

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Willows Primary
Number of pupils in school	671
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 (The aims cover 3 years but we have focused on funding overview for one)
Date this statement was published	November 2021
Date on which it will be reviewed	Termly and November 2022
Statement authorised by	S Thursfield
Pupil premium lead	C Beltran
Governor / Trustee lead	F Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,788.20
Recovery premium funding allocation this academic year	£16,240.00
Total budget for this academic year	£180,028.20

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At The Willows we adopt the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

There is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist team to support the most vulnerable students.

We aim to do this through:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- ✓ When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ To allocate Teaching Assistants to each Year Group - providing small group across year groups focussed on overcoming gaps in learning.
- ✓ Additional teaching and learning opportunities provided internally or through external agencies.
- ✓ All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- ✓ Additional learning and pastoral support.
- ✓ Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Behaviour and wellbeing support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years (school Nursery and those children that start in Reception from PVI settings).
2	Attainment gap reduced in children achieving EXS in Writing.
3	Attainment gap reduced in children achieving GDS, especially Maths.
4	Supporting the pastoral needs of pupils and the school community.
5	Low opportunities for enrichment outside of school which impacts on experiences and vocabulary - cultural capital. Visits and residential provide opportunities to relate experience and language in writing.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in EYFS	Achieve national average EYFS GLD Data.
Progress in Mathematics	Achieve national average in GDS Maths.
Progress in Writing	Achieve national average in KS2 Writing.
Improved attitudes to learning	Targeted support is evident in feedback from pupils, families and through Boxall Profile evidence.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,501.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching -UPS teacher appointed to work within Y6 (3 days per week)</i>	Research reported by the DFE (2016) suggests that pupil attainment in core subjects is greater when delivered by a specialist teacher. Sutton Trust – quality first teaching has direct impact on student outcomes.	2,3
<i>Quality first teaching of 'keep up, catch up' interventions. Full time TAs supporting class teachers in the afternoons so that KUCU can be delivered by class teachers.</i>	Sutton Trust – quality first teaching has direct impact on student outcomes. EEF guide to pupil premium – tiered approach – teaching is the top priority.	2,3
<i>CPD and Staff training Autumn 2021 focussed on the whole school team reading 'When The Adults Change, Everything Changes' Paul Dix. Read and reflect on school practise to update and improve the school's Behaviour Policy and strategies.</i>	EEF Toolkit (2021) – effective behavioural management strategies have a benefit of significant improvement in learning.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,302.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teaching -UPS teacher appointed to work within Upper KS2 (3 afternoons per week)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority. Research reported by the DFE (2016) suggests that pupil attainment in core subjects, such as in maths, is greater when delivered by a specialist teacher.	3
<i>Support for EAL learners and staff in EYFS, predominantly supporting speaking and listening, pre-cuing activities (prepositions, outdoor learning, and forest school).</i>	The EEF Early Years Toolkit - 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,272.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Team support – supporting children, families and staff. Signposting, first day response home visits, MAPA, movement break strategies, Boxall profiles, parent support group 'Sparkles', Early Helps, CIN meetings, monitoring MyConcern, Lego Therapy Safeguarding Officer and Wellbeing Support Officer.</i></p> <p><i>Prior to and even more so during the Covid pandemic, we have seen an increase in the number of families (parents and pupils) needing support. Our Pastoral Team provide a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These are tracked continuously and fluid in their approach.</i></p>	<p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF toolkit – Parental engagement.</p>	1, 2, 3, 4, 5
<p><i>Ensure children identified have access to professional counselling services including bereavement support if needed.</i></p> <p><i>SLA for Younger Minds Counsellors.</i></p> <p><i>Prior to and even more so during the Covid pandemic, we have seen an increase in the number of children needing support.</i></p>	<p>EEF – Social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	4, 5
<p><i>Cultural capital experiences promoted in the curriculum day visits, residentials, W.O.W (forest school)</i></p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p>	4, 5

<i>Residential visits costs greatly reduced:</i> <i>Y6 – Cornwall</i> <i>Y5 – Laches Wood</i> <i>Y4 – Stanley Head</i> <i>Y3 – Fire and Flint</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.	
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Total budgeted cost: £178,075.00