

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Willand School
Pupils in school	411
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	Approx. £82,010
Academic year or years covered by statement	2020-2023
Publish date	July 2020
Review date	July 2023
Statement authorised by	Anne Hawkins
Pupil premium lead	Leah Shapcott
Governor lead	Sarah Manley

Disadvantaged pupil progress scores for last academic year

NB These scores are for the 2018-19 academic year as there is no data available for 2019-20

Measure	Score
Reading	-4.34
Writing	-6.52
Maths	-4.50

Disadvantaged pupil performance overview for last academic year

NB These scores are for the 2018-19 academic year as there is no data available for 2019-20

Measure	Score
Meeting expected standard at KS2	58%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise standards by ensuring that teachers and teaching assistants are well-trained, have consistent approaches and are relentlessly reflecting and improving their practice and the provision for the pupils across the curriculum. This will also include provision for pupils to complete their homework. Evidence from the Teacher Development Trust suggests that CPD should be focused on outcomes for children, draw on external expertise and be specific to individuals' context and/or be subject specific.
Priority 2	Through the Achievement for All programme, disadvantaged and/or vulnerable pupils are supported to maintain a sharp focus on aspiration, access and achievement. This will be supported by structured conversations with parents and carers and will also be supported by the SENCo. The DfE Supporting the attainment of all pupils report (DfE) states that there should be high quality teaching for all and learning should meet the individuals' needs.
Barriers to learning these priorities address	Ensuring pupils are ready to learn in class and that we have a positive impact on children's achievements and aspirations.
Projected spending	£22,543 (£23,000)

Teaching priorities for current academic year

Aim	Target	Target date
Achievement in Reading	Maintain or better the number of children reaching greater depth so that it is at least at the national average	July 2023
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2023
Achievement in Mathematics	Increase average scaled scores for low, middle and high attainers to at least the national average	July 2023
Phonics	Achieve national average expected standard in Phonics Screening Check	July 2023

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Ensure pupils read regularly and have access to high quality texts.</p> <p>Use the Devon Schools Library Service to provide topic boxes.</p> <p>Achieving EXD+ on the Reading SATs papers has proved challenging for a significant number of Year 6 pupils. Many children find the texts hard to access, challenging to comprehend and demanding in terms of the reading stamina required to get through them in the time available (Babcock LDP, 2020).</p> <p>Good phonics teaching will make sure that all children learn to read early, regardless of their background (DfE, 2020).</p> <p>Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum (DfE, 2014).</p>
Priority 2	<p>Use resources such as Mathletics, Insight, Speech and Language Link, Phonics Play and Evidence Me to support and monitor the progress of disadvantaged children.</p> <p>These bespoke programmes are responsive to learners' individual needs and allow us to respond to evidence in the form of data (DfE, 2015).</p>
Priority 3	<p>Gaps are identified and targeted teaching/interventions teach to gaps. This includes the use of structured interventions, small group tuition and one to one support (Third Space Maths). We may also provide technology for disadvantaged pupils to support remote learning. This will be especially important post Covid-19 lockdown.</p> <p>The Attainment Gap Report from the EEF (2015) states that small group and/or 1:1 interventions have the potential for the largest immediate impact on attainment.</p>
Barriers to learning these priorities address	Low on entry attainment and a high proportion of SEND, particularly speech and language.
Projected spending	£25,558

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Pupils social, emotional and mental health needs are supported through a variety of programmes e.g. Thrive, ELSA, Attachment Based Mentoring, Mindfulness and Balloons.</p> <p>The Family Support Advisor provides Early Help and engages with a large proportion of disadvantaged/vulnerable families to support attendance, behaviour, parenting strategies, relationships and the general welfare of the child.</p> <p>Supporting the attainment of disadvantaged pupils (DfE, 2015) states that supporting pupils' SEMH needs is a basic requirement and at intermediate level, engagement with families should be improved.</p>
Priority 2	<p>Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.</p> <p>Supporting the attainment of disadvantaged pupils (DfE, 2015) states that all pupils should receive high quality teaching and enrichment activities help to support this because what happens in the classroom makes the biggest difference (EEF, 2018)</p>
Barriers to learning these priorities address	Pupils social, emotional and mental health impacting their ability to be ready to learn.
Projected spending	£26,735

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	<p>Use of INSET days and additional cover being provided by senior leaders/experienced teachers for subject leadership.</p> <p>Pop-ins and lesson observations can also be conducted by the Achievement for All coach,</p>

		members of SLT and subject leaders.
Targeted support	Ensuring that teachers and TAs are being used effectively to run interventions and that these are dynamic and meet the needs of the children.	Release for PP Champion to complete pupil interviews. SENCo/Phase Leaders to monitor use of interventions and ensure that these are meeting the needs of the children and are changed regularly.
Wider strategies	Engaging the families facing most challenges	Work closely with the FSA to ensure that Early Help is being provided. Knowledge of families facing the most challenge through working with other agencies/staff communication so that support can be provided. Use of structured conversations to help build the teacher, pupil, parent relationship.

Review: last year's aims and outcomes

Aim	Outcome		
Achievement in Reading	2020-21		
	Year Group	Pupil Premium Attainment	Non Pupil Premium Attainment
	Reception	57% below 29% expected 14% above 43% expected or above	22% below 51% expected 27% above 78% expected or above
	Year 1	77% below 22% expected	46% below 44% expected 6% above 50% expected or above
	Year 2	44% below 56% expected (2019 NA 75%)	35% below 44% expected 20% above 64% expected or above
	Year 3	60% expected 40% above 100% expected or above	26% below expected 51% expected 23% above 74% expected or above

	Year 4	71% below 29% expected	31% below 53% expected 16% above 69% expected or above
	Year 5	25% below 75% expected	24% below 57% expected 20% above 77% expected or above
	Year 6	44% below 33% expected 17% above (2019 NA 27%) 50% expected or above (2019 NA 73%)	26% below 40% expected 26% above 56% expected or above

In summary, current Y3 and Y5 Pupil Premium children are on track to meet the national average for reading. This year's Y6 cohort did not meet the national average for 2019 and the current Y4 children are also not on track currently to meet the national average for 2019.

Progress in Writing	2020-21		
	Year Group	Pupil Premium Progress	Non Pupil Premium Progress
	Reception	29% below expected progress 71% expected progress	36% below expected progress 51% expected progress 9% above expected progress
	Year 1	78% expected progress 11% above expected progress	4% below expected progress 71% expected progress 21% above expected progress 4% missing data
	Year 2	67% expected progress 33% above expected progress	2% below expected progress 56% expected progress 41% above expected progress

	<table border="1"> <tr> <td>Year 3</td> <td>60% expected progress 40% above expected progress</td> <td>2% below expected progress 57% expected progress 42% above expected progress</td> </tr> <tr> <td>Year 4</td> <td>43% expected progress 57% expected progress</td> <td>2% below expected progress 24% expected progress 25% above expected progress 49% missing data</td> </tr> <tr> <td>Year 5</td> <td>75% expected progress 17% above expected progress 8% missing data</td> <td>7% below expected progress 57% expected progress 30% above expected progress 7% missing data</td> </tr> <tr> <td>Year 6</td> <td>33% expected progress 61% above expected progress</td> <td>26% expected progress 70% above expected progress</td> </tr> </table> <p>In summary, this data shows that more Pupil Premium children are making expected progress than non-Pupil Premium children in every year group. Less Pupil Premium children are making above expected progress than non-Pupil Premium children.</p>	Year 3	60% expected progress 40% above expected progress	2% below expected progress 57% expected progress 42% above expected progress	Year 4	43% expected progress 57% expected progress	2% below expected progress 24% expected progress 25% above expected progress 49% missing data	Year 5	75% expected progress 17% above expected progress 8% missing data	7% below expected progress 57% expected progress 30% above expected progress 7% missing data	Year 6	33% expected progress 61% above expected progress	26% expected progress 70% above expected progress																				
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Achievement in Mathematics	<table border="1"> <tr> <td colspan="4">2020-21</td> </tr> <tr> <th>Year Group</th> <th>Low Prior Attainers Average Scaled Score</th> <th>Middle Prior Attainers Average Scaled Score</th> <th>High Prior Attainers Average Scaled Score</th> </tr> <tr> <td>Year 1</td> <td>92</td> <td>104</td> <td>114</td> </tr> <tr> <td>Year 2</td> <td>93</td> <td>100</td> <td>108</td> </tr> <tr> <td>Year 3</td> <td colspan="3">NA – NO KS1 DATA</td> </tr> <tr> <td>Year 4</td> <td>88</td> <td>102</td> <td>118</td> </tr> <tr> <td>Year 5</td> <td>94</td> <td>102</td> <td>118</td> </tr> <tr> <td>Year 6</td> <td>94 (NA 2019 94)</td> <td>103 (NA 2019 103.3)</td> <td>108 (NA 2019 110.3)</td> </tr> </table> <p>In summary, children in Y6 met the average scaled score for low and middle prior attainers but not for high</p>	2020-21				Year Group	Low Prior Attainers Average Scaled Score	Middle Prior Attainers Average Scaled Score	High Prior Attainers Average Scaled Score	Year 1	92	104	114	Year 2	93	100	108	Year 3	NA – NO KS1 DATA			Year 4	88	102	118	Year 5	94	102	118	Year 6	94 (NA 2019 94)	103 (NA 2019 103.3)	108 (NA 2019 110.3)
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	<p>prior attainers. Children in Y4 and Y5 are on track to meet the 2019 national average in all prior attaining groups with the exception of the Y4 low prior attainers.</p>
<p>Phonics</p>	<p>2020-21 NA 2019 – 82% NA 2019 for Y2 retakers – 91%</p> <p>81% of Y2 children passed the phonics screening check this year. No Y1 children took the phonics screening check last year due to COVID-19.</p> <p>Our in-school data shows that 77% of children passed the phonics screening check at the end of Y1.</p>