



Pupil Premium Evaluation 2019/20

Pupil Premium funding is received for each child who currently receives a Free School Meal or who has received FSM at any time in the last six years as well as service children and children who have been or are in care. We adapt our Pupil Premium spending each term, based on the effectiveness of each intervention, to meet the ongoing needs of disadvantaged children.

Pupil Premium money is targeted to remove the following barriers:

- **Impact of Education at Key Stage 1:** Children not on track to be at age expectations in Phonics and RWM at the end of KS1. In particular, this is to support children with communication and language barriers to learning.
- **Impact of Education at Key Stage 2:** Children at risk of not achieving age expectations at the end of KS2. This is to prepare children for the next stage of their academic journey.
- **Good Attendance:** Children at risk of low attendance.
- **Personal Development:** Children requiring additional pastoral support including children in need or subject to child protection plans.
- **Enrichment and Cultural Capital:** Ensuring all children access the full and wider curriculum and can go on all educational visits including residential.

The Governors' and School Leadership's overarching intentions for these actions is to close the gap academically between disadvantaged children and their peers, to provide stability to children's life circumstances to allow learning to become a priority and to ensure that financial circumstances are not a barrier to learning and experiences.

For 2019/20 the school will receive £118,859 in its allocated Pupil Premium Grant.

Provision	Cost	Impact
Impact of Education at Key Stage 1	£33,052 from £33,052 budgeted	
Additional part time TA (2a) in Y1 and Additional part time TA (2b) in Y2: <ul style="list-style-type: none"> • Additional 0.5 TA in Y1 and 0.4 TA in Y2. • 'Closing the gap' in Reading at Year 1 and Year 2. • 1:1 and Guided Reading targeting those reading less at home. Why? <i>Outcomes for PP children at KS1 continue to improve however in 2018/19 disadvantaged children at KS1 achieved below their peers in RWM Combined- 56% of disadvantaged achieved age expectation compared to 67% of cohort. 50% of Year 2 are Pupil Premium with 46% of these PP children on track for combined RWM at end of Summer 2019. 37% of Year 1 are Pupil Premium with 50% of these PP children on track for age related outcomes in Summer 2019.</i>	£5,376 (Y1) £5,991 (Y2)	<ul style="list-style-type: none"> • Impact of staff deployment not possible to analyse due to lockdown. • Disadvantaged children remain a key cohort across the school in particular following the impact on education of lockdown.
The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the		

<p>end of KS1.</p> <p>Additional TA (2b) in Reception:</p> <ul style="list-style-type: none"> • Additional adult for supporting development of speech and language in EYFS. • Conversation Station model of support. • Reading support – 1:1 and small groups. • Supporting disadvantaged children with smooth transitions, learning support and language development. • Specific groups – eg Speech and Language. <p>Why? <i>In 2018/19 disadvantaged children at EYFS achieved 56% GLD compared to 70% of cohort. A good start to school education is the bedrock of achieving well in later years. Recent cohorts have joined school significantly below age expectations – in particular for Communication and Language.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes and progress at the end of KS2.</p>	<p>£11,386</p>	<ul style="list-style-type: none"> • Impact of staff deployment not possible to analyse due to lockdown. • Disadvantaged children remain a key cohort across the school in particular following the impact on education of lockdown.
<p>HLTA rather than TA in Reception Class:</p> <ul style="list-style-type: none"> • Additional EYFS specialist adult to work alongside teacher delivering quality first teaching. • Working 1:1, small groups and whole class as directed by Teacher. <p>Why? <i>In 2018/19 disadvantaged children at EYFS achieved 56% GLD compared to 70% of cohort. A good start to school education is the bedrock of achieving well in later years.</i></p> <p>The impact of a HLTA will be measured, by SLT and Governors at SEC, through outcomes and progress at the end of EYFS.</p>	<p>£6,299</p>	<ul style="list-style-type: none"> • Impact of staff deployment not possible to analyse due to lockdown. • Disadvantaged children remain a key cohort across the school in particular following the impact on education of lockdown.
<p>Maths No Problem Resources: (also links with impact at KS2)</p> <ul style="list-style-type: none"> • Consumable resources – workbooks per year group. • Teacher support materials. <p>Why? <i>Following a successful pilot, our children’s engagement with Mathematics (and particularly problem solving) has increased across all year groups. At KS2 SATs, 64% of PP children achieved ARE and better. Nationally this figure was 67% for PP. In 2018/19, 53% of PP children across school at ARE – an increase from 49% from 17/18.</i></p> <p>The impact of MNP will be measured, by SLT and the SEC, through internal and national outcomes.</p>	<p>£4,000</p>	<ul style="list-style-type: none"> • End of year impact of MNP not possible to measure due to lockdown. • MNP providing clear sequence of learning to build on children’s skills and knowledge upon returning in September 2020.

Impact of Education at Key Stage 2	£23,000 from £23,000 budgeted	
<p>Assistant Headteacher Leadership Time:</p> <ul style="list-style-type: none"> • AHT on secondment for 2019/20 to maintain standards at KS2. • 0.1 Leadership Time per week. • Raise standards of teaching and learning through supporting colleagues. • As an SLE, maintain and raise standards in Mathematics. <p>Why? <i>To maintain and build on the successful outcomes in 2019/20, standards of teaching and learning need to continue to be developed. Having an additional member of SMT providing support and CPD will have a direct impact on the classroom.</i></p> <p>The impact of a AHT will be measured, by SLT and Governors at SEC, through outcomes and progress as well as standards of teaching.</p>	£6,800	<ul style="list-style-type: none"> • AHT supported a colleague on informal capability support. This support ensured teaching and learning meeting expectations. • AHT supported colleagues in teaching of mathematics through observation and feedback over Autumn Term. • AHT identified needs for times table consolidation and piloted, rolled out and embedded TTRockstars from Years 2 to 6. Good participation at home. • During lockdown, AHT led a group successfully under initial rolling timetable. This effectively supported key worker and vulnerable children.
<p>Subject Leadership Time: (also links with impact at KS1)</p> <ul style="list-style-type: none"> • Rolling ½ day of subject leader time covered by PPA teacher. • Subject Leader time to raise standards of teaching and learning across the curriculum. • Time includes lesson drop-ins, work scrutinies and pupil interviews. <p>Why? <i>Willow Lane delivers an engaging curriculum of skills and knowledge across the full range of subjects. Subject leader time allows CPD needs to be identified and acted upon and ensures all children are accessing and achieving across the school.</i></p> <p>The impact of Subject Leadership Time will be measured, by SLT and Governors at the termly SEC and through outcomes across the curriculum in the Summer Term.</p>	£4,867	<ul style="list-style-type: none"> • The impact of this could only be seen over the Autumn and start of the Spring terms. • Consistently good and better Subject Leadership identified by Ofsted March 2020. The ambitious curriculum was good in all subject areas and deep dives and shallow dives identified strengths throughout.
<p>TA reading support in class: (also links with impact at KS1)</p> <ul style="list-style-type: none"> • Consistent TA in every classroom throughout the day. • 15 min per TA per day classroom – 1.25 hrs a week. • Reading support – 1:1 and small group. • Reading at home support. <p>Why? <i>Reading regularly at home is most effective strategy for developing as a reader and becoming word rich. In 2018/19 successful strategies meant KS1 PP children 69% up to 93% regular reading and KS2 76% to 85% regular reading.</i></p>	£4,180	<ul style="list-style-type: none"> • Reading remains high status in our school and TAs have a huge impact on regular reading through class based systems. • Statistical impact of staff deployment not possible to analyse due to lockdown. • Disadvantaged children remain a key cohort across the school in particular following the impact on education of lockdown.

<p>The impact of the TA Support will be measured, by SLT through performance management and feedback to Governors, termly through data and regular reading tracking.</p>		
<p>Additional Part-Time TA (2b):</p> <ul style="list-style-type: none"> 0.4 TA supporting Y6 in mornings and Y5 in afternoons with more able interventions. Interventions include 1:1 and small group for disadvantaged children taking LRGS and LGGS tests. In class support specific to more able disadvantaged. <p>Why? <i>In 2018/19 9% of disadvantaged achieved Combined RWM at the Higher Standard which is in line with cohort and just below (11%) National. In 2018/19, 4 PP children supported with learning towards LRGS and LGGS tests and one of two had sat these successful due to the additional support.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the end of KS1 and KS2.</p>	<p>£6,703</p>	<ul style="list-style-type: none"> 6 children in Year 6 and 9 children in Year 5 supported with challenge linked to local Grammar Schools. Of the 6 children supported in Y6, 3 (19%) were PP and 2 of these took tests with 1 being successful in joining LGGS. Of the other 3 non-PP children a further 2 gained places at Grammar School. Of the 9 children supported in Y5, 3 (23%) are PP.
<p>Educational Resources:</p> <ul style="list-style-type: none"> GL Assessment resources – English, Maths and Verbal Reasoning <p>Why? <i>Children who are academically capable of accessing the LRGS and LGGS tests need experience of the format. Families will be talked to regarding aspirations, resources provided and children supported with understanding format at lunchtimes.</i></p> <p>The impact of the Educational Resources will be measured, by SLT, through involvement and success at Grammar school tests.</p>	<p>£90 x 5 = £450</p>	<ul style="list-style-type: none"> Resources used to support children during in school sessions. During lockdown, children had resources at home and TA (section above) communicated with children and families via Seesaw and telephone to ensure children had support as needed.
<p>Good Attendance</p>	<p>£32,994 from £32,994 budgeted</p>	
<p>Employing a Learning Mentor:</p> <ul style="list-style-type: none"> Attendance co-ordinator. CLA Lead. DSL. Kidsafe Teacher. Lead liaison with Wellbeing Prevention and Early Help. Working with Hub and Spoke local support. Healthy School lead, eg cookery sessions for pupils and parents/carers. <p>Why? <i>Only by being in school, will children be able to learn at age expectation. Whilst overall attendance is good (over 96% last three years), disadvantaged children's attendance is below non-</i></p>	<p>£32,994</p>	<ul style="list-style-type: none"> Attendance impacted due to lockdown. Figures are to 13th March 2020. Whilst figures below targets, significant absences leading up to lockdown as well as statistical impact of absences with overall days total being smaller. School Overall Attendance 94.8%. Disadvantaged Attendance 94.0% and SEND Attendance 92.7% (1 child on part time). Non-PP 96.4%. 8 families supported through attendance agreement and 2 through PAST work. Learning Mentor is Lancashire

<p><i>disadvantaged (95.7% v 97.3%) and included 4 persistent absentees (1 from current cohort) in 2017/18.</i></p> <p><i>In 2018/19, 17% of children involvement with CSC (including CAF, CIN and CP). For children to make academic progress they need to be safe and supported.</i></p> <p>The impact of the Learning Mentor will be measured, by SLT and Governors, termly through attendance outcomes for groups (report through link governor), teaching of Kidsafe and behaviour and welfare data as shared in the Headteacher's Report.</p>		<p>trained DSL and involved in supporting children with CSC involvement.</p> <ul style="list-style-type: none"> Learning Mentor co-led a staff team during lockdown and played a key role in ongoing pastoral and safeguarding support including identifying children, encouraging vulnerable children to school, phone calls and home visits.
Personal Development		£24,402 from £24,093 budgeted
<p>Additional role for TA (2b/3) including:</p> <ul style="list-style-type: none"> Extended Services, including out of school activities for children and courses for parents/carers. Managing after school clubs to ensure participation of disadvantaged children. Assisting Learning mentor with attendance and managing pastoral groups including cooking and friendship groups. Monitoring reading at home in KS1 and KS2 and following up with parents. Kidsafe Teacher. CLA and post-CLA support in class. EAL/PP children support. Swimming support for SEN/PP child. <p>Why?</p> <p><i>Participation at after school clubs for disadvantaged children was 91% compared to 85% of all children. Involvement in out of school activities leads to better engagement with school, health benefits and experiences which may have a lifelong impact. Reading monitoring leads to discussions and increased reading at home. CLA and post-CLA children are vulnerable and, nationally, do not achieve outcomes in line with their peers. Additional adults involved in learning and promoting positive attitudes to learning will help this.</i></p> <p>The impact of the Extended Services will be measured, by SLT and feedback to Governors, termly through closing the gap on attendance at after school clubs as well as KS1 families supporting reading at home.</p>	£20,363	<ul style="list-style-type: none"> Participation in clubs lower than in previous year due to lockdown. KS1 Clubs: dance, Activ 8, Change4Life, Ball skills. 34 children (45%) including 20 PP (54%) KS2 Clubs: tennis, gardening, Activ 8, cooking, dodgeball, netball, printing, tag rugby, speed stacking, mini medics. 73 children (65%) including 41 PP (72%). For attendance see above. Reading at home maintains high status and improvements seen across PP cohorts over Autumn term: KS1 – 88% regular readers including 79% PP and 93% non-PP. KS2 – 91% regular readers including 76% PP and 100% non-PP.
<p>Additional hours for TAs at lunchtime:</p> <ul style="list-style-type: none"> Lunchtime support. 2 adults for 45 minutes a session. 1 adult 4 days and 1 adult 5 days a week. <p>Why?</p>	£2,300	<ul style="list-style-type: none"> Behaviour in all parts of the school identified as good and better by Ofsted March 2020. Additional adults allows for further games and interactions

<p><i>Calm and constructive lunchtimes lead to better engagement with school and more productive learning after breaks. More adults and activities last year led to fewer incidents of inappropriate behaviour and therefore more children ready to learn promptly in lesson times.</i></p> <p>The impact of the Lunchtime Support will be measured, by SLT and feedback to Governors, termly through decreasing number of incidents in behaviour log over time.</p>		<p>as well as allowing flexibilities when First Aid needs arise.</p>
<p>Kidsafe Annual Funding:</p> <ul style="list-style-type: none"> • Annual affiliation including access to resources and updates. • Annual CPD updates for two members of staff. <p>Why? <i>In 2018/19, 17% of children were involved with CSC (including CAF, CIN and CP) and majority of children Pupil Premium. For children to make academic progress they need to be safe and feel support and Kidsafe provides children with a safe environment to learn about safeguarding and triggers early intervention support.</i></p> <p>The impact of the Kidsafe lessons will be measured, by DSLs and SLT, through early intervention support.</p>	<p>£450</p>	<ul style="list-style-type: none"> • All classes had sessions in Kidsafe although not all sessions covered over the year due to impact of lockdown. • Kidsafe continues to give children the language of yucky feelings and the ability to identify things which need to be shared with trusted adults. • Pastoral support, eg during 1:1 cooking, echoes language. • 2 children supported with specific 1:1 Kidsafe sessions due to incidents in home environment.
<p>Milk:</p> <ul style="list-style-type: none"> • Milk purchased for younger children to support healthy living at Willow Lane. <p>Why? <i>Milk is a vital source of nutrients and children from disadvantaged families are more likely to have a less healthy diet than peers.</i></p> <p>The impact of the Milk will be measured, by SLT, through children's understanding of the importance of milk in a healthy diet.</p>	<p>£1,116</p>	<ul style="list-style-type: none"> • Children enjoying health benefits of daily milk.
<p>Uniform:</p> <ul style="list-style-type: none"> • New arrivals to school supported when vulnerable. • Uniform creates feeling of identity and impacts on attendance. • Arrangement with Uniform supplier where school can be charged. • Subsidising school uniform for all PP children. <p>Why? <i>New, clean uniform makes children feel part of the school they are at. Due to changes in children's lives, some children move school in year. Financially supporting with uniform (when another</i></p>	<p>£173</p>	<ul style="list-style-type: none"> • 4 individual children supported with uniform. • Procedure for children collecting uniform at Uniform and Leisurewear Lancaster and school being charged is embedded and sensitive for families. • Further families supported through second hand rail items involving no cost.

<p><i>has already been bought) supports with move.</i></p> <p>The impact of uniform support will be measured, by SLT, through attendance.</p>		
<p>Enrichment and Cultural Capital</p>	<p>£1,503 from £8,400 budgeted</p>	
<p>Subsidising educational visits and clubs:</p> <ul style="list-style-type: none"> • Subsidy of clubs: Football and Activ8 • Subsidy of music tuition: Guitar and Ukelele • Subsidy of educational visits: termly class trips where transport is subsidised to ensure affordability. • Subsidy of residential: London and Tower Wood <p>Why? <i>Success at school is about more than just the academic. Participation in clubs, educational visits and residential allows disadvantaged children experiences which could have a lifelong effect. It leads to better engagement with school improves learning – in particular writing - by giving children language and experiences to draw upon.</i></p> <p>The impact of the Subsidies will be measured, by SLT and the Bursar and feedback to Governors, through involvement in clubs, music lessons and educational visits including residential.</p>	<p>Clubs: £150 Trips: £273 Music: £88</p> <p>£511</p>	<ul style="list-style-type: none"> • Costs to grant significantly lower than budgeted for due to impact of lockdown. Many visits occur later in the school year including high cost residential in Years 4, 5 and 6. • All Educational Visits linked to the curriculum able to go ahead with all PP children attending. • Transport for visits is now covered by USFA as agreed by governors. • 3 children in paid for clubs (eg. Activ 8) able to continue - £150.
<p>WOOSH:</p> <ul style="list-style-type: none"> • Children attend breakfast club to ensure smooth start to beginning of day. • Siblings attend after school WOOSH so that children can attend Y6 boosters, clubs and parental led activities with other siblings. <p>Why? <i>Targeted families are regularly late to school and therefore learning is missed. Siblings attending after school club allows Y6 children to take part in booster sessions. Flexible use of WOOSH provides families in short term difficult circumstances with support and opportunities to focus on siblings requiring additional parental support.</i></p> <p>The impact of the WOOSH will be measured, by SLT and the Bursar, through children's attendance, smooth start to the day and welfare.</p>	<p>£992</p>	<ul style="list-style-type: none"> • 17 children supported during the year at a cost of £992. This was significantly lower than budgeted for due to impact of lockdown. • Short term use of WOOSH eg Medical, Community Incident, Family Loss • Long term use for 5 children eg transition at start of day, family situation, siblings in boosters and safe place for children who are vulnerable in community.
<p>Total</p>	<p>£114,951</p>	
<p>Pupil Premium Grant Total</p>	<p>£118,859</p>	