

2020-21 Pupil Premium Strategy Statement

Academy name	Willows Academy
Number of pupils on roll	188 including 12 nursery
Proportion of disadvantaged pupils	36.9%
Pupil premium allocation this academic year	£91,770
Publish date	September 2020
Review date	July 2021
Statement authorised by	Sarah Cox
Pupil premium lead	Sarah Cox
AAB lead	Mark Rushby

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	+3.2
Writing	+6.6
Maths	+4.9

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	50%
% meeting combined high standard in reading, writing and maths at KS2	0%
% passing Y1 phonics screening check	73.1%
% passing phonics screening check by end of Y2	84%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of

	lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated NQT time & ECF programme. Dedicated mentor time. Talk for Writing training	S.Cox	£13,150
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	RWI CPD Access to development days and support from RWI	E.Isle	£2,300

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	(Brief overview of interventions)	S.Cox E.Isle A.Stephenson	£31,332

4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally		S.Cox E.Isle A.Stephenson	£13,428
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Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Children to be provided with breakfast. School to provide uniform School to provide resources for learning	All staff	£1000
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Purchase EWO support Rewards for good attendance and punctuality	S.Cox	£4000
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Y5 & Y6 music wider opportunities (COVID compliant) Visits to theatres/museums (following government guidance) Subsidised after-school clubs Lunch time clubs including gardening and computer club. High quality curriculum and resources	A.Stephenson	£7710
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Star of the week certificates Reward activities – visits/visitors Bank books and sticker books earning experiences.	S.Cox	£1000
9. Children have positive mental health and the ability to understand and manage their	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff Comprehensive PSHE curriculum supported by small	S.Cox A.Harrison	£7000

own emotions with increasing independence.		group sessions focusing on identified needs.		
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum.	E.Isle	£1000
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Pastoral lead. Thrive support for parents if required. Fortis to work with targeted families.	S.Cox A.Harrison	£8850

Total Spend: £91,770

Review: Autumn 2020, Spring 2021, Summer 2021

Priority	Impact
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching (QFT).	<p>Autumn 2020 - There are currently 71 children (36%) in receipt of pupil premium within Willows Academy, out of the 71 children, 51% have received additional support in order to close gaps. All children within the Academy have received a four week catch up programme and 100% of staff received training in this area. The impact of this training has meant that 94% of these children have made good progress in this priority or better. Moving forward, all of these children will continue to receive support through QFT, targeted interventions and one to one support.</p> <p>Spring 2021 – Targeted interventions have continued for all children where appropriate, staff use quality first teaching to assess children and plan appropriately to support and challenge. During remote learning, interventions continued this included interventions in reading and maths. Reading Plus has been purchased to enable all children to have access to high quality texts whilst at home. Devices and internet were provided where necessary.</p> <p>Summer 2021 – Staff have continued to teach remotely where</p>

	<p>necessary (in the event of bubble closures) and have utilised training to ensure teaching practises maximise pupil engagement. In house testing took place in the absence of SATS and, at the end of KS2, 23/28 (82%) achieved the expected standard in reading, 21/28 (75%) achieved the expected standard in maths and, 22/28 (79%) achieved the expected standard in writing.</p>
<p>2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.</p>	<p>Autumn 2020 -4% of the children in receipt of Pupil Premium have had targeted support with phonics. High quality staff training has enabled the school to deliver phonics to a high standard and narrow the gap between our school and national. The Academy continues to monitor phonics closely, providing small group interventions and 1:1 support as necessary.</p> <p>Spring 2021 – Targeted support with phonics and high quality staff training for KS1 staff has ensured that pp children in year 1 have made good progress. 80% (4/5) of children in receipt of pupil premium are working above or at the level expected for a child in year 1. The training provided to all staff enabled them to support children with reading and phonics remotely, all children were able to access remote learning.</p> <p>Summer 2021 – Phonics training has continued to be a focus for all staff including KS2. In year 1, 20% of the cohort receive pupil premium and all of these children are on track to pass the phonics screening in the Autumn Term. In year 2, 46% of the children receive pupil premium, of these children, 4/6 (66%) passed their phonics screening, this compares to 91% of the children who are not in receipt of pupil premium. Those children who have not passed the phonics screening are receiving additional support.</p>
<p>3. Small-group intervention in reading, writing, maths and phonics.</p>	<p>Autumn 2020 - 46 children (65%) in receipt of Pupil Premium have benefitted from small group interventions in reading, writing and maths. Interventions have been matched to the children’s needs and are in response to assessment for learning. 36 children (78%) have made average or better progress in this area. The children who have not made expected progress are receiving 1:1 support from staff in this area.</p> <p>Spring 2021- 46 children (65%) continue to benefit from additional support in this area. Interventions have been matched to children’s abilities. Where children have needed additional support due to lockdown, the intervention has been adapted. 38 children are making good or better progress in due to these interventions.</p> <p>Summer 2021 – 49 children (66%) receive small group interventions in reading, writing, maths and phonics. All children who have received these interventions have made progress. Some children have needed additional support from outside agencies or the SENCO and this has supported them to make progress. These children will continue to receive targeted, small group teaching in 2021-2022.</p>
<p>4. 1:1 intervention</p>	<p>Autumn 2020 - 1:1 interventions are used to provide targeted support</p>

	<p>to children who require further clarification. The children who are accessing 1:1 support are receiving this in conjunction with small group interventions and QFT. See individual class reviews.</p> <p>Spring 2021 – Children received 1:1 support throughout the spring term where this was felt necessary. This took place remotely and/or in the classroom. These interventions continue to evolve as teachers assess and plan next steps for children.</p> <p>Summer 2021- Children in all year groups received 1:1 interventions, in KS1 this was predominantly for phonics and in KS2, this covered all core subjects. 1:1 interventions can include pre-teaching and additional support to understand a key concept.</p>
<p>5. All pupils come to school ready to learn.</p>	<p>Autumn 2020 -All of the children in receipt of pupil premium receive breakfast when they arrive in school, out of the 71 children (36%) in receipt of funding 15 children (21%) receive additional support to help them prepare for the day of learning. This will be continuing next year.</p> <p>Spring 2021 – Children were provided with a breakfast hamper, food parcel and voucher for lunch throughout lockdown. Families were signposted to food banks if appropriate and class teachers and the pastoral team kept in contact with all families offering support where needed.</p> <p>Summer 2021 – The number of children requiring pastoral support has increased and the safeguarding team has worked closely with the pastoral team to ensure appropriate support is offered. Children continue to receive breakfast and 6 children receive a personalised meet and greet..</p>
<p>6. All pupils attend regularly and on time.</p>	<p>Autumn 2020- The school has an EWO who supports parents to understand the importance of attendance. Willows Academy have taken a whole school approach to attendance, regularly sharing attendance data and targets with the whole school. Rewards are in place. Throughout Autumn 1, attendance for children in receipt of Pupil premium is 96.8%, this is slightly above national.</p> <p>Spring 2021 – Attendance continues to be a focus for the Academy, attendance on remote lessons for all year groups was consistently above 80%. Attendance at the end of the spring term was 97% for children receiving pupil premium.</p> <p>Summer 2021 – Attendance has continued to be a focus with additional barriers created by the pandemic. At the end of the Academic year, our attendance was 96.6%, this is just above national. This is slightly below the children who are not in receipt of pupil premium.</p>

<p>7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	<p>Autumn 2020 - All children have accessed the book led curriculum, this provides many wider opportunities and discussion opportunities. Current Covid restrictions are limiting opportunities however, 44% of the Pupil premium children are learning to play an instrument.</p> <p>Spring 2021 – Children continue to access a wide range of experiences including animal experiences, bike ability and artist visits. Trips out of school have been limited due to Covid however children have experienced remote visits.</p> <p>Summer 2021 – Subject leaders continue to provide a wealth of activities to support children’s curriculum experience. There have been many limitations due to Covid however, there is a high-quality book rich curriculum in place. Children continue to enhance their cultural capital and this will be embedded in 21-22.</p>
<p>8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.</p>	<p>Autumn 2020- Behaviour across the Academy is good, 20% of children in receipt of pupil premium receive additional support in this area. Please see individual class reviews.</p> <p>Spring 2021 – Children continue to display good behaviour, some children receive additional support in this area and have personalised plans in place. Please see additional plans.</p> <p>Summer 2021 – Behaviour across the Academy is good. Children who need additional support have personalised plans which support the children in succeeding.</p>
<p>9. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.</p>	<p>Autumn 2020 - 24% of children in receipt of Pupil Premium receive support in this area, this takes the form of 1:1 support, access to Fortis therapy, small group work and liaising with parents. Please see individual class reviews.</p> <p>Spring 2021 - 24% of children in receipt of Pupil Premium continue to receive support in this area, this takes the form of 1:1 support, access to Fortis therapy, small group work and liaising with parents. We were also able to offer this support remotely during lockdown. Please see individual class reviews.</p> <p>Summer 2021- 24% of children continue to receive support, our mental health and pastoral lead works closely with other professionals to support all children. Families are supported to identify support and are signposted appropriately. Thrive is being implemented throughout the school to support children in this area.</p>
<p>10. Improve pupils’ confidence in being able to speak clearly and</p>	<p>Autumn 2020 - Staff have accessed oracy training and are developing the use of these strategies in lessons. Children also receive support with SALT. See individual class records.</p>

<p>coherently.</p>	<p>Spring 2021 - Staff have accessed oracy training and are developing the use of these strategies in lessons. The book led curriculum builds on the foundations of Oracy and children use these strategies in class. Children also receive support with SALT. See individual class records.</p> <p>Summer 2021- The curriculum has a clear focus on oracy, children are identified promptly to receive SALT. There have been additional barriers due to Covid however, staff have supported the delivery of SALT by allowing therapists on site or supporting these sessions remotely.</p>
<p>11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.</p>	<p>Please see individual class records.</p>