



Pupil Premium Strategy 2020/21

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 and those who have been impacted due to lockdown.
- **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. Due to the pressures of Covid 19 restrictions, this is an area of ever increasing need.
- **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 2020/21 the school will receive £126,670 in its allocated Pupil Premium Grant.

Provision	Cost
Impact of Education at Key Stage 1	£41,805
Additional part time TA in Y1: <ul style="list-style-type: none"> • Additional 0.6 TA in Y1 • Start of year assessments show that classes in KS1 most impacted as a whole cohort by lockdown. • Supporting with core essentials (phonics, reading, writing and mathematics) in Year 1. Why? <i>KS1 classes identified as having being impacted the most by lockdown as a cohort overall. Outcomes for PP children at KS1 have been improving however they have been below their peers. 57% of Year 1 are Pupil Premium with only 47% of these PP children on track for combined RWM at end of Summer 2021.</i>	£5,150 (£3,000 funded Catch-Up)
The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the end of KS1.	
Additional part time TA in Y2: <ul style="list-style-type: none"> • Additional 0.4 TA in Y2. • 'Closing the gap' in Reading at Year 2. • 1:1 and Guided Reading targeting those reading less at home. Why?	£6,706

<p><i>KS1 classes identified as having being impacted the most by lockdown as a cohort overall.</i></p> <p><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.</i></p> <p><i>36% of Year 2 are Pupil Premium with 67% of these PP children targeted for combined RWM at end of Summer 2021.</i></p> <p>The impact of an additional TA will be measured, by SLT and Governors, through outcomes at the 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 using NELI. This links to Catch-up strategy. • NELI CPD and resources to deliver the above. <p>Why?</p> <p><i>In 2018/19 (no data for 2019/20) 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>	£16,299
<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. • Specific groups – eg Speech and Language using NELI. This links to Catch-up strategy. • NELI CPD and resources to deliver the above. <p>Why?</p> <p><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. School has successfully applied for NELI CPD and resources.</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>	£6,050
<p>New Starter Packs:</p> <ul style="list-style-type: none"> • All Reception children for following September to receive starter pack on home visit in Summer Term to assist in developing core skills. • Core number, letter formation and pen control skills through laminated books and whiteboard pens. • Enjoyment of reading promoted through a book selected by teacher. • General knowledge and vocabulary acquisition through ‘Wise before Five’ book. <p>Why?</p>	£600

<p><i>We have promoted the school's messages of our love of reading through giving an engaging story book to all families. These have been well received by children and parents. Many children, in particular our most disadvantaged, join school with limited pen control, number and letter recognition and providing resources to support this will help children engage with these fundamental skills.</i></p> <p>The impact of the New Starter Packs will be measured by the SLT and discussed at the SEC.</p>	
<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>	£4,000
Impact of Education at Key Stage 2	
<p>Subject Leadership Time: (also links with impact at KS1)</p> <ul style="list-style-type: none"> • From February ½ term to ensure broad and ambitious curriculum in place. • 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. Due to Covid 19 impact, the curriculum is focusing on essentials at the start of the year. The full curriculum will be delivered by the Summer at the latest in line with government guidance. 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>	£25,382
<p>Additional Teacher – Spring Term:</p> <ul style="list-style-type: none"> • Supply Mainscale Teacher • Targeted interventions including... • Streamed groups of children in morning and... • Small group interventions in afternoon. • Prioritise good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics). <p>Why? <i>Following additional input over the Autumn Term, there will still be some children in need of additional catch-up focused teaching. An additional teacher will be able to deliver well planned quality first teaching to small groups as well as targeted intervention groups. Not only will this assist the children in the small group but also the smaller cohort in the classroom.</i></p> <p>The impact of the additional teacher will be measured, by SLT and the SEC, through outcomes and progress across all year groups.</p>	£10,000

<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 2019/20 (up to March) successful strategies meant KS1 PP children 64% up to 79% regular reading and KS2 70% to 76% regular reading.</i></p> <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>£5,070</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 2019/20, 3 PP children supported with learning towards LRGS and LGGS tests and 2 took tests with 1 being successful. 3 non-PP children supported with 2 being successful.</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>£6,840</p>
<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 10 = £900</p>
<p>Good Attendance</p>	
<p>Employing a Learning Mentor:</p> <ul style="list-style-type: none"> • Attendance co-ordinator. • CLA Lead. • DSL. • Kidsafe Teacher – this will link with RSE Curriculum. • 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-disadvantaged (95.7% v 97.3%). 14% of children involved with CSC (including CAF, CIN and CP in 2019/20). For children to make academic progress they need to be safe and supported and the pressures of</i></p>	<p>£33,125</p>

<p><i>Covid 19 linked restrictions have led to an increase in families in need of early intervention.</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>Bus Pass:</p> <ul style="list-style-type: none"> • Transport costs provided by school for vulnerable children. • Agreed approach to support vulnerable family with CSC. <p>Why? <i>Only by being in school, will children be able to learn at age expectation. This short term approach ensures that vulnerable children are able to attend school during these challenging times.</i></p> <p>The impact of this will be measured by the SLT and Attendance Lead.</p>	£75
Personal Development	£7,865
<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? <i>Calm and constructive lunchtimes lead to better engagement with school and more productive learning after breaks. More adults and activities lead 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>	£2,100
<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>14% of children involved with CSC (including CAF, CIN and CP in 2019/20) and nearly all children were PP. 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>	£450
<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>	£1,000
<p>Uniform:</p> <ul style="list-style-type: none"> • New arrivals to school supported when vulnerable. 	£500

<ul style="list-style-type: none"> • 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 has already been bought) supports with move.</i></p> <p>The impact of uniform support will be measured, by SLT, through attendance.</p>	
<p>Toast:</p> <ul style="list-style-type: none"> • Key Stage 2 classes will have trays of buttered toast provided by the school kitchen at morning play. • This daily breakfast will ensure that all our children are able to concentrate on their learning. <p>Why? <i>In the past, we have been able to target specific children through breakfast clubs and informal systems as well as through our KS2 Tuck Club. Due to changes in procedures linked with Covid-19 these systems are not currently viable whilst there is still a need for children to have a breakfast. The staggered lunchtimes also mean that our oldest children do not have their lunch until 1pm.</i></p> <p>The impact of providing funded toast for all children in KS2 will be monitored by the Resources Committee.</p>	<p>£109 a week</p> <p>35 weeks (depending on situation) = £3,815</p>
Enrichment and Cultural Capital	
<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: £300 Trips: £5,000 Music: £600</p> <p>£5,900</p>
<p>Borwick Hall Outdoor Centre (Autumn Term):</p> <ul style="list-style-type: none"> • All children and classes to attend one day at outdoor centre. • Team building and wellbeing promotion between children and staff following extended period of time apart. • Physical development and engaging with new sports to promote healthy lifestyles. <p>Why? <i>Children and staff have been separate since March 2020. Not only do we believe in the positive benefits of outdoor learning and physical education, we know that time spent together will bring cohesion and good relationships within the classroom. These will lead to long term benefits over the school year.</i></p>	<p>£5,576</p>

<p>The impact of the day trip to Borwick Hall will be measured by the SLT and feedback to governors at the SEC.</p>	
<p>Borwick Hall Outdoor Centre (Summer Term):</p> <ul style="list-style-type: none"> • All children and classes to attend one day at outdoor centre. • Promoting children and staff wellbeing and building on positive outcomes from Autumn Term. • Physical development and taking range of outdoor activities to a further challenge. <p>Why? <i>The Autumn Term trips were well received by all children (and parents) and positive relationships were made that have had an impact in the classroom through class cohesion, adult to child bonds and engagement with school and education. The year will have disruptions and spending additional time as a unit will help smooth these.</i></p> <p>The impact of the day trip to Borwick Hall will be measured by the SLT and feedback to governors at the SEC.</p>	<p>£5,576</p>
<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>£2,000</p>
<p>Total</p>	<p>£127,304</p>
<p>Pupil Premium Grant Total</p>	<p>£126,670</p>