# Willow Primary Academy - Pupil premium strategy statement 2022-23

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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  | 173 |
| Proportion (%) of pupil premium eligible pupils | 45.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 to 2024-25 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Pete Hales |
| Pupil premium lead | Pete Hales |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year: | £91,410 |
| Recovery premium funding allocation this academic year: £145 per pupil | £13,845 |
| 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 | £105,255 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. **ALL** pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.Objectives:* To diminish differences between our disadvantaged pupils and their peers
* To ensure that the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally remains low
* To provide pupils with high quality teaching and learning opportunities
* To provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
* Ensure disadvantaged pupils have priority access to high quality recovery programmes in 2022/23
* Ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time in school and at home. Successful implementation will be achieved through a number of key principles in order to provide an **enriched**, **relevant**, **engaging** and **innovative curriculum**: * Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils
* High quality teaching is the key to improve outcomes for disadvantaged pupils
* Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
* We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

PP funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean 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  |
| 1 | High Levels of deprivation leading to a large child protection workload and SEMH support for our pupils. |
| 2 | Ensuring attendance of disadvantaged children is inline with their peers across the school while reducing the levels of persistent absence across vulnerable groups in school. |
| 3 | Historically low levels of parental aspiration. |
| 4 | Historically low levels of attainment on entry. |
| 5 | School readiness, including: speech and language. |

## 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 |
| To close the gap in attainment betweendisadvantaged pupils and their peers. | * Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged pupils and their peers.
* Outcomes at the end of Key Stage 2 will demonstrate that the attainment and progress gap for disadvantaged pupils at Willow is in line with national.
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| To ensure every child has access tohigh quality teaching, in every classroom,every day. | * Standards of teaching will be graded at least good. This will be evidenced through the monitoring cycle and teacher triangulation.
* A comprehensive catalogue of CPD support and training accessed by teachers and Learning Partners.
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| To improve attendance of all pupils anddiminish differences betweendisadvantaged pupils. | * School attendance target of 95% met.
* Attendance of disadvantaged pupils in line with attendance of their peers.
* Persistent absence reduced and inline for disadvantaged pupils and their peers.
* Strategies to improve attendance have a positive impact: Breakfast club, rewards, pastoral support.
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| To ensure that all pupils have access tohigh quality mental health and well-beingsupport. | * Outcomes of pupils questionnaires and pupil voice are positive.
* Parental feedback via questionnaires is positive indicating they feel well supported by the school.
* High quality CPD for all staff so they are able to identify and support vulnerable pupils.
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| To ensure all pupils are able to readfluently, and with confidence, in anysubject, creating a clear transition from ‘learning to read to reading to learn’across all subjects. | * Reading remains an overarching priority.
* Phonics outcomes at the end of Year 1 exceed national expectations.
* Reading outcomes and progress at the end of Key Stage 2 Is closer to national expectations.
* Attainment and progress for disadvantaged pupils to diminish the gap with their peers
* Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading and have transitioned from ‘learning to read’ to ‘Reading to learn’.
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| To ensure that the recovery curriculumprogrammes are prioritised fordisadvantaged pupils and that they makegood progress on catch up. | * GL baseline assessments will support prioritises in 2022/23.
* Reading remains an overarching priority in 2022/23.
* Pupils will make at least good progress in lessons.
* Pupils will make at least good progress in interventions which are measured against a baseline starting point.
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## 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 (CPD, recruitment and retention)

Budgeted cost: £15,876

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| External Staff CPDTargeted and bespoke external CPD delivered to staff to ensure high quality Teaching and learning across the school. | [High Quality Teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support) | 4, 5 |
| SALTSpeech and Language therapist. Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school. | [Oral language interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)[One to One tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 5 |
| SubscriptionsSpelling Shed, Doodle Maths and English. | [Using Technology to Improve Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital) | 3, 4, 5 |

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

Budgeted cost: £32,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics and Reading interventions inKS1 and KS2, including 1:1 reading:Daily phonics interventions deliveredacross Key Stage 1 and 2. | [Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)[Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)[One to One tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 4, 5 |
| Mental Health DevelopmentA year long intervention to train children in understanding mental health | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2 |

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

Budgeted cost: £43,124

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Family Support Worker- Home Issues- Behaviour- Attendance- Intervention | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2 |
| Parental Workshops | [Parental Engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 2, 3, 4 |
| Breakfast Club | [Breakfast Clubs](https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club) | 1 |
| Attendance rewards and incentives | [DfE Evidence Report](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf) | 2 |
| ELSA intervention(Emotional Literacy Support) | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2 |
| Play Therapy | [Behaviour interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)[Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 2 |

**Total budgeted cost: £105,255**

# 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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| Year group data shows that disadvantaged pupils, including those with SEND (Special Education Needs and Disability), outperformed non-disadvantaged pupils in both Year 1 and Year 6. Disadvantaged pupils, excluding those with SEND, outperformed non-disadvantaged pupils in Year 2, 4 and 5. Disadvantaged pupils in Year 3 are performing below non-disadvantaged pupils, so in academic year 2022-23, the attainment and progress of the pupils in Year 4 must be targeted and monitored closely. **Writing – Mainstream Pupils**The writing data shows that:* 9 PP pupils (18%) have made better than expected progress;
* 34 PP pupils (58%) have made expected progress;
* 4 PP pupils (7%) have made no progress or regressed (1 of these has SEN);
* 12 PP pupils (20%) had no previous data.

Year group data shows that disadvantaged pupils, including those with SEND, outperformed non-disadvantaged pupils in both Year 1 and Year 6. Disadvantaged pupils, excluding those with SEND, outperformed non-disadvantaged pupils in Year 2, 4 and 5. No disadvantaged pupils in Year 3 achieved ARE+, so in academic year 2022-23, the attainment and progress of the pupils in Year 4 must be targeted and monitored closely. **Maths – Mainstream Pupils**The maths data shows that:* 6 PP pupils (10%) have made better than expected progress;
* 36 PP pupils (60%) have made expected progress;
* 5 PP pupils (8%) have made no progress or regressed (2 of these have SEN);
* 12 PP pupils (20%) had no previous data.

Year group data shows that disadvantaged pupils, including those with SEND, outperformed non-disadvantaged pupils in both Year 1 and Year 4. There was difference in achievement between disadvantaged and non-disadvantaged in Year 6, however the percentage of disadvantaged achieving ARE+ is well below the national average. Disadvantaged pupils, excluding those with SEND, outperformed non-disadvantaged pupils in Year 2. The percentage of disadvantaged pupils in Year 5 achieving ARE+ is the same as non-disadvantaged. Disadvantaged pupils in Year 3 are performing below non-disadvantaged pupils, so in academic year 2022-23, the attainment and progress of the pupils in Year 4 must be targeted and monitored closely. The purchase of NFER standardised tests for reading and maths supported teachers with their end of term assessments. There were minimal discrepancies between teacher judgements and test outcomes. 9 pupils, who were identified as target PP pupils working below ARE, received school-led tutoring from 3 trained tutors. They each received 15 sessions of an hour in length, where the focus was Maths. These were due to start in January 2022 to deliver Maths intervention and then writing intervention, but they were delayed due to changes in leadership throughout the year. Only the Maths sessions were delivered. Of the 9 pupils who received the tutoring, 4 pupils are now working at ARE. Of the remaining 5 pupils, 3 pupils increased their standardised score in the NFER Maths test between Autumn Term 2 and Summer Term 2 and 2 pupils achieved the same standardised score (1 of these pupils was reluctant to engage fully in the session offered). Appointment of new EYFS lead and the subsequent added resources in EYFS resulted in 80% of mainstream pupils achieving GLD. 7 children received the ELSA intervention, although there was some disruption with the programme due to a change in leadership. Sessions are confidential, but any short reports can be found on CPOMS for individual children. |

## 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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