

The Willows Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	
School name	The Willows Primary School
Number of pupils in school	Approx. 400
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Informal July 2024 (as a result of statutory data) prior to formal written review in Autumn 24
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	PPG Governor

Funding overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year	£154,956
Recovery Premium	£7250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7249
Total budget for this academic year	£169455

Part A: Pupil premium strategy plan

Statement of intent

At The Willows Primary School we strive to achieve the best for every child in our care. We believe that pupils should be given the opportunity to reach their potential and succeed regardless of their background or ability.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Pupils looked after by the local authority and the children of armed service personnel are entitled to this premium in addition to any children who are currently entitled to or have been entitled to free school meals in the last six years.

As a school we decide how the allocated pupil premium funding should be spent. We consider each child as a unique individual and decide what additional provision should be made for them to reduce the attainment gap between the highest and lowest achieving pupils nationally. All schools are required to report on the amount of funding received, how this is being used as well as the impact of any provision.

The key principles of our strategy:

- To promote an ethos of high aspirations and attainment for all
- To use an individualised approach to address barriers to learning
- To ensure high quality teaching
- To develop self-esteem and confidence of identified disadvantaged and vulnerable children
- To ensure all children to have access to an enriched quality curriculum
- To develop children's literacy skills, including oral language and communication strategies in early years, so that vocabulary knowledge, reading and writing outcomes are improved
- To develop children's numeracy and arithmetic skills, so that their mental fluency and outcomes in maths are improved
- To improve the quality of home learning and give parents the resources to provide better practical support for learning at home

Our ultimate objectives are:

- To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

Challenges

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

Challenge	Detail of challenge
A	<p>Ensuring the highest quality teaching and use of personalisation to meet needs of dual needs PPG pupils (PPG + SEND)</p> <p><i>Our assessments and observations show that some of our pupil premium children do not make accelerated progress allowing them to reach age related expectations or above at the end of the year in core subjects.</i></p>
B	<p>A large proportion of our pupil premium children have additional needs – severe SEND, SEND, involvement with external local authority agencies such as social services. Complex situations in some cases with a large number of external agencies involved in supporting the family</p> <p><i>Some of our pupil premium children also have complex needs such as having an additional special need or emotional need, which can negatively impact on their progress and attainment.</i></p>
C	<p>Children’s lack of knowledge of vocabulary and early literacy skills – this often results in poor oral language skills which impacts the ability to read and write.</p> <p><i>Our assessments, observations and discussions show that some of our pupil premium children enter EYFS with lower language and vocabulary skills than some of our non-pupil premium children. This impacts on learning outcomes throughout EYFS to KS2.</i></p>
D	<p>Poor attendance of PPG pupils – school attendance not a high priority</p> <p><i>Monitoring shows that PPG children make up the majority of persistent absentees. Persistent absenteeism means that some of our pupil premium children do not make accelerated progress allowing them to reach age related expectations or above at the end of the year in core subjects</i></p>
E	<p>Poor home learning environments and a lack of parental engagement with school and in some cases lack of support for school systems and routines such as reading at home, behaviour policy etc</p> <p><i>Our assessments show that our PPG children have been disproportionately impacted by school closures and reduced attendance.</i></p>

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
<p>To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected/accelerated progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Children’s educational gaps in core subjects are identified and interventions or additional teaching such as tutoring are provided <input type="checkbox"/> Providing small group work with an experienced teacher or specialist teaching assistant <input type="checkbox"/> To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils <input type="checkbox"/> Additional teaching and learning opportunities provided by school led tuition and summer schools <input type="checkbox"/> Special educational needs are identified quickly to allow for targeted support <input type="checkbox"/> Children with SEN achieve expected progress from their individual starting points and work towards achieving age related expectations <input type="checkbox"/> Providing specialist resources to support children’s learning <input type="checkbox"/> Attendance is closely monitored and shown to return to pre-covid levels (expected 95% minimum)
<p>High ‘quality first teaching’ will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring of teaching and learning shows that all children are receiving quality first teaching <input type="checkbox"/> Staff CPD has a positive impact on the quality of teaching and learning <input type="checkbox"/> Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience
<p>To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Subsidising/Funding the cost of planned residential trips, educational activities or extra-curricular activities throughout the year <input type="checkbox"/> Providing small group work with a specialist teaching assistant e.g. ELSA, social skills <input type="checkbox"/> Welfare Support provided for identified children by the welfare lead <input type="checkbox"/> Pastoral Support provided for children and families by the pastoral team <input type="checkbox"/> Parents are actively involved in supporting their child’s social, emotional and behaviour difficulties
<p>Children’s literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff CPD on language and literacy increase confidence in this area <input type="checkbox"/> Continued involvement in the ECAT programme with a focus on effective indication and CPD for new staff <input type="checkbox"/> Use of the I CAN toolkit to improve communication strategies for PPG learners in the EYFS <input type="checkbox"/> Key strategies used to promote vocabulary across all year groups – songs, rhymes, chatterboxes, vocabulary mats - as evidenced by monitoring <input type="checkbox"/> Children achieve early learning goals in communication and language at the end of reception <input type="checkbox"/> Children are confident to talk to others and share their ideas <input type="checkbox"/> Children listen to and read a wide range of quality texts to enhance vocabulary acquisition

	<input type="checkbox"/> Children’s writing shows evidence of good vocabulary
To improve the basic fluency reading skills for PPG learners who have not yet achieved age-related expectations	<input type="checkbox"/> Targeted use of Recovery premium to support after school 1:1 fluency sessions <input type="checkbox"/> Improved fluency to be able to access text at an age-appropriate level
To support our most able disadvantaged readers to read regularly and access high quality texts both in school and at home	<input type="checkbox"/> High quality texts continually purchased to support home school reading <input type="checkbox"/> Promote the use of the Reading for Pleasure Maps including funding access to key texts on the map to engage PPG readers <input type="checkbox"/> PP children make better progress in reading as a result of improved access to better quality texts both at home and at school <input type="checkbox"/> PP children achieve in line with non-PP children – closing the gap
To develop children’s numeracy and arithmetic skills, so that their mental fluency and outcomes in maths are improved	<input type="checkbox"/> Targeted use of Recovery premium to support after school 1:1 maths tutoring sessions <input type="checkbox"/> Access to Doodlemaths programme for all PPG pupils
Funding places for PP children in extra-curricular clubs and activities and trips, providing necessary equipment such as PE kits.	<input type="checkbox"/> Giving PP children the opportunity to access activities that help develop the ‘whole child’ and put them on an equal footing with non-PP children <input type="checkbox"/> Extra-curricular opportunities to enrich learning and support home/school partnership <input type="checkbox"/> PPG children participate in extra-curricular activities <input type="checkbox"/> Children participate in enrichment activities that are on offer
To improve the quality of home learning and give parents the resources to provide better practical support for learning at home	<input type="checkbox"/> Providing specialist resources to support children’s learning e.g. devices/tablets to support home access to Doodlemaths programme

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: £10,000

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>INSET day and staff meetings</p> <p>Pupil Progress Meetings - looking at internal data (attainment and progress)</p> <p>Looking at EEF evidence of best ways to support disadvantaged pupils</p>	<p><i>EEF guide to pupil progress – tiered approach. EEF teaching and learning toolkit.</i></p> <p>All teachers are aware of disadvantaged pupils. Teachers are aware of the children that did not make good or better progress in all subjects taught, therefore they can identify how best to support them using the latest evidence as well as their own knowledge and experience. Best practise can be shared.</p>	<p>A, B</p>
<p>Ongoing CPD to increase the quality of teaching and learning</p> <p>Dual needs SEND PPG pupils had improved access to high quality teaching and a more personalised provision/curriculum experience</p>	<p><i>EEF guide to pupil premium – tiered approach – high quality teaching. Sutton Trust- quality first teaching has direct impact on student outcomes.</i></p> <p>Ensure all relevant staff have up to date training in phonics and teaching is consistently good. Subject co-ordinators to monitor the teaching and learning of their subject and provide, or signpost appropriate CPD and support when needed. The EEF document states that good quality teaching helps every child.</p>	<p>A, B</p>
<p>Vocabulary rich environment</p> <p><i>Specific intervention and resources that support and promote vocabulary development and retention</i></p>	<p><i>EEF (+5) – oral language interventions consistently show positive impact on learning. Sutton trust toolkit – oral language interventions.</i></p> <p>Pupils are exposed to regular rhymes, singing, books and discussion to acquire new vocabulary. Vocabulary is a focus at the beginning of each new unit of work across subjects and pupils are exposed to subject specific vocabulary using specifically designed vocabulary mats. ECAT programmes in place. Speech and language therapy plans in place for children that require it.</p>	<p>C</p>

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

Budgeted cost: £85,375 from pupil premium fund

Budgeted cost: £7,250 from recovery premium

Total Budgeted Cost: £92,625

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Reading for pleasure Reading for Pleasure maps – KS1, LKS2 and UKS2 To support our PPG and most able disadvantaged readers to read regularly and access high quality texts both in school and at home</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Promote the use of the Reading for Pleasure Maps including funding access to key texts on the map to engage PPG readers <input type="checkbox"/> High quality texts continually purchased to support home school reading <input type="checkbox"/> To purchase one of the recommended books for their age group in order to celebrate World Book Day 	A, C
<p>Interventions – language, reading, writing and maths. ECAT, I CAN, Catch Up Write from the Start Targeted use of FFT Specific group interventions based on closing gaps from LAPs and NAPs</p>	<p>EEF (+4) Teaching by trained staff through evidence-based interventions that show rapid progress. Pre-teaching for children that benefit from vocabulary support.</p>	A, B, C
<p>School-led Tutoring</p>	<p>EEF (+4), Sutton Trust (+5) Evidence shows that 1:1 and small group tutoring is effective Tutoring and small group learning available to pupils identified to benefit by an experienced teacher within the school day or after school.</p>	A, B
<p>Academic Mentoring through an identified welfare lead in school</p>	<p>EEF (+4), Sutton Trust (+5) Evidence shows that 1:1 and small group mentoring is effective Welfare Lead role provides identified PPG children with academic mentoring in lessons to ensure that they have the opportunities and motivation to reach their full potential</p>	A, B

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

Budgeted cost: £64,227

Activity	Evidence that supports this approach	Challenge(s) addressed
<p>Engaging with families</p> <p>Funding for Pastoral Support Workers</p> <p>Improving attendance and readiness to learn</p> <p>Provision of PPG resource packs to support home school learning</p>	<p>EEF toolkit – parental engagement (+3) Sutton trust – parental involvement (+3).</p> <p>EEF shows that social and emotional learning has a moderate impact (+4) for children who require further social and emotional development and their ability to interact with others.</p> <p>Providing parent support through 1:1 support, workshops and reference to external agencies</p> <p>Providing small group work with a specialist teaching assistant e.g. ELSA, social skills</p> <p>Focussed intervention and support</p> <p>Support from ELSA if emotional difficulties are impacting education.</p> <p>Continued development of the use of SeeSaw to share communication.</p> <p>Parents feedback shows that their ability to support home learning is affected by a lack of resources</p>	<p>D, E</p>
<p>Activities to enhance the curriculum and provide wider learning experiences.</p> <p>To ensure PPG children have access to educational visits and extra-curricular activities</p>	<p>Sutton Trust – sports participation (+2)</p> <p>Children who are exposed to wider learning experiences have a better understanding of the world. Increased exposure to opportunities allows for higher aspirations. Remove finance or practical reasons as a barrier to experiences.</p> <p>Without this funding, majority of our PPG children would not be able to experience extra-curricular activities or residential or educational visits.</p>	<p>A, D, E</p>

Total budgeted cost: £166,852

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact pupil premium activity had on pupils in the 2022-23 academic year.

Behaviour and attitudes to learning remained positive for the vast majority of children with no differences between that of disadvantaged and non-disadvantaged children.

KS2 Summary Outcomes

% Achieved Expected <i>Colour coding shows school against national figures</i>					
	School	National	LA	School FSM Eligible	National FSM eligible
Reading	73%	72.6%	70.9%	63.6%	59.3%
Writing TA	72.9%	71.5%	66.4%	54.5%	57.4%
SPAG	81.4%	72.3%	68.8%	68.2%	58.2% ⁵
Maths	83.1%	72.9%	70.7%	72.7%	58.1%
RWMa	59.3%	59.4%	55.6%	45.5%	43.2%
% Achieved Greater Depth <i>Colour coding shows school against national figures</i>					
	School	National	LA	School FSM Eligible	National FSM eligible
Reading	28.8%	29%	31.1%	0%	16.9%
Writing TA	16.9%	13.3%	13.8%	0%	6.4%
SPAG	42.4%	30%	27.9%	18.2%	18%
Maths	25.4%	23.8%	21.2%	4.5%	2.5%
RWMa	15.3%	8%	8.4%	0%	3.0%
Average Scaled Scores <i>Colour coding shows school against national figures</i>					
	School	National	LA	School FSM Eligible	National FSM eligible
Reading	106.3	105.1	105.3	103.2	102.3
SPAG	108.9	104.9	104.2	105.9	101.9
Maths	106.3	104.2	103.8	102.9	101.2

- FSM/PPG data is above or significantly above National data in all areas except writing – this will be an area of further focus next year. However, FSM data at greater depth is not as positive with FSM attainment in reading, writing and combined RWMa below National figures. No FSM pupils achieved in these areas. Average scaled scores including those for FSM/PPG pupils were all above or significantly above National data.

Y4 MTC Test Summary Outcomes

Y4 MTC	School	National	LA	School FSM Eligible	National FSM eligible
Average Score	23.5	20.3	19.7	21.8	18.4
21-25	79.2%	60.9%	53.9%	57.1%	46.8%

- FSM/PPG data is above or significantly above National data in all areas

KS1 Summary Outcomes

% Achieved Expected <i>Colour coding shows school against national figures</i>					
	School	National	LA	School FSM Eligible	National FSM eligible
Reading	68.3%	68.3%	68.7%	52.9%	53.8%
Writing	60%	60.1%	58%	41.2%	44.5%
Maths	66.7%	70.4%	68.5%	47.1%	55.8%
RWMA	60%	56%	54.3%	41.2%	40.3%
% Achieved Greater Depth <i>Colour coding shows school against national figures</i>					
	School	National	LA	School FSM Eligible	National FSM eligible
Reading	21.7%	18.8%	21.2%	5.9%	9.1%
Writing	13.3%	8.2%	9.7%	5.9%	3.4%
Maths	25%	16.4%	17.5%	5.9%	7.8%
RWMA	13.3%	6.2%	7.3%	5.9%	2.3%

Despite some positive attainment for FSM children in combined attainment and greater depth attainment in writing – there is further work to do to narrow the gap between the school achievement and national figures.

% Achieved Expected <i>Colour coding shows school against national figures</i>						
	School	National	LA	School FSM Eligible	National FSM eligible	
Prime Learning Goals	72.9%	75%	74.6%	70%	62.4%	
Communication & Languages	76.3%	79.7%	81.7%	70%	69%	
PSED	84.7%	83.2%	82.6%	80%	74%	
Physical Development	89.8%	85.2%	87.5%	80%	76.4%	
Literacy	59.3%	69.8%	71.5%	40%	54%	
Comprehension	79.7%	80.6%	85.4%	90%	69.1%	
Word Reading	62.7%	76.2%	79.2%	40%	61.3%	
Writing	59.3%	71.1%	72.8%	40%	55.5%	
Maths	64.4%	77.2%	81.0%	40%	63.3%	
Understanding The World	50.8%	80.3%	84.9%	30%	68.8%	
Expressive Arts & Design	72.9%	85%	88.8%	70%	76.4%	
GLD Good Level of Development	59.3%	67.2%	66.4%	40%	51.7%	
All EYFSP Goals	47.5%	65.7%	65.5%	30%	49.8%	

- Some positive results for FSM children in comparison to National figures
- Achievement in PSED and Physical Development is above National figures across all indicators including FSM, EAL and SEND.

- **Our priority is closing the gap in writing, alongside improving the greater depth attainment for all FSM pupils at the end of KS2, improving the attainment of all FSM pupils in all subjects at the end of FS and KS1.**

Key strategies/activities that had a positive impact on learning outcomes for PPG children

- Dual needs SEND PPG pupils had improved access to high quality teaching and a more personalised provision/curriculum experience We are closing the PPG gap between dual needs PPG pupils and those who are considered to be non-disadvantaged.

Next steps – additional monitoring and evaluation to ensure pupils have sufficient and appropriate challenge (linking to required improvement of FSM pupils at GDS by the end of KS2)

Next steps – additional CPD for TA to maximise pupil learning

- PPG pupils and their families have been given support strategies and access to help (parenting courses etc) in order to manage their social, emotional and mental health needs. There has been a reduction in the escalation of issues/behaviour in school that affects learning and academic achievement. Learning review shows that this has a significant impact on the wellbeing and engagement of PPG children and their families with the school as a whole

Next Steps – plan in the next series of parenting courses and interventions for children. Time Out for Parents Training to be delivered to Pastoral Team

- All PPG children participated fully in an enriched curriculum that included trips, visits and workshops
- All PPG children were given the opportunity to attend fully funded after school clubs

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
None	N/A