



The Willows Catholic Primary School

Headteacher: Mrs. S. Barnett
Victoria Road, Kirkham, PR4 2BT
Telephone & Fax: 01772 684371
www.willows.lancs.sch.uk

Pupil Premium Report

PUPIL PREMIUM GRANT

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. The Willows Catholic Primary School is committed to 'Closing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

Reporting Pupil Premium

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. The Willows Catholic Primary School has published details of a report online annually from September 2012. This report aims to detail information on how Pupil Premium has been used within school. It details the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular updates are presented to the Governing Body of The Willows Catholic Primary School.

Reporting to Parents

Parents can obtain information on the pupil premium via the school's website. This will be update annually.

Responsibility for reporting The responsibility for the report will be allocated to the Headteacher. This report will be supported by key providers of the school's inclusion services if required. Subject Leaders will be asked to report on the interventions in place for key pupils and the impact that intervention has had.

- In 2015/16 we received £46,660
- In 2016/17 we received £46,780
- In 2017/18 we received £41,016
- In 2018/19 we received £50,420
- In 2019/20 we received £46,800 we were predicted to receive £50,420





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Pupil Premium Grant report 2019/2020

Number of pupils and pupil premium grant (PPG) received 2019/2020			
Number of pupils on role		206	
Total number of pupils eligible for PPG on role currently.		36	
Amount of PPG received per pupil <ul style="list-style-type: none">primary age pupils eligible for free school meals at £1,320 per pupil (31 children = £40,920)looked after children at £1,900 per pupil (4 children = £9,200)children of armed service personnel at £300 per pupil. (1 child = £300)			
Total amount of PPG received		£50,420	
Summary of PPG spending 2019/2020			
Objectives for spending PPG Sustain the current accelerated progress. Aim for all pupils to make at least good progress per year and close the attainment gap ensuring that current good to outstanding progress by Pupil Premium Pupils remains inline or above national expectation and the gap continues to close in comparison with their peers			
Action	Objective	Outcome	Cost
School trips are subsidised for pupil premium pupils eg residential	Pupils have access to out of school visits	Pupils gain a greater understanding of opportunities raising aspirations.	£3,000
Support pupil access to extra-curricular opportunities eg Music lessons	Pupils have free access to quality Music activities.	Equality of opportunities are accessible to all.	£2,000
Pupils identified are supported through access to extended school activities eg Holiday Club and Breakfast and Afterschool Club	Pupils have access to out of school extended school activities.	Improved attendance to improve attainment. Increase social skills and	£2,000





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		collaboration. Building self-esteem.	
Support individual children through 1:1 counselling programmes delivered by New Start, Learning Mentor.	Impact to close the gaps in learning between individuals and peers through 1:1 counselling programmes improving attitudes to learning and breaking down barriers	Reducing or eliminating underperformance in core subjects and raise standards in the higher levels.	£6,420
TAs to support small intervention groups to raise standards in reading, writing, spelling/phonics and maths.	TA's to deliver the Fast phonics, IDL, Phonic Bug, Max Marvellous Math, Individual Reading targeted at pupils with low level phonic, reading & Maths skills	Increase number of PPG. Pupils attaining higher levels in line with current pupil achievement in literacy & numeracy	£20,000
Deployment of TA to create Nurture Groups	To break down barriers to learning and improve attendance and punctuality.	Improved attendance and reduction in barriers to learning to improve attainment.	£16,500
Uniform	To improve outcomes for children and ensure attendance at school.	Improved attendance and reduction in barriers to learning to improve attainment.	£500

Impact from the funding:

- School trips 36 children subsidised so that they were able to attend trips that would not have been able to. Pupils provided with exciting experiences to enrich the curriculum. Extended learning opportunities enhanced and life experiences
- Extra Curricular Music lessons subsidised so that 5 children were able to have access to small group tuition. This impacted on confidence and self-esteem.
- Support for ASC & BC Breakfast and After-School Club has helped to develop social skills, improve punctuality, ensure pupils have received a breakfast and mentally prepare pupils for the start of the school day.
- School Counsellor has worked with 6 children. The focus of work has been:





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- Recognising and managing emotions
- Raising self-esteem
- Recovering from loss or bereavement
- Improving peer relationships
- Resolving conflict effectively

Staff and parents reported greater engagement within the class, improvement in confidence and self-esteem and better social skills and emotion management which has directly impacted on learning.

- Due to COVID Lockdown end of Key Stage tests were withdrawn and therefore the impact of the small intervention groups to raise standards has not been difficult to measure.
- Nurture Groups. Pupils with identified social, emotional or health needs were supported by the school Learning Mentor (particularly in weekly nurture sessions) so that the needs are removed or alleviated – families are also closely supported by staff.
- Uniform Children dressed smartly in uniform and feel accepted by others. Uniform provided for identified families.

