prominent in KS2.** **B Many children eligible for the PPG have poor language skills, including a more limited vocabulary (possibly linked to availability of texts at home and early experiences of talk)**	1) Introduce MyOn- online library service across the whole school to support reading at home	Internal feedback via lockdown 2020 suggests rates of reading dropped significantly whilst children were at home. This was most pronounced in PP and SEND children. (Progress of SEND children between March 2020 and October 2020 was on average, below 2 points. Progress of PP eligible children was on average, 1 point behind non PP children) One barrier identified by staff and parents was a lack of appropriate tests (pitched to their needs, maturity levels etc.) MyOn links to AR ZPDs – so is by default accurate to the child's latest assessment data. It's online and accessible for all. Small group interventions for reading have been successful in the past but resources (quantity) can be an issue. This system means all children can see the text, manipulate the text and read along	Full training for lead staff via AR, disseminated to all teaching staff and LSAs via a series of CPD sessions Communicated with families through published materials and training videos	Mel Nickson Lyndsey Nie Carrie Matthews	April 2021 July 2021
B Many children eligible for the PPG have poor language skills, including a more limited vocabulary (possibly linked to availability of texts at home and early	1) Early Years team to focus on Speaking and language as an aspect of departmental improvement through the MKC 'Early Years Commitment' scheme	Most recent internal data and EYFS baseline assessments show very poor language skills within EY on entry compared to previous years. Project endorsed by LA and created by experts in Speech and Language.	Staff appointed leader (with given time allocation) Full audit to establish baseline provision and review termly to measure impact of measures/changes	Charlotte Brown	January 2021 April 2021 July 2021

| experiences of talk) | 2) Seek training for LSA team to improve/strengthen current provision for SALT needs within school | Staff previously trained in this area have either moved on or been redeployed. Having a 'go to' experts in this field has helped to support teachers in identifying needs and with strategies to support them within the classroom settings | Full training for lead staff, disseminated to all teaching staff and LSAs via a series of CPD sessions | Gaye Taylor, Venetia Lancaster

Hayley Gates

Candice Bradshaw | January 2021

April 2021

July 2021 |
|---|---|---|---|---|---|
| **C Many children eligible for the PPG also have a range of SEND needs which can hinder their ability to achieve at the same level as their peers. Small steps of progress are hard to accurately and effectively measure on our assessment tracking system** | 1) Training and coaching for teachers on using Pre Key Stage assessment/P Scale assessment criteria to improve accuracy of assessment and therefore, progress tracking
2) Training and coaching for staff at all levels on SEND needs and early identification, particularly on entry to school | Support requested by several staff and endorsed by SENDCo as an area for development via self-evaluation | Training suite to include Headteacher for monitoring purposes

External support/training | Hayley Gates

Carrie Matthews | January 2021

April 2021

July 2021 |
| | | | | Total budgeted cost: | £25,000 |

Targeted support					
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?

A **A significant proportion of children eligible for the PP are falling behind their peers in reading. This gap is most prominent in KS2.**	1) Timetabled small group interventions with a reading focus for all identified 'at risk' PP children	High quality interventions led by a well-trained LSA have worked well in terms of impact in previous years (average additional 2 steps progress over a year). Sessions are focused on fluency, new vocabulary and comprehension	Monitor quality of provision through observations Monitor impact every 8 weeks as part of Pupil Progress Meetings Ongoing support and training for lead LSA	Carrie Matthews Sarah Wilson	8 weekly via data drops
	2) Additional one to one reading opportunities in school for children not reading at home	Whilst one to one tutoring is not always impactful per se, we also know that with reading, practice makes proficient. Additional opportunities to read with trusted adults, to talk about and enjoy texts makes a difference to children's reading, self-esteem and confidence in class.	Monitor quality of provision through observations and through reading folder evidence Monitoring of pupils not reading at home via behavior watch (letters sent to families to remind them of their commitment) Ongoing support and training for all LSAs on what makes successful reading opportunities	All class teachers All LSAs	Ongoing 8 weekly via PPM/new data
	3) Training/implementation in Herts for Learning Reading Fluency project (Year 6 and Year 2- selected pupils only)	EEF identified promising project Recommended by an outstanding school who saw significant progress in the selected Year 6 pupils put forward. High levels of gain in terms of CPD for staff involved and strategies that impact on their wider teaching pedagogy	Full training for lead staff via AR, disseminated to all teaching staff and LSAs via a series of CPD sessions Monitoring of impact via assessments and data drops	Nominated teachers x 2 Nominated LSAs x 2 Carrie Matthews	Starts January 2021 Monitor March 2021 May 2021

B Many children eligible for the PPG have poor language skills, including a more limited vocabulary (possibly linked to availability of texts at home and early experiences of talk)	1) Targeted interventions for children identified as having low levels of language (either as a result of SEND, EAL or any other concern) using Clicker 7	Clicker 7 is an App that has been recommended by the SENDIAS and EMA teams within the LA.	Full training for lead staff, disseminated to all teaching staff and LSAs via a series of CPD sessions Monitoring of impact via assessments and data drops Monitoring via observations	Hayley Gates (SENDCo) Lindsay Chard (EMA)	January 2021 April 2021 July 2021
				Total budgeted cost:	30,000
Other approaches					
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?
D **Attendance: absence and persistent absence rates amongst the PP group is higher than non PP children (despite this gap narrowing**	1) To improve attendance rates in PP children through supportive measures and high levels of monitoring	Internal data shows that PP children have an unauthorized absence figure of 2.84 compared to non PP children who are on 0.68.	Fully trained attendance staff Regular monitoring by Headteacher/Deputy Headteacher Early interventions through data analysis- supportive to understand barriers Use of AI to spot patterns and trends to share with families being supported (AIM project)	Emma Warner Carrie Matthews	Half termly

E **Potential stigma attached to applying for FSM could be a barrier to parents**	1) To ensure accurate information is received by all families relating to FSM and the benefits to the school and the children. 2) To raise the profile of FSM across the school 3) To provide reassurance and support for nervous families 4) To have an easy, confidential system for checking eligibility	IDACI information for the school does not always match what we 'see' and 'feel' about our cohort. The area of Willen in in the 20% LOWEST deprivation in the country. However, we draw a huge proportion of our children from outside of the defined catchment area. We are concerned that some families do not want to be 'labeled' as eligible families. - Particularly in older year groups.	Appropriate and timely marketing Website enhancement Focus on children on entry into school Use of online checking tool	Emma Warner Carrie Matthews	Emma Warner Carrie Matthews
				Total budgeted cost:	3,000

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount: £60,980 Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost

Invest in new reading materials	Improve reading resources and raise the profile of reading across the whole school	Improved reading data	Some additional reading materials were purchased but these were no in time to measure impact due to school closure (Cov-19) frim March 2020.	£20000
Introduce dedicated story time and raise expectations for one to one reading in all year groups		Children talk about reading with affection during pupil conferencing	In the period September 2019- March 2020, classes were consistently following new expectations and there was and new 'buzz' around reading when speaking to children.	
		Consistency in approaches across all classrooms	Evidence (data) cannot be provided as a result of Covid-19 disruptions- so impact will be measured over 2020-2021 also	
		Improved data for reading at home		

CPD-Support staff in identification of more able children in all core subjects	Increase school % of more able children in writing, Maths and reading	Increased more able outcomes (5%+) Improved staff confidence Consistent approach to assessment for the more able	Training in more able writing delivered by writing lead Staff developed a bespoke moderation tool to support accurate assessment and consistent approaches (this was used for year group and whole school moderation). This in turn improved staff confidence. Evidence (data) cannot be provided as a result of Covid-19 disruptions- so impact will be measured over 2020-2021 also	£5,000
Introduce PSHCE program to ensure consistency in behaviour/expectations for all children; embedding a culture of open listening	Improve adult expectations for children Improve children's behaviour towards each other Ensure consistency in delivery of PSHCE themes Ensure adequate time given to this subject Full compliance with new SRE expectations for schools	Evidence of consistent teaching and learning across all year groups Reduced behaviour incidents amongst eligible children during lunchtimes Reduced classroom exits for eligible children	Full suite of training delivered BUT not introduced to children as a result of lockdown 1 March 2020. This will remain a school priority for 2020-2021	£5,000

Introduce daily 'shake up' across all year groups	To increase levels of physical activity amongst all children, including eligible children Improve concentration and behavior of eligible pupils	Improved behaviour and concentration in eligible children in the afternoons (reduced class exits/amber/red warnings) Increased levels of engagement and participation in PA Consistency across all classrooms	Introduced successfully between September and March, although timetable adaptations were required Investment in online and physical resources Evidence (survey) cannot be provided as a result of Covid-19 disruptions- so impact will be measured over 2020-2021 also	£10,000
Create Cultural capital Passports for each year group	Introduce opportunities for increased exposure to cultural capital for all children- with a focus on eligible pupils	Increased opportunity for curriculum enrichment for all Increased levels of engagement and motivation amongst PP children Increased attendance of pp children	All created and in place. Were reviewed after term one. Evidence (survey/attendance) cannot be provided as a result of Covid-19 disruptions- so impact will be measured over 2020-2021 also	£5,000
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost

Increase ring-fenced intervention sessions on timetables (through additional assembly slot)	ensure targeted support for identified 'borderline' children by TEACHERS	More children at ARE by the end of the year Evidence of accelerated progress in identified children More accurate assessments made by teachers which in turn, is used to inform future planning	Interventions successfully led by all from September – March. Progress data showed positive impact for selected children. Evidence (outcome) cannot be provided as a result of Covid-19 disruptions.	£15,000

Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Implement AIM programme developed by one of our Governors	Monitoring and make predictions about attendance before it is a problem rather than retrospectively But supportive measures in place to support families BEFORE attendance becomes an issue	Improved attendance rates in eligible children Evidence of targeted support for families which removes barriers e.g. transport, wrap around care etc.	Training for Head and Attendance officer completed. AIM used with sample children but evidence not available as a result of Covid-19 restrictions. Positive feedback from those using the system- so will be continuing this into 2020-21	£1,000