



## THOMAS WILLINGALE SCHOOL AND NURSERY

### Pupil Premium Strategy Statement

2020/2021

1. Summary Information					
School	Thomas Willingale School and Nursery				
Academic Year	2020/2021	Total PP school budget	158986	Date of most recent PP Review	Spring 2020 (due to COVID 19)
		Total PP nursery budget	3000		
Total number of pupils	School and nursery combined = 477	Number of pupils eligible for PP	School and nursery combined = 153 = 32%	Date for next internal review of this strategy	Spring 2020
	School only = 402		School Only = 153 = 38%		

2. Current attainment (from 18-19)						
	Pupils eligible for PP			Pupils not eligible for PP		
% achieving ARE or above in reading, writing and maths	EYFS 83% (10 out of 12) of disadvantaged pupils achieved GLD in 2019.	Year 2 63.2%(including SEN) 92.3% (without SEN)	Year 6 69.2%	EYFS 82.9%	Year 2 87.2%(including SEN) 94.1%(without SEN)	Year 6 68.9%
1. Current attainment (from 19-20)						
	Pupils eligible for PP			Pupils not eligible for PP		
% achieving ARE or above in reading, writing and maths	EYFS Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.	Year 2 Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.	Year 6 Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.	EYFS Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.	Year 2 Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.	Year 6 Data impacted by the Spring 2020 COVID-19 lock down – see Impact Statement.
3.A. Barriers to future attainment (for pupils eligible for PP including high ability)						
<p>We have an increased number of children now eligible for Pupil Premium due to the social-economic impact of the COVID-19 lock down. The lock down has had an impact on pupil progress and we are now working to diminish the difference between the progress of those eligible for Pupil Premium and those not eligible.</p> <p>Pupil well-being as a result of the lock down/coronavirus is our current priority. On-going, priorities are: Reading, writing (particularly boys), attitudes to learning, social and emotional needs, parental engagement, attendance /punctuality and oracy and % of these pupils have SEN. The IDACI Score for our school is 0.218. Rank of IDACI is 11180 and Decile 4. This indicates that this is considered to be a deprived area.</p>						
3.B. In-school barriers (issues to be addressed in school, such as poor oral language skills).						
A	Oracy throughout the school.					

B	Reading and Writing within every subject.
C	Progress of children who are eligible for PP and have SEND.
3.C. External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance rates. – including punctuality.
E	Parental engagement. – including reading at home and attendance to greater school activities.
F	Social/emotional needs for children and families.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	To support the well-being of pupils returning to school.	GL PASS scores will show positive results for pupil well being from base line. Pupils will be base lined when they return to school in September.
B	The attainment gap between disadvantaged children and others closes.	Children on pupil premium improve attainment and progress. Improved progress will be seen within data and book looks. Children will have the language skills to express themselves. Children will be reading at home to improve fluency and vocabulary.
C	To increase parental engagement to support attendance and reading at home.	Attendance improves. The amount of reading will be evident from checking the home/school diaries.
D	To continue to support involvement in wider school life through clubs and trips and where needed pastoral support. (when this is safe to do so following COVID).	Children on pupil premium improve attainment and progress. Children are enriched and develop character and resilience
5. Planned expenditure		

Academic Year	2020/2021				
5. 1. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To diminish the difference between disadvantaged and non-disadvantaged children in reading, writing and maths.	<ul style="list-style-type: none"><li>• Data and progress of all PP children is tracked.</li><li>• Inclusion Manager will carry out further assessment with those children who are not making progress.</li><li>• PPC time to continue</li></ul>	<ul style="list-style-type: none"><li>• Poor vocabulary and reading fluency can impact pupil progress across the curriculum.</li><li>• Research has shown that feedback is an effective strategy for developing pupil progress.</li></ul>	<ul style="list-style-type: none"><li>• Time tabled schedule for PP Champion to release the Class Teacher to give feedback to pupils.</li><li>• Pupil premium champion will be continued to be supported. Including attending any relevant training.</li><li>• Pupils to be highlighted so that staff know who they are and these can be tracked.</li><li>• Ensure that all staff can identify and understand provision.</li><li>• Monitor interventions using the PP Audit.</li></ul>	Inclusion Manager SLT Class Teachers Pupil Premium Champion (PPC)	Every half term.
5. 2. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

		rationale for this choice?			
To support the well-being of pupils returning to school.	<p>Support pupil well-being via at least weekly Mindfulness/Well-Being sessions for every class (number of sessions per week varies on need).</p> <p>Pupils will be assessed via a GL PASS when they return to school in September. This will be assessed throughout the year. Concerning scores will be followed up by support from the Inclusion Manager with referrals made where relevant for support.</p>	The impact of the global pandemic has had a significant impact on well-being across the country. Support for this is imperative.	Outcomes of GL PASS. Numbers of children who are displaying behaviours that concern. Record of actions taken to support concerns.	Inclusion Manager SLT Class Teacher PPC	Termly

To increase parental engagement to support attendance (With the exception of COVID).	<p>Improve attendance of PP children by rewarding 96% and above and sending letters/meetings to parents.</p> <p>Whole school approach to attendance awards.</p>	Experience has shown that this approach is working here so needs to continue.	Inclusion Manager will check the attendance of pupils eligible for PP and liaise with Attendance Officer and FSCo where relevant.	SLT Inclusion Manager	Half Termly
To increase parental engagement to support reading.	Inclusion Manager will check the reading records of children who are eligible for PP. Children who read regularly will be rewarded with certificates.	Reading regularly will develop fluency and vocabulary. This is essential for progress.	Reading records should show an increase in reading.	SLT Inclusion Manager	Half Termly
To continue to support involvement in wider school life through clubs and trips and where needed pastoral support. (When safe to do so following COVID).	Ensure children have access to external clubs	<p>Children on pupil premium improve attainment and progress. Children are enriched and develop character and resilience</p> <p>Targeted children developing their self-esteem.</p>	Pupil Premium Funding forms available so parents can request support for trips/clubs/uniform/etc. teachers PPC and FSC can all request support for a pupil Identified children referred to PPC/FSC by Inclusion Manager.	SLT. PPC Family School Co-ordinator (FSC).	Half Termly

			A record is kept of all children who attend clubs. The record will show whether they are eligible for PP.		
Total budgeted costs			<b>Total Costs: £121060</b> Staffing: £95261 Training: £795 Subsidised clubs and trips: £2500 Therapy sessions for targeted children: £5000 School uniform support: £504 LB Havering Attendance Support: £2700 Breakfast Club: £7800 (to support 10 pupils) Number Caterpillar to support Reception: £360 Holiday Provision for 3 weeks: £2250 (to support 5 children) Mental Health and well-being cycle show: £800 Resources (including: books, toe by toe, power of 2, Plus 1, Language for Thinking resources, Reading for Thinking resources): £3090		
6. Review of expenditure					
Previous academic Year	See Pupil Premium Report – available on School Website.				
7. Additional detail					
See Pupil Premium Report – available on School Website.					