# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Willow Park C of E primary school |
| Number of pupils in school | 137 |
| Proportion (%) of pupil premium eligible pupils | 64.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended, although as a new school we feel a 1 year plan would be more suitable)** | 2023/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Chris Larke-Phillips  Headteacher |
| Pupil premium lead | Senior Leadership team |
| Governor lead | Becky Taylor, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £136,770 |
| Recovery premium funding allocation this academic year | £13,630 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £150,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. 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”.  We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  **Principles**   * We ensure that teaching and learning opportunities meet the needs of all the pupils * We ensure 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 * In 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.   Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  Our school cohort comprises of 75.9% of children with English as an Additional language of these 64.2%% are pupil premium.  Our assessments indicate that of this pupil premium percentage many of the children need oracy support (figures include refugee children). |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Many of our children live in hotels due to them seeking asylum or having refugee status, this is having a huge impact on wellbeing for many of our children |
| 5 | Attendance.  In the current academic year, 67% of disadvantaged pupils have met an absence threshold of 10% compared to 23% of their peers.  We also notice a greater level of lateness among disadvantaged children both at the beginning and end of the day.  Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

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## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading progress outcomes in 2022/23 show only 17% of disadvantaged pupils met the expected standard.  53% of the disadvantaged children were refugees or seeking asylum and had joined during the last academic year. 1 child was home grown equating to just 5.8% of the cohort. This child was pupil premium. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 writing progress outcomes in 2022/23 show that only 17% of disadvantaged pupils met the expected standard.  53% of the disadvantaged children were refugees or seeking asylum and had joined during the last academic year. 1 child was home grown equating to just 5.8% of the cohort. This child was pupil premium. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant reduction in bullying * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:   * the overall absence rate for all pupils being no more than 4%. * the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers. |

## 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: **£87,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic PIXL assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1, 2, 3, 4 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  RWInc and Oracy project | 1 |
| Improve the quality of social and emotional learning.  ELSA and MELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): ELSA approach and ethos embedded throughout the school. | 4 |
| Further embed the Curious City Curriculum to ensure learning is sequenced and progressive and is localised to the school. Trips and visitors will be organised to enhance the curriculum and learning opportunities. | An outcome from the school’s Ofsted inspection was to ensure that the new Curious City Curriculum model supports all children to achieve well and that it is well thought out to tackle gaps in pupils’ knowledge. | 1, 2, 3, 4, |
| Develop the use of pre-teach in writing and maths. | Daniel Sobel states in Narrowing the Attainment Gap, ‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning.’ | 1, 2, 3, 7 |
| Technology will be used to support home learning.  Mathletics  Reading Eggs  Discovery education | EEF evidence shows homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 2, 3, 4 |
| The effective deployment of teaching assistants in order to support closing the gaps and accelerate progress of pupils | Evidence suggests that if teaching assistants are deployed effectively, children are able to make good progress through interventions, one to one sessions etc.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4 |

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

Budgeted cost: **£35.700**

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| Activity | Evidence that supports this approach | | Challenge number(s) addressed |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  [Voice 21: Improving Oracy (re-grant) | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21)  <https://www.ruthmiskin.com/programmes/phonics/> | | 1, 4 |
| Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [About Reading Recovery | Reading Recovery Europe - UCL – University College London](https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery) | | 2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [The PiXL Club - Home](https://www.pixl.org.uk/)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  [The PiXL Club - Home](https://www.pixl.org.uk/) | | 1,2,4, |
| Use the recovery premium to employ a booster teacher to deliver small group tuition in upper KS2. | EEF evidence shows small group tuition has an average impact of four months’ additional progress over the course of a year.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 2, 4, | |
| To employ a specialist EAL teacher who will be able to support staff with strategies and teaching techniques to support children where English is an additional language | <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  Having a specialist member of staff will enable us to carry out the 5 principles of the Bell Foundation in order for our children to make good or better progress. | 1,2,3,4 | |
| Class teaching assistant support in the afternoon to close gaps, with specific attention to pupil premium children. | Evidence suggests that if teaching assistants are deployed effectively, children are able to make good progress through interventions, one to one sessions etc.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4 | |

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

Budgeted cost: **£27700**

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| Activity | Evidence that supports this approach | | Challenge number(s) addressed |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  ELSA and mental health training – creating mental health and well being ethos across the school.  MELSA training for 2 TAs. | Both targeted interventions and universal approaches can have positive overall effects:  Team teach training and implementation. | | 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Breakfast club | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | | All |
| Provide rich curriculum opportunities and experiences for pupils, including trips and residentials.  Extra curricular acitivities to include:   1. Year 6 residential 2. FutSoul 3. Therapies (ie art and play) 4. Zumba – 3 spaces per term 5. Forest school | EEF evidence shows arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. In can a positive impact on average of 3 months additional progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 3, 5, 7 | | |

**Total budgeted cost: £150,400**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

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| Our ELSA has had a huge impact on some of our children this year. She has been able to work with many of our more vulnerable children in order to help them to become successful. One area of success was the use of Zones of Regulation with our children 1 to 1. Because of its success, we have now incorporated it into our whole school behaviour policy and the language has now become school wide.  <https://zonesofregulation.com/>  We are also very lucky to have very skilled teaching assistants, who, when deployed effectively are able to support children where required, with individually or small group. Our TA’s ensure that specific areas area addressed and gaps are closing. Although we do not have many class teaching assistants, they do have a big impact on the children that they work with. We are also very lucky to have teaching assistants (and teachers) from a diverse network and are able to engage with our children in multiple languages.  PiXL and RWI have been successful and data shows, particularly from RWI, that children are making good progress, gaps are identified quickly and are addressed. This work will continue this academic year in order to embed processes and to continue to make the good progress that they have already made.  Attendance has been a challenge but we are starting to see improvements with many of our children. Persistent absentees are down from the previous year and early indications show they are lowered again. Children enjoy coming to Willow Park and this is becoming evident through their attendance. The gap between PP and non PP is also narrowing – last years there was a difference of 4.6% this year currently it is 1%. Work will continue to address poor attendance. |

## Externally provided programmes

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| Programme | Provider |
| Zumba – through the success of using Zumba as an after school, club this year, we have decided to widen the number of children to attend by funding for some of our PP children to attend this academic year. This has supported children in self-confidence, self-esteem and experiencing new activities.  Forest school – thought the success of working with Forest School in Leigh Woods last year we have continued the provision for all children in Reception, Year 1 and Year 2. This has helped get the children out more, especially as a large percentage of our children are still living in hotels.  Year 6 residential – this was an experience that our children valued and enjoyed. Last year the children enjoyed being on a working farm and engaging in activities to support the running of the farm. There will be a residential next year but location os to be confirmed. | |

## Service pupil premium funding (optional)

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| Measure | Details |
| N/A | |

# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, including residential trip for year 6, life skills course and end of year educational visit.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We studied Pupil Premium Strategies adopted by schools with similar cohorts. We also sought advice from our SIO. We followed EEF guidance and share findings with PP governor Dr Becky Taylor.  We triangulated evidence from multiple sources of data including PIXL assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |