# Willow Bank Primary School 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

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| Detail | Data |
| School name | Willow Bank Primary School |
| Number of pupils in school  | 312 |
| Proportion (%) of pupil premium eligible pupils |   |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021/22 – 2024/25 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Julie Carson |
| Pupil premium lead | Abigail Oldfield  |
| Trustee lead | Nav Sanghara |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £302,339 |
| Recovery premium funding allocation this academic year | £31465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £8,200 |
| **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 | £342,004 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress through challenge for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention teachers 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. To ensure they are effective we will: * ensure disadvantaged pupils are challenged in the work that they’re set
* act early to intervene at the point need is identified
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
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## 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 | To ensure teaching and learning techniques are consistently used to improve pupil outcomes and tailored to the individual needs of all learners and are aligned to recommendations provided by outside professionals.  |
| 2 | To ensure diagnostic assessments are used to identify gaps in learning and ensure learning provision is appropriate to individual needs based on these findings. AFL is used within all learning opportunities and misconceptions are addressed within lessons. |
| 3 | Ensure interventions are in place to support the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2. |
| 4 | 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 maths.  |
| 5 | Provide additional SEMH support for groups and individual children who have been impacted by school closures and reduced social interactions with peers.  |
| 6 | To improve attendance of disadvantaged pupils with last year’s being below pre-covid national at 92.1%. Persistent absence of disadvantaged pupils was also above pre-covid national of 16%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.  |

## 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 from Reception to Year 6. | 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, individual care plans and ongoing formative assessment.  |
| Improved reading attainment among disadvantaged pupils.   | KS2 reading outcomes in 2024/25 are at least in line with national average progress scores in Reading (0) |
| Improved maths attainment for disadvantaged pupils at the end of KS2.   | KS2 maths outcomes in 2024/25 are at least in line with national average progress scores in Maths (0) |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  | Sustained high levels of wellbeing from 2024/25 demonstrated by: * Pupil voice groups
* Pupil surveys
* Increased number of children attending extra-curricular after school clubs
* Reduced number of children supported through SEMH intervention groups
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.  | Improve persistent absentees’ attendance to be in line with pre-covid national (16.1) |

## 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: £ 130,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good across all year groups.  | CPD for staff is pivotal in ensuring whole school improvement.Delivery of CPD, linked to the EEF Effective Professional Development [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1 |
| Planned opportunities for staff to observe outstanding practice which includes marking and feedback and planning support.  | There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all. [Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)[Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 1,2, 4 |
| Sharing a part time SENCO with another partnership school to support early intervention of identified needs, modelling strategies and providing tailored CPD for EYFS staff and guidance for parents. | Early interventions have a positive impact on low-income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1, 2, 3 |
| CPD for staff on bespoke SEND needs of pupils-class teachers and TAsSEND weekly PPA support where needed to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days | Past experiences have shown that staff in their early careers do not always have the skills and information of how to meet the needs of pupils with some different SEND barriers. Past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies in place for those children [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)+ | 1,2, 3 |
| Ensure the EYFS team are consistently promoting language development with speaking and listening skills. Workshop for parents in play-based learning and engagement with their child.  | The NELI (Nuffield Early Language Intervention) provides an effective way to support language development in EYFS. [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1, 2, 3, 4 |

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

Budgeted cost: £ *130,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identified staff members delivering maths and English interventions for identified groups. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)EEF outline Making Best Use of Teaching Assistants for interventions. [Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2,3,4 |
| Senior leaders utilised to provide small group interventions for groups of children identified through data.  | Strong evidence outlays the positive impact on pupil progress through small group provision.[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4 |
| QFT in phonics to ensure pupils make national expected progress in phonics  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,4 |
| Staff use evidence- based individual and whole- class teaching interventions to improve learning outcomes. | Strong evidence outlays the positive impact on pupil progress through small group provision.[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1,2,3,4 |
| Identified small group interventions and 1:1 support for individual groups as identified within in-school data with a focus on oracy.HLTA Speech and Language specialist to provide interventions. | 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: [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,2,3,4 |

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

Budgeted cost: £82,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Group and individual SEMH interventions support the mental health of all learners and removing barriers to learning.  | 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): Improving social and emotional learning [Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 2,5 |
| Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need in order to improve attendance.  | Strong evidence highlights the impact of attendance on pupil outcomes and strategies available to schools. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 2,4,5 |
| Reduce number of FTE and improve behaviour for learning through exploration of behaviour strategies, including setting up a therapeutic classroom led by a skilled Behaviour HLTA.  | The EEF outlines interventions to improve behaviour through interventions and strategies.[Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |

**Total budgeted cost: £ 342,000**

# 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 2021 to 2022 academic year.

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| Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils remains lower than non-disadvantaged in key areas of the curriculum.Our assessment of the reasons for these outcomes continues to point primarily to Covid-19 impact. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, despite continuing to develop our curriculum and providing continuous professional development for our staff to develop pedagogy. In addition, considerable staffing changes in 2021 2022 took place within the leadership team of the school. The previous headteacher left in October 2022, two DHTs left in December 2022 and a new leadership team was in place from late February 2022 including a new headteacher and DHT.Attendance in 2021/22 was lower than in the years preceding Covid-19 with higher persistent absentee rates than previously. Persistent absence of disadvantaged children was significantly higher than non-disadvantaged children (34% for disadvantaged, 15% for non-disadvantaged). This gap is larger than in previous years, which is why attendance remains a focus of our current plan.      Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for our disadvantaged pupils and continues to be so. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including access to counselling. We are continuing to build on that approach this year by setting up a therapeutic classroom and sensory room in the school in which those children that exhibit extreme distressed behaviours can have timetabled sessions as they integrate back into their classrooms. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | 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:
* utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training).
* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

**Planning, implementation, and evaluation** * We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
* 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.

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Our external assessments during 2021/22 suggests that our disadvantaged children outperform our non-disadvantaged both at expected and greater depth standard, with the exception of expected writing outcomes.

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|  | PPG  | NPPG  |
| Reading | 65% | 54% |
| Reading GDS | 15% | 5% |
| Writing | 65% | 71% |
| Writing GDS | 9% | 8% |
| Maths | 71% | 63% |
| Maths GDS | 18% | 14% |
| Combined | 59% | 42% |
| Combined GDS | 14% | 9% |

As a school with an exceptionally high percentage of disadvantaged children, forming the majority of our school community, and those not classified as disadvantaged often having NRPF we serve a community impacted acutely by social and economic pressures. As evidenced in schools across the country, previous school closures due to Covid 19, were most detrimental to disadvantaged pupils.

Attendance in 2021/22 continued to be an area of focus for the school, and analysis of this has shown that it is predominantly linked to families who are experiencing SEMH needs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted by previous school closures; the impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including access to counselling and play therapy. We are continuing to build on that approach this year.