

The Willows Primary School

3-Year Pupil Premium Strategy

SUMMARY INFORMATION

Pupil premium strategy

CURRENT PUPIL INFORMATION 2022 / 2023

Total number of pupils:	11	Total pupil premium budget:	£8,126.00
Number of pupils eligible for pupil premium:	11	Amount of pupil premium received per child:	£738.72

COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	7	64%
Girls	4	36%
SEN support	4	36%
EHC plan	0	0

COHORT INFORMATION

EAL	3	27%
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Assessment data

EYFS						
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
				2019/2020	2020/2021	2021/2022
Good level of development (GLD)	1	60%	65.3%	COVID – NO DATA	COVID – NO DATA	0
Reading	1	73%		COVID – NO DATA	COVID – NO DATA	100%
Writing	1	67%		COVID – NO DATA	COVID – NO DATA	0
Number	1	76%		COVID – NO DATA	COVID – NO DATA	100%
Shape	1	78%		COVID – NO DATA	COVID – NO DATA	100%

YEAR 1 PHONICS SCREENING CHECK						
Pupils eligible for pupil premium	All pupils	National average		Data from previous years		
				2019/2020	2020/2021	2021/2022
0	0	75.8%		100%	100%	N/A

END OF KS1						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2019/2020	2020/2021	2021/2022
% achieving expected standard or above in reading, writing and maths	1	64%	57.9%	COVID – NO DATA	COVID – NO DATA	0%
% making expected progress in reading	1			COVID – NO DATA	COVID – NO DATA	0%
% making expected progress in writing	1			COVID – NO DATA	COVID – NO DATA	0%

% making expected progress in maths	1			COVID – NO DATA	COVID – NO DATA	0%
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END OF KS2						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2019/2020	2020/2021	2021/2022
% achieving expected standard or above in reading, writing and maths	0	65%	59%	COVID – NO DATA	COVID – NO DATA	N/A
% making expected progress in reading	0	78%		COVID – NO DATA	COVID – NO DATA	N/A
% making expected progress in writing	0	77%		COVID – NO DATA	COVID – NO DATA	N/A
% making expected progress in maths	0	78%		COVID – NO DATA	COVID – NO DATA	N/A

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	90% good attendance	10% (1 child) 82.81% Medical
Behaviour data	Excellent behavior shown by all	
Safeguarding referrals	1 child referred – no case to answer	

LONG-TERM PLAN (3-YEAR TIMESCALE):

SEMH SUPPORT & POST ADOPTION SUPPORT – 27% ADOPTED FROM CARE

For all of our pupils in receipt of pupil premium we aim to address SEMH concerns within our tailored well-being offer and to ensure all children attend bespoke interventions.

Intended outcome - Children are able to communicate with peers and adults confidently and are able to respond to social situations appropriately.
Success criteria - Children attend social and communication interventions and other therapies.

Staff: T. Hirst Mental Health Lead – bespoke nurture group or 1:1 sessions re: self esteem, anxiety, trauma / loss
J. Pickering TA – Wellbeing Gardening project – development of school allotment plot, RHS garden design, visits to old people's home (garden)

Intervention materials: ELSA, Drawing for talking etc..

SEN SUPPORT – 36% INTERVENTION PROGRAMMES EAL SUPPORT – LARGE NUMBER OF NEW ARRIVALS IN YEAR 5 & 6 (27% EAL)

Offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes.

Intended outcome - Children are fluent readers with secure comprehension skills with developed vocabulary. High achieving children make expected or above progress at the end of the key stages in reading.
Children have a sense of achievement from home-learning tasks. Parents/carers are confident in supporting children's home-learning and place a positive value on reading at home.

Success criteria - Children are on age-related book bands. Children are able to use and apply vocabulary in context. Children develop retrieval and inference skills. Children read on a regular basis at home. Children enjoy reading.
Children complete homework on a regular basis. Homework supports learning back in the classroom which contributes to progress and attainment.

Staff: H. Peek EAL lead – complete EAL questionnaire, WellCom and phonics assessments, monitor intervention programmes and analyse impact
V. Rothwell EAL support – deliver EAL intervention; Lego therapy, RWInc Get Spelling, Wolf Hill reading
L. Jones SENCo – support staff with APDRs, monitor intervention programmes and analyse impact
SENTAs – deliver intervention programmes; Rapid Reading, Lego Therapy
Intervention TAs - deliver intervention programmes; Rapid Reading, Lego Therapy



Growing together, learning together 