

Pupil premium strategy statement 2020 - 21

School overview

Metric	Data
School name	Cherry Willingham Primary
Pupils in school	215
Proportion of disadvantaged pupils	17.2%
Pupil premium allocation this academic year	£54 830
Academic year or years covered by statement	2012 - 21
Publish date	Sept 2020
Review date	Sept 2021
Statement authorised by	K Evans
Pupil premium lead	D Thursby
Governor lead	S Curtis

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

1 Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Priority 1	Ensure that all pupils receive a good quality reading programme that develops fluency and resilience in reading
Priority 2	Work with the maths hub and purchase textbooks to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based teaching interventions , Ensuring pupils build reading stamina
Projected spending	£20 500

2 Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 2021
Progress in Writing	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 2021
Progress in Mathematics	Progress and attainment of disadvantaged children is in line with those that are not disadvantaged	Sept 2021
Phonics	All children successfully meet the expected pass standard in the Y1 phonics screen Targeted intervention and coaching ensures that those that have to take the test again in Y2 pass.	Sept 2021
Other	Attendance of disadvantaged children is in line with those that are not disadvantaged	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

3.Targeted academic support for current academic year

Measure	Activity
Priority 1 Phonics, Reading	Re fresh RWI training for staff. Delivery of high quality interventions for early reading and phonics. Identified children working on strengthening reading fluency
Priority 2 Maths	Specific support for pre teaching of concepts Same day Interventions Focussed group activities to strengthen basic arithmetic
Barriers to learning these priorities address	Gaps in learning
Projected spending	£19 500

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop the well being of pupils with a particular focus on wider emotional needs ensuring positive behaviour models
Priority 2	Work with parents to establish positive attitudes towards engagement and attendance, to avoid/tackle reluctant attendance.
Barriers to learning these priorities address	Reduced resilience to learning Lower attendance/ reluctant attendance Gaps in learning
Projected spending	£14500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure adequate time and importance is given to professional development	Release teachers to work with the English, Maths Hub. Ongoing training for RWI, Power Maths
Targeted support	Ensure high quality intervention is delivered and it is on a regular basis	Extra capacity for targeted intervention is planned and resourced
Wider strategies	Ensure quality support is offered and improvements are recognised	Increase capacity of trained staff to support families and PP pupils

Review: last year's aims and outcomes

Aim	Outcome
Improved reading attainment for PP pupils Higher rates of progress across KS2 for all pupils eligible for PP in reading. Children become more confident when reading and answering questions. GAP between PP and non PP diminishes.	Improved reading attainment for PP pupils Higher rates of progress across KS2 for all pupils eligible for PP in reading. Children become more confident when reading and answering questions. GAP between PP and non PP diminishes.
Improved progress for all PP pupils in maths. Higher rates of progress across KS2 for all pupils eligible for PP in maths. GAP between PP and non PP diminishes	Up until lockdown, tracking showed that the gap in maths was improving and attainment in at least 60% PP children in KS2 was improving in line with end of KS expectations. However, due to Covid-19 restrictions, a direct comparison to last year could not be achieved.

<p>To develop children’s ability to spell effectively and apply strategies and patterns.</p>	<p>The RWI strategy in KS1 was beginning to have a positive impact on children, as was the development of different teaching strategies in KS2. . However, due to Covid-19 restrictions, a direct comparison to last year could not be achieved.</p>
<p>Higher rates of progress across KS2 for all pupils eligible for PP in writing.</p>	<p>Up until lockdown, tracking showed that the gap in writing was improving and attainment in at least 60% PP children in KS2 was improving in line with end of KS expectations. However, due to Covid-19 restrictions, a direct comparison to last year could not be achieved.</p>
<p>Increased attendance rates</p>	<p>The trend in attendance was positive before Covid-19. The gap had reduced to as little as 0.20% compared to whole school data which is significantly different to the 1.76% gap at the same time the previous year. Attendance of PP children was increasing and we will intend to continue our current strategies to ensure this is the case in 2020/2021.</p>
<p>COVID-19 CLEARLY DISRUPTED OUR EFFORTS TO IMPROVE PUPIL PREMIUM THIS YEAR. HOWEVER, EVERY EFFORT WAS MADE TO ENSURE THAT PUPIL PREMIUM CHILDREN AND THEIR FAMILIES RECEIVED FREQUENT PHONE CALLS AND VISITS FROM SCHOOL STAFF MEMBERS. IN ADDITION TO THIS, SUPPORT WITH THEIR LEARNING NEEDS AND THE LOAN OF ICT EQUIPMENT FOR THEM TO ACCESS ONLINE LEARNING WAS MADE AVAILABLE.</p>	