

Catch Up Premium statement

This statement details our school's use of catch up and tuition funding to help improve the attainment of pupils.

It outlines our Catch-Up strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of had within our school.

School overview

Detail	Data
School name	Willow Lane Community Primary School
Number of pupils in school	199
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Lucy Naylor
Catch-up lead	Duncan Webster
Governor / Trustee lead	Nick Harrison

Funding overview

Detail	Amount
Catch up premium funding allocation this academic year	£6,430
National Tutoring funding allocation this academic year	£8,859
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,289

Part A: Pupil premium strategy plan

Statement of intent

A key factor is that the community we serve is in the 65th percentile on the Overall Multiple Deprivation Index with 80th percentile (E grade) for Health and Disability Deprivation and 75th percentile (E grade) for Crime. 45% of pupils are eligible for Pupil Premium which is higher than Lancashire and National averages. Attendance had been a historical concern and, through effective systems, it has been consistently above the national average. The vast majority of our pupils are of White British origin - 86% - and we have a slight gender imbalance with 52% boys and 48% girls. 19% of pupils are registered as having SEN, many with speech and language difficulties, which is higher than the Lancashire average and there are 5 post CLA children currently in school. Inward Mobility continues to have an impact on learning with 43 (24%) of the school having joined late. It is within this context that the school continues to develop its strengths and deliver a rich curriculum.

Current assessments show that around 50% or more of children are not on track for Reading Writing and Maths across school. Therefore, a focus on meeting the needs of reading, writing and maths throughout the curriculum to ensure immersion needs to occur.

Speech and language development, particularly in the EYFS and KS1, has been highlighted as an area of focus. In addition to this, children's motor skills and writing seems to have been affected by lockdowns and online learning. Children's concentration levels are also lower in KS1 than they were previously and many children (YrR,1,2,3) have missed out on a play-based curriculum, particularly year 2.

As children have been at home, many of their physical needs have not been met as much and fundamental movement skills in PE are lower than usual, this affecting the acquisition of game skills in KS2.

As service providers and places of interest have not been open for long periods of time, children have not had access to experiences through school that they were having before. In addition, agencies have not been able to come into school to provide support and carry out assessments.

Challenges

This details the key challenges to achievement that we have identified among our pupils due to COVID19.

Challenge number	Detail of challenge
1	Access to experiences
2	Literacy and Numeracy attainment and acquisition- reading, writing, maths
3	External factors that affect engagement- COVID19 isolations, illness in the

	families, lack of support.
4	Access to agencies and services- for assessment and support
5	Lack of play and interaction skills

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children' achievement to be in line with previous school achievement.	Academic progress to be in line with age related groups.
An experiential curriculum to be in place for all children.	Children experience a range of in school and out of school experiences. Key subject specific vocabulary is acquired and evidenced through pupil knowledge and achievement across the curriculum.
Increased physical activity and health lifestyles for all children. Children's writing and recording to improve.	Children's fundamental movement skills are met. Children in KS2 are competing at Interschool Sports. Children's dexterity and handwriting speed and time improves.
Children to start engage in extended and blended learning for enriched experiences.	Access and engagement in remote and online learning improves. Club registers and attendance is high. Attendance I school remains high. Children take part in whole school events.
Access to agencies and services- for assessment and support Access to pastoral support and early help	Children will be assessed at the point of need, barriers identified and actions and support will be in place.
Improved interactions and play skills	Behaviour will be monitored and support in place for persistent difficulties. Children will understand and follow the values of the school. Play equipment will be used to develop interaction and physical skills. Attention and concentration will improve.

Activity in this academic year

This details how we intend to spend our catch up funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Team Support and Development across school, particularly reading. £7785</p> <p>NELI Intervention in KS1</p>	<p>More studies have been conducted with primary age pupils, but the teaching of reading comprehension strategies appears effective across both primary (+6 months)</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)</p> <p>Speaking, Listening and Vocabulary acquisition are areas our children require support with. This is an ongoing trend and relevant for the current Reception Class especially with many children out of educational settings for 6 months. For interventions to be effective they need to be the correct intervention (this is evidence based), be regular and be delivered by trained staff. NELI meets these requirements.</p>	<p>1,2, 3</p>

<p>Maths Hub Mastery involvement and support for school Maths Mastery Learning</p> <p>Maths No Problem Scheme- £5000</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (EEF)</p>	<p>1,2,3</p>
<p>Subject leader support to develop curriculum overviews.</p> <p>See SIP</p> <p>Sticky Learning Twilights £200</p> <p>Time out every term (cover by DW)</p>	<p>Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently thus ensuring that approaches to learning are embedded and build on knowledge.</p>	<p>1,2</p>
<p>Modern Foreign Languages teaching £8000</p>	<p>Access to MFL teaching for all helps to improve the acquisition of new concepts, widens our children’s cultural capital and prepares them for the next stages of learning. We feel that these are essential skills that the children may have missed out on due to COVID19.</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 131,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Extra TA in Year 2 and year 4/5</i> 34, 500</p> <p><i>Interventions teachers for 1:1 tuition</i> 44,000</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).</p> <p>Year 1- no Assessed score from</p>	<p>2,3</p>

<p><i>Greater Depth teaching assistant in Year 5</i> 9,000</p>	<p>reception Year 2: 62% Current 44% PPG Year 3: 38% Current 20% PPG Year4: 38% Current 29% PPG Year 5: 47% Current 35% PPG Year 6: 40% Current 33% PPG</p> <p>From these teacher assessments, it is clear that there is a significant gap for all our children, but particularly PPG, made worse by COVID. This achievement is significantly behind previous published years of 65 % (2019).</p> <p>There are a number of children in each class that need intensive learning and support.</p> <p>In addition to the academic support, many of our children need more pastoral support, particularly our disadvantaged children.</p>	
<p>Assessments of learning needs of children with a wide gap. Educational Psychologist 6600 SENDCO-out of class £30000 EAL support-7200</p>	<p>A targeted approach through standardised testing allows us to see gaps quickly and to identify needs and put provision in place.</p>	<p>2,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Playdough gym in KS1 and writing skills focus in KS2 £600</p>	<p>Children 's fine and gross motor skills are directly linked to their ability to write. Increasing their hand strength, wrist and finger control will have a positive impact on writing.</p>	<p>1,2</p>
<p>Experiential Learning activities Museum Loan Boxes- £525</p>	<p>Kolb's (1984) cycle of learning depicts the experiential learning process. This process includes the integration of: knowledge—the concepts, facts, and information acquired through formal learning and past experience;</p>	<p>1,3</p>

<p>Rewilding Project £1779 Swimming £5300 Online learning £1000 Gardner in residence £7000 Trips £10000</p>	<p>activity—the application of knowledge to a “real world” setting; and reflection—the analysis and synthesis of knowledge and activity to create new knowledge Experiences are carefully chosen for their learning potential (i.e. whether they provide opportunities for children to practice and deepen emergent skills, encounter novel and unpredictable situations that support new learning, or learn from natural consequences, mistakes, and successes). Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning, and is challenged to take initiative, make decisions and be accountable for results. This helps to build knowledge and memory as part of metacognition. This next academic year, we have put in place a number of experiences for all our children to access through the curriculum that focus on outdoor learning and hands on approaches.</p>	
<p>Increase in play materials for KS1 and provision available. Playleaders in KS2. Clear behaviour strategy and change to a 5 Golden Rules system.</p>	<p>Children’s ability to interact effectively on others depends on their language ability and understanding and their ability to make reasoned plans and responses. By creating a culture across school that embeds these key principles, it is not only helping support interaction and language acquisition but it is helping to support the metacognition of our pupils.</p>	1,3,5
<p>Pastoral support and identification of Early Help. £30000</p>	<p>The nature of COVID 19 means that there are many changes to what the children at our school know and expect. Many have experienced ACES and have anxiety around COVID and returning to school/ isolating or becoming infected. This has been a hard two years for our children and families and it is important that we acknowledge this and provide support as needed.</p>	3

Total budgeted cost: £ 178489

Part B: Review of outcomes in the previous academic year

Catch Up strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Despite the obvious hurdles of the last year, the catch up strategy has meant that many aspects of the provision put in place last year has been a success.

- 25% of our Year 6 children went to Grammar School
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

