

Pupil premium strategy statement

School overview

Metric	Data
School name	Thomas Willingale School & Nursery
Pupils in school	401
Proportion of disadvantaged pupils	39.2%
Pupil premium allocation this academic year	£207,406 (to be confirmed July 21)
Academic year or years covered by statement	2021 / 2022
Publish date	Click or tap here to enter text.
Review date	Click or tap here to enter text.
Statement authorised by	Teresa Phillips
Pupil premium lead	Lorna Ford Richards
Governor lead	Rhian Jenkins

Disadvantaged pupil progress scores for last academic year

INTERNAL DATA USED ONLY SINCE 2020. THESE ARE DETAILED WITIN OUR SDP.

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75% or above SATS in Reading is our SDP whole school target. We aim for the gap between PP and non PPG to narrow. 65% and above for all subjects at the end of KS2 for PPG and non PPG.
Achieving high standard at KS2	
Measure	Activity
Priority 1	To narrow the attainment gap between those who are eligible for pupil premium and those who are not by close monitoring of individual progress and attendance.

Priority 2	To develop oracy so that children can speak articulately and eloquently and have a large bank of vocabulary that they can use.
Barriers to learning these priorities address	Self esteem, absence, well being, physical health, opens opportunities to learning experiences.
Projected spending	£10,300

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To narrow the gap between children eligible for PPG and Non PPG.	September 2021
Progress in Writing	To narrow the gap between children eligible for PPG and Non PPG.	September 2021
Progress in Vocabulary	To narrow the gap between children eligible for PPG and Non PPG.	September 2021
Phonics	To narrow the gap between children eligible for PPG and Non PPG.	September 2021
Other	Increased opportunities for sports and healthy lifestyles.	September 2021

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

Targeted academic support for current academic year

Measure	Activity
Priority 1	Staff supporting pupils to narrow the gap between children eligible for PP and Non PP. Ensuring staff use evidence-based whole-class teaching interventions. Strategies used from EEF, including release time from Pupil Premium Champion and teaching strategies from the Walk Thru guides.
Priority 2	Ensure opportunities to develop pupils' oracy. Ensuring that vocabulary is modelled and taught explicitly. Children are given the opportunity to explore subject vocabulary during feedback sessions with their teacher.
Barriers to learning these priorities address	Children need to be able to express their feelings and needs, research and our experience has shown that vocabulary is a particular area of need. There is a widened gap between PP and Non PP group. Well being and self esteem improved as children achieving and able to express their thoughts and feelings.
Projected spending	£179,569

Wider strategies for current academic year

Measure	Activity
Priority 1	Raising staff awareness of the needs of all disadvantaged needs to enable specific targeted approach for pupils. Disadvantaged Champion to provide training to all staff members to enable targeted support and intervention. All staff
Priority 2	Vulnerable families are identified for support to access wider opportunities including: Access to school clubs. School uniform Food bank / food hampers. Referrals to external support groups where relevant, e.g. Young Carers.
Barriers to learning these priorities address	Hunger, financial need, physical health and well being.
Projected spending	£17,537

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days, Twilight sessions and Staff Meetings. Release time available for teachers for PPA. Release time for teachers to work with children who are eligible for PP.
Targeted support	To ensure that the gap is narrowing between PP and non PP in academic subjects. To develop the oracy of pupils.	Senior Leaders supporting the assessment of pupils. Teachers released by the Pupil Premium Champion to provide targeted intervention. Close monitoring of the large group of children who are eligible for PP who also have SEND.
Wider strategies	Engaging the families facing most challenges	Family Support Worker and Disadvantaged Champion work closely together and with outside agencies to provide targeted support for identified families.

		<p>Attendance of pupils are closely monitored.</p> <p>Healthy lifestyles continued to be encouraged within PE curriculum and daily mile.</p> <p>All school staff trained in TPP. This is led and delivered by a member of SLT.</p> <p>School will maintain Enhanced Healthy Schools.</p>
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Review: last year's aims and outcomes

Aim	Outcome
To support the well-being of pupils returning to school.	<p>This has been a significant focus for the school. The Well Being Team has supported teachers with the return to school for all pupils. Children have had assessment using the GL PASS assessment. All classes start the week with a Well Being focused assembly and a focused well-being lesson. The Daily Mile continues and the PSHE curriculum has been updated. Our Family Support Co-ordinator and School Therapist work with targeted children and families. A number of children have been referred to other agencies including Young Carers. Many families are supported with food hampers and food banks.</p> <p>Our School has achieved the Sand Well Well Being Mark.</p> <p>School has achieved Enhanced Health Schools.</p> <p>School has achieved Bronze Attachment Awareness Award.</p>
The attainment gap between disadvantaged children and others closes.	We have noted that due to the impact of COVID there has been an increase in the gap between the groups.
To increase parental engagement to support attendance and reading at home.	This has been impacted by COVID. However, targeted support is in place for individuals.

<p>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).</p>	<p>Clubs have been reinstated and are open to all. Some children have been particularly highlighted for clubs.</p> <p>Targeted children working with Family School Co-ordinator, School Therapist and outside agency group sessions.</p>
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