



Pupil Premium Strategy 2019-20

School overview

Metric	Data
School name	Willow Wood Community Nursery & Primary School
Pupils in school	259
Proportion of disadvantaged pupils	45% (116)
Pupil premium allocation this academic year	£153,120
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Martin Bell
Pupil premium lead	Katie Ullein
Governor lead	Jane Hopkins

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.2
Writing	-0.5
Maths	-3.0

Disadvantaged pupil performance overview for last 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 the Read to Write units effectively.
Priority 2	Ensure all relevant staff have received CPD to deliver a whole school approach to guided and shared reading effectively - Steps to Read
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£7,000

Actual spending	£6,900
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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 the Read to Write units effectively.
Priority 2	Ensure all relevant staff have received CPD to deliver a whole school approach to guided and shared reading effectively - Steps to Read
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£7,000
Actual spending	£6,900

Targeted academic support for current academic year

Measure	Activity
Priority 1	To embed the use of word aware to develop vocabulary actively, building systematically on pupils' current knowledge.
Priority 2	Buy and embed use of WASP 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	£86,000
Actual spending	£86,480

Wider strategies for current academic year

Measure	Activity
Priority 1	Family support workers and ELSA.
Priority 2	Attendance manager.
Priority 3	After school club & Trips
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£58,000
Actual Spending	£58,530

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 2 days a week to support and monitor.
Wider strategies	Engaging the families facing most challenges.	Working closely with external agencies.

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress in Reading and Writing	Due to CV19 pandemic and therefore a lack of data, judging the impact of the PP has been difficult. However, anecdotal evidence would suggest that disadvantaged pupils have made good progress whilst in school during the 19/20 academic year.
Progress in Mathematics	
Phonics	
Other	