



Pupil Premium Evaluation Report 2019-20 and Planned Spending Report for 20-21

What is it?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium.

Our priorities at The Willow are:

- To ensure that all children who are entitled to the pupil premium are able to access the learning
- To narrow the gap between children who are entitled to the PP and the national average at KS2
- To address any underlying inequalities between children eligible for pupil premium and others
- To broaden experiences for children
- To support the emotional development of children by providing counselling sessions and small group interventions.
- To provide specialist support to children

PUPIL PREMIUM FUNDING 2019-20

Pupil premium funding	Total amount	Number of Children entitled to the Pupil Premium	Percentage of pupils entitled to pupil premium
April 2018-March 2019	£172,920.00	131	32.2%

During 2019-20 we used the Pupil Premium in the following ways:

Spending	Objective	Outcome
		Please note that due to lockdown we are unable to fully evaluate the impact of the spending - outcomes below are up until lockdown and not data-driven
Learning Mentor X 5 days a week	To improve learning behaviour around the school to ensure maximum impact of teaching and learning. To support vulnerable children with their emotional stability.	Learning behaviour continues to be a strength within the school. There are few instances of disruption to lessons due to poor behaviour and where they do occur learning mentors respond quickly and children settle back into their learning.
Counsellor X 1 days per week	To support pupils emotional well-being and enable pupils to engage fully in learning to make good progress	7 children had scheduled session weekly with the counsellor last year, she also saw a number of additional children on a drop in needs led basis (some of whom were regular).
Speech and Language Assistant x 3 days a week	To provide intense intervention for children with speech and language concerns and to train support staff to carry out speech and language intervention sessions	Improved language skills from target children in target children. Better interaction during class and peer discussions.
Set Group Teacher in Year 6	To improve progress and attainment of year 6 children by significantly reducing class sizes, especially of lower attaining pupils.	Progress up until lock down was strong for this group of pupils, with the majority on track to reach their targets.
1 part time intervention teacher working in Year 2.	To improve attainment and progress of children through smaller class sizes and specific targeting of vulnerable / PP / concern children for both small group work and intervention	Most children targeted through this intervention made good progress however there were some concerns about some children whose progress was not accelerating as much as needed and were at risk of not hitting target

After School Booster Classes	To achieve expected standard in Reading, Writing and Maths and/or make at least expected progress	No outcome data however in Y6 the latest assessments show that we were on track to meet the end of year targets.
Tracey Campbell – Live Your Dreams	Provide transition and self-belief training for year 6 as well as release Y6 teachers to do 1:1 writing conferencing with children in the class	This programme was delivered remotely to the children who came into school during the last weeks of the year and those at home could access as well
Funding for school trips and BESS	To ensure pupil premium children have equal access to education trips, breakfast club after school activity provision	No PP missed a trip due to not being able to afford it (all trips were paid where needed). Where a need was seen breakfast club and/or after school clubs were fully subsidised.
Haringey Pirates	A charity set up to work with targeted pupils in Y5 & y6 in reading and writing with reading and writing. X12 Y5 children attended	No outcome data however very positive feedback from children, parents and teachers
Resource Packs	Pencils, colouring pencils, glue, sharpeners, rubber, etc for use during lockdown.	

Outcomes for PP children

Due to coronavirus there is no outcome data.

Planned spending for 2020-21

Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation (11)
132	32.4%	£174,850.00

Who	What	Why	Aim	Cost
Small Group Y6 children (at least 6x PP children)	Writing Booster sessions Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – before/after school	Children in these groups were at risk of not attaining the expected standard in writing at the end of year 6.	Attain expected standard in writing by the end of the year.	
Small group Y6 children (at least 5x PP children)	Maths Booster sessions Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – before/after school	Children in these groups were at risk of not attaining the expected standard in writing at the end of year 6.	Attain expected standard in maths by the end of the year.	
Small group Y6 children (at least 4x PP children)	Reading Booster sessions Groups ranging from 1:3 to 1:6, approximately 1 hour per week per group – before/after school	Children in these groups at risk of not attaining the expected standard in reading at the end of year 6.	Attain expected standard in reading by the end of the year.	.
3x Y6 children (at least 2x PP children)	Greater depth maths classes X6 days	To give highly able maths children in Y6 the opportunity to work alongside able mathematicians from a range of schools from	Children’s enjoyment of challenging maths, attain greater depth	.

		different Las whilst accessing an extended greater depth curriculum		
Otter Class (at least 3 x PP children)	Specialist class for PP children who also have SEND	To provide a more personalised and tailored programme of learning for these children.	Children make better progress than they would have done in their class.	
Y1 children	Phonics catch up 20mins 1:1 daily on a rolling programme	Children's phonic knowledge is not yet secure, particularly in relation to set 2 and set 3 sounds		
Years 2-6	Learning Mentor (x5 days) 1-1 and small group sessions with target children.	To improve learning behaviour around the school to ensure maximum impact of teaching and learning. To support vulnerable children with their emotional stability.	Target children are more focused in lessons	
Children showing signs of anxiety or emotional distress	Counsellor X 1 days per week	To support pupils emotional well-being and enable pupils to engage fully in learning to make good progress	Target children are able to concentrate in class and access the learning.	
Children with Speech and Language issues	Speech and Language Assistants x 3 days a week	To provide intense intervention for children with speech and language concerns	Improve speech and language link scores (accelerated progress)	
Year 6	Set Group Teacher in Year 6 - smaller classes in the morning and booster classes in the afternoon.	To improve progress and attainment of year 6 children by significantly reducing class sizes, especially of lower attaining pupils.	Improve KS2 outcomes.	
Year 2	Additional Teacher in Year 2 - smaller classes in the morning	To improve progress and attainment of year 2 children by significantly reducing class sizes, especially of lower attaining pupils.	Improve KS1 outcomes.	
Year 6	A week of booster classes in the mornings during the Easter Break	To provide further support to children who are at risk of not achieving expected/greater depth standard.	To achieve expected standard in Reading, Writing and Maths and/or make at least expected progress	

Year 6	Tracey Campbell – Live Your Dream Transition and self-belief training.	To improve children’s confidence and understanding of secondary school as well as release Y6 teachers to do 1:1 writing conferencing with children in the class	Children feel more prepared for secondary school. Improved Writing outcomes	
PP children across the school	Funding for school trips and BESS	To ensure pupil premium children have equal access to education trips, breakfast club after school activity provision	PP children learn from wider out of school experiences.	
All children across the school	Vocabulary Whole staff training on word aware.	To improve staff expertise of teaching vocabulary – key area for PP children.	Improved reading and writing outcomes.	
PP children with no/ limited digital access	Provision of devices and/or internet access	To ensure schools online remote learning is accessible to all children.	Children continue to attain in line with expectation.	
All PP children	Training for staff on google classroom.	Children/classes can access online learning at home.	Children can continue to attain in line with expectation.	

