

Pupil Premium Strategy 2020-21 Review

School overview

Metric	Data
School name	Willow Wood Community Nursery & Primary School
Pupils in school	289
Proportion of disadvantaged pupils	42.5% (123)
Pupil premium allocation this academic year	£148,950
Academic year or years covered by statement	2020-21
Publish date	15 October 2020
Review date	15 October 2021
Statement authorised by	Martin Bell
Pupil premium lead	Katie Ullein
Governor lead	Jane Hopkins

Disadvantaged pupil progress scores for 18/19 academic year

Measure	Score
Reading	-5.2
Writing	-0.5
Maths	-3.0

Disadvantaged pupil performance overview for 18/19 academic year

Measure	Score
Meeting expected standard at KS2 (RWM Com)	21%
Achieving high standard at KS2 (RWM Com)	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received CPD to deliver Maths effectively – First 4 Maths
Priority 2	Ensure all relevant staff have received CPD to deliver a whole school approach to writing, guided and shared reading effectively - Steps to Read & Read to Write
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£11,000

Actual spending	£7,791
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (?%)	Sept 21

Measure	Activity
Priority 1	Ensure all relevant staff have received CPD to deliver Maths effectively – First 4 Maths
Priority 2	Ensure all relevant staff have received CPD to deliver a whole school approach to writing, guided and shared reading effectively - Steps to Read & Read to Write
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£11,000
Actual spending	£8,016

Targeted academic support for current academic year

Measure	Activity
Priority 1	To embed the use of book banding in KS2, building systematically on pupils' current attainment.
Priority 2	TA training to deliver 'Boosting Reading @ Primary' and embed use of reading intervention across all year groups to narrow the gap between reading age and actual age.
Priority 3	Targeted TA interventions.
Barriers to learning these priorities address	Application of phonics to read fluently and a lower range of vocabulary – typically an area of weakness.
Projected spending	£76,950
Actual spending	£82,111

Wider strategies for current academic year

Measure	Activity
Priority 1	Family support workers and ELSA.
Priority 2	Breakfast club, After school club & Trips
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£61,000
Actual Spending	£58,823

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring enough time is given over to allow for staff professional development.	English lead paired with HLTA to free up to support and monitor.
Wider strategies	Engaging the families facing most challenges.	Working closely with external agencies.

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Progress in Reading & Writing Progress in Mathematics Phonics Other	<p>Due to the continuing CV19 pandemic and therefore a lack of data, judging the impact of the PP has been difficult. However, evidence gathered through book scrutiny, learning walks, pupil voice, external advisor visits and the schools own internal assessments, would suggest that disadvantaged pupils have made strong progress whilst in school during the 20/21 academic year.</p> <p>The school made great efforts to engage all disadvantaged pupils during the pandemic. Many attended school, while others were given laptops or tablets to enable them to access remote learning. The school also invested in an extensive online reading book library that enabled disadvantaged pupils to access their reading books. However, despite the schools' best efforts, some pupils did not engage well with remote learning. As a result, some of the strategies put in place have had less of an impact than we would have wished. Where this is the case the school is now working hard with those pupils, by delivering bespoke support, to enable them to catch up (for example Fresh start interventions).</p> <p>2019 phonics 78% (80% deseg) 2020 79% (85% deseg) an over 20% improvement on the 2018 data, with the desegregated data in line with national of 2018 of 83%</p>