# Willow Primary Academy - Pupil premium strategy statement 2021-22

## 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 Primary Academy |
| Number of pupils in school | 156 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22  2022-23  2023-24 |
| Date this statement was published | 18th October 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Carly Tonks |
| Pupil premium lead | Hannah Williams |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year: £1345 per pupil  Mainstream 61 pupils/C&I centre 7 pupils | £82,045  £9,415 |
| Recovery premium funding allocation this academic year: £145 per pupil  Mainstream 61 pupils/C&I Centre 7 pupils | £8,848  £1,015 |
| 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 | £90,890  £9,863  = £100,753 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***What are your ultimate objectives for your disadvantaged pupils?***  Learning – Progress and Attainment   * To narrow the gap between PP and non-PP pupils attainment rapidly, especially in reading, writing and maths. * To ensure there are higher rates of progress for SEND pupils. * To enhance oral language skills for EYFS/KS1 pupils through NELI intervention.   Covid-19 – Catch-Up   * To ensure that any gaps for PP that have been exacerbated by interruptions to learning due to the Covid-19 pandemic will narrow rapidly – children will ‘catch up’. * To enable all PP pupils to access high quality remote learning in the event of self-isolation or a local or national lockdown.   Mental Health   * To target children with existing mental health needs or those that may have arisen during/been exacerbated by the Covid-19 pandemic so that they are supported in school and develop strategies to help them manage their difficulties both in and out of school.   Attendance   * To address persistent absentees and support families so that pupils attend school as expected.   Community   * To support families to enable them to support their children’s learning and well-being.   ***How does your current pupil premium strategy plan work towards achieving those objectives?***  This strategy plan is strengthened by having the Inclusion lead and FSW out of class for this academic year. This will offer support to staff via CPD and regular, rigorous monitoring and evaluation of impact.  For our children this will also provide additional reading and intervention opportunities.  Our families will be increasing involved in the school community through a variety of workshops, parent/pupil events and ongoing, targeted support from the FSW.  ***What are the key principles of your strategy plan?***  When we make decision about using PP funding it is important to consider the context of our school and the challenges it faces. We also use the EEF research and guidance. Common barriers to learning for disadvantaged pupils can be: less support from 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.  We will ensure that all 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. All staff know who the disadvantaged pupils are in their class and provision is adapted appropriately Pupils who require an intervention are identified by the class teacher/SENCO/Headteacher.  We ensure that teaching and learning opportunities meet the needs of all pupils and ensure that appropriate provision is made for pupils who belong to vulnerable groups.  In making provision for socially disadvantaged pupils we recognise that not all pupils are registered for free school meals. We reserve the right to allocate the PP funding to support any pupil or groups of pupils the school has legitimately identified as being social disadvantaged. As a school, we identify those pupils who have 3 or more ACEs and complete QCA behaviour assessments for all pupils to help us to target interventions to the pupils who are most in need.  PP 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. |

## 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 |
| INTERNAL BARRIERS | |
| 1 | Low attainment on entry to EYFS – below local and national |
| 2 | Low attainment and progress throughout KS1 and KS2 |
| 3 | Weak language and communication skills. |
| 4 | High percentage of SEND children, including those with EHCPs. |
| 5 | Low engagement/lack of resilience/self-esteem |
| 6 | More frequent behaviour difficulties |
| EXTERNAL BARRIERS | |
| 7 | Home support/Parental engagement (support with reading, homework, late into school, no breakfast, tired, etc). |
| 8 | Attendance and Punctuality issues |
| 9 | Area of high deprivation (0.3 on school deprivation indicator) |
| 10 | Housing issues i.e. massive overcrowding, poor quality accommodation |
| 11 | Exposure to Adverse Childhood Experience, i.e. broken family structures, trauma or mental health issues in the family |
| 12 | Safeguarding and welfare issues which may lead to multi-agency involvement |
| 13 | The impact of the Covid-19 pandemic i.e. missing long periods of school, changes in family circumstances, pandemic related trauma, family bereavements |

## 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 |
| Attainment and Progress in Reading | Achieve at or above national average attainment in KS1 Reading.  Achieve at or above national average attainment and progress scores in KS2 Reading. |
| Attainment and Progress in Writing | Achieve at or above national average attainment in KS1 Writing.  Achieve at or above national average attainment and progress scores in KS2 Writing. |
| Attainment and Progress in Maths | Achieve at or above national average attainment in KS1 Maths  Achieve at or above national average attainment and progress scores in KS2 Maths. |
| Attainment in EYFS | Achieve at or above national average for pupils achieving GLD in EYFS. |
| Phonics | Sustain achievement so that it is at or above national average expected standard in PSC in Year 1.  Achieve at or above national average expected standard in PSC retake in Year 2. |
| Attendance | Ensure attendance of disadvantaged pupils is above 95%. |

## 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: £66, 812

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD - inc.  RWInc development days  Release time for subject leadership  Release time for ECTs | High quality staff CPD is essential to follow EEF principles.  High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom. (EEF)  This is followed up during Staff meetings and INSET. We are part of the Somerset Literacy Network English Hub and the Glos LA Maths Hub.  All staff to lead effectively are released once a term.  ECTs released for a whole day each week plus an additional afternoon each half term to attend training. | 1, 2, 4, 5, 6 |
| Purchase of standardised diagnostic 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 Quality First Teaching and interventions (EEF). | 1, 2, 4 |
| Spelling Shed | Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. There is limited high quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested.  Promising approaches include the teaching and practising of word patterns, paired learning approaches, and the use of techniques such as ’look-say-cover-write-check (EEF). | 2, 3, 4 |
| Seesaw subscription | As Covid cases are still prominent in local community and there are individual pupils and families needing to isolate, Seesaw will continue to be used to provide home learning. The platform will also be trialled for setting homework too from January 2022.  (Means et al 2013) when online teaching was examined individually the impact was found to be no different from traditional instruction. However, ensuring access to technology and reliable internet access is crucial to blended learning approaches. | 1, 2, 5, 13 |
| EYFS resourcing to meet the need of the new EYFS curriculum. | Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021.  Foundation stage attainment is therefore consistently well below national (72% in 2019).  \*\*\*These figures reflect the fact that many children join Willow with very low levels of development. | 1 |
| Reading resources for C&I | Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. (EEF)  Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. (EEF)  Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling. (EEF)  An audit was undertaken in October 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books in C&I Centre. | 1, 2, 4, 7 |
| Mastery Maths resources for C&I | Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas and promote discussion (EEF).  An audit of resources in C&I shows there is a need to purchase new resources. | 1, 2, 4 |

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

Budgeted cost: £14,711

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School-led Tutoring Programme –  LP training time  Additional staff pay | Research shows that pupils learning has been affected by school closures (EEF) which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. | 1, 2, 4, 5 |
| SALT intervention (Speech and Language) | In KS1 and KS2, children are unlikely to use talk to connect ideas and explain  what is happening coherently.  Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication.  8 (12%) disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist. | 1, 2, 3, 4 |
| NELI intervention  (Nuffield Early Language) | Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have.  Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important for pupils in this age group.  Weak Language and Communication skills in Reception/Year 1.  Most children are working in the 3-4 age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. | 1, 2, 3, 4 |

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

Budgeted cost: £19,230

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA intervention  (Emotional Literacy Support) | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EEF)  There is also evidence that children’s skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time. Numerous large evidence reviews indicate that, when well implemented, SEL can have positive impacts on a range of outcomes, including:  • Improved social and emotional skills;  • improved academic performance;  • improved attitudes, behaviour and relationships with peers;  • reduced emotional distress (student depression, anxiety, stress and social withdrawal);  • reduced levels of bullying;  • reduced conduct problems (EEF)  Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.(EEF) | 5, 6, 11, 12, 13 |
| Play Therapy | Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements.  On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties (EEF). | 2, 5, 6 |
| Play Nurture – Play Rangers | Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF) | 5, 6, 13 |
| Morning Club | When [essential emotional needs](https://www.hgi.org.uk/human-givens/introduction/what-are-human-givens) are met and our innate mental resources are used correctly, a human being will be emotionally and mentally healthy. Essential needs identified over decades by health and social psychologists include needs for autonomy, sense of control, security, connection, attention, achievement, status and meaning. It is when emotional needs are not adequately met that undesirable mental states such as [anxiety](https://www.hgonlinecourses.com/courses/understanding-anxiety), [anger](https://www.hgonlinecourses.com/courses/effective-anger-management) and depression develop.  A morning club will support some of our pupils to develop a sense of community, provide them with positive attention and enable them to make connections with peers. This will give them a sense of meaning and therefore have a positive impact on their mental health (The Human Givens, Tyrell and Griffin).  Evidence suggests that behaviour interventions and a more settled start to the day, including having breakfast can produce improvements in academic performance along with a decrease in problematic behaviours (EEF). | 5, 6, 7, 11, 12 |
| Residential costs – Y6 | Many of our pupils only time away from home during the year is on school residential. It is essential for their wellbeing that they experience different settings. Y6 go on a 3 day activity residential. | 5, 6, 9 |
| Trips and visits | Many of our pupils do not visit places outside of their locality. It is essential for their wellbeing and cultural capital that they experience different settings and experiences that they can then apply in their learning. All visits are linked to the curriculum coverage for each year group. | 1, 2, 4, 5, 9 |
| Music – Ukuleles  Recorders | Every child has a right to learn to play an instrument.  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF). | 2, 4, 5 |
| Attendance -  Sue Colin  Termly raffle | Overall absence has been shown to have a statistically significant negative link to attainment.(DfE, 2016).  Successful schools make high attendance part of their ethos and are determined to improve and sustain attendance rates. At Willow we closely monitor to identify poor patterns of attendance and address them as soon as we become concerned.  Persistent absence refers to absence of more than 20% and these pupils are unlikely to attain at school and stay in education after the age of 16 years. This is a high-risk group Willow focuses on. | 1, 2, 5, 8, 12 |

**Total budgeted cost: £100,753**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years particularly in writing. Due to the pandemic, the outcomes we aimed to achieve were not fully realised. Some of our pupil premium funded improvements to teaching and targeted interventions were not able to be fully implemented. Instead, the schools efforts were very much focused on providing and maintaining a high quality curriculum, including during the period of partial closure and a mix of in-school and online learning. The provision of a robust writing curriculum that resulted in high quality pupil outcomes was the most challenging to address.  However, in Phonics, 95% of Year 1 pupils expected to pass the phonics screening in June 2022 as a result of high quality phonics teaching in EYFS. 4 pupils have received 1:1 bespoke tutoring since returning to school after Lockdown. 83% of Year 2 pupils are currently on track to pass the phonics screening in Nov 2021. Fast-track tutoring is delivered for target children and could lead to a pass mark of 92%. This is as a result of all vulnerable (SEN and 38 PP children) being offered a place at school during the lockdown from Jan to 8th March 2021 and the new online seesaw platform being utilised effective for phonics during this period, referring parents to online resources produced by RWInc.  Our assessments and observations indicate that pupil wellbeing and mental health has been impacted by the pandemic, but this isn’t exclusive to disadvantaged pupils. During final lockdown over 60% of our pupils were attending school due to high levels of vulnerability. We used pupil premium funding to provide intensive wellbeing support for many pupils. For the pupils who received counselling, there was noticable improvement in all pupils mental health and wellbeing, noted by the class teachers and the follow up sessions for 2 out of the 4 children supported them in their transition to secondary school. There is limited evidence to show that Play Therapy sessions are having a positive impact on the pupils outside of the sessions. This is due to all of the children having to deal with difficult circumstances in their home lives. |

## 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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