

## 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

Detail	Data
School name	Willow Tree Primary
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2023/24
Date this statement was published	17/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Helen Davey
Pupil premium lead	Helen Davey
Governor / Trustee lead	Jane Beasley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,854
Recovery premium funding allocation this academic year	£21,812
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,666

# Part A: Pupil premium strategy plan

## Statement of intent

A Pupil Premium Review from Marc Rowland as part of the project and the use of research evidence from EEF and the work of the Research Schools have been instrumental in the development of our pupil premium strategy over the last few years. A study visit to London, Essex and Suffolk by the head and deputies revitalised our thinking and from that the Strategic School Plan has changed direction. Our staff have focussed on understanding the barriers to learning and really evaluated what are barriers that the children have as distinct from our barriers. This is enabling us to formulate what support we put in place

We aim to develop a plan that supports our Pupil Premium children based on the things that may be preventing these children from achieving their full potential, stopping them from acquiring the skills they need for life or inhibiting their aspirations.

Success may be measured by judging national curriculum achievements, government data and facts and figures. However there are many other strands we know are just as important; supporting children to be successful individuals with the same potential and opportunities open to them as all pupils within this school, coaching, developing self-esteem, a whole school focus on language, developing metacognitive skills, etc.

**As part of our evaluation we reflect on what actually made an impact our children and what didn't. We have looked at the successes of others and whilst these are not always transferable understand what may work for us. We have planned a structured approach to our strategy knowing how important it is that changes are embedded in order to get the best outcomes we can.**

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. The impact of partial school closures has affected many of our disadvantaged pupils to a greater extent. These findings are supported by national studies.
2	Our assessments, observations and discussions with pupils indicate there is an underdevelopment in oral language and communication skills, maths and Literacy levels. This is indicated particularly on entry to school in EYFS, with vocabulary gaps and less exposure to reading opportunities for pupils in KS1 and KS2.

3	Our attendance data in the last academic year indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. This year the difference between disadvantaged and non-disadvantaged pupils is 4%. There are a small number of pupils who are persistently absent or have issues with punctuality. Assessments and observations indicate that this is negatively impacting on disadvantaged pupils 'progress.
4	Some parents and carers had a negative experience themselves of education which can impact on children's attitudes and own learning experiences in particular in Maths and Reading. This results in low aspirations. Fostering a parental and carer engagement so that encourages and nurtures high aspirations in education, is important in impacting the children's progress and aspirations.
5	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health challenges, particularly disadvantaged pupils. These challenges have also impacted on progress and attainment. A number of families have been supported historically or are currently by Social Care. Families require support from school to help them to address their challenges and to support their children's learning.
6	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Many of our pupils do not have the rich and varied experiences other pupils may have, meaning knowledge of the world and vocabulary acquisition is limited.
7	Covid-19 known and unknown impact for our staff, children and families. Emotional and mental health well-being needs impact on outcomes for pupils due to long-term partial school closures in 2019-2020 and 2020 – 2021 due to the COVID-19 pandemic. The disadvantaged may become more disadvantaged.

## 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
Proportion of children making expected progress in RWM is in line with FFT20	KS2 RWN outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Greater proportion of Y2 (Dec 2021) and Y1 (June 2022) achieve Phonics Screening. This will be maintained into 2023 KS1 SATs.	Gap will close in progress made between disadvantaged and non-disadvantaged
Improved use of language and vocabulary at the end of EYFS	Greater proportion of children achieving ELG/GLD
Impact of new maths strategy in EYFS seen in improved scores at KS1 in 2023	Disadvantaged pupil achievement in Maths is in line with that of non-disadvantage pupils.
All pupils are back on track for their FFT Targets following two years disrupted by	At the end of each year a greater proportion of children are back on track to achieve their targets than in July 2021.

Blended Learning both during lockdowns and isolations.	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>· the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>New strategies to support children are in place including self-regulation, restorative practice, mental health first aid, etc.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> <p>All pupils have the opportunity to take part in high quality residential and other visits.</p>

## 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 number(s) addressed
Whole School CPD for Kagan	EEF – evidence for collaborative working has impact of 5+ months	1, 2, 3, 6, 7
Whole School Development of Whole Class Reading Approaches	EEF – Improving Literacy in Key Stage One Improving Literacy in Key Stage Two	1, 2
Whole School training on Restorative Practice	EEF – Guidance Reports Improving Social and Emotional Learning on Primary Schools Improving Behaviour in Schools	1, 5, 7

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

Budgeted cost: £99,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Reading – Y3 and Y5	NTP programme – advised by DFE	1, 2, 7
Maths Arithmetic Interventions – Y6	EEF – Improving Mathematics in Key Stages Two and Three	1, 7
NELI - EYFS	DFE Recommendation	1, 2
Jigsaw - EYFS	Taking part in the EEF Trial	1
Additional Phonics Interventions – Y1 and Y2	EEF Improving Literacy in Key stage One	1, 2, 7
Specific Intervention Programmes delivered as needed	All programmes have been previously evaluated for their success and are delivered by trained support staff	1, 2, 7

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an Assistant Head to lead on Behavior and Pastoral Support	Capacity required within leadership team to ensure the development of Restorative Approaches was prioritised in 2021-22	1, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	Built on previous project evaluated as part of the Achievement Unlocked Project with NYCC	1, 3, 5, 7
Funding to allow disadvantaged children to attend all residential and other visits and after school activities	EEF improving social and emotional learning in school.	6
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

**Total budgeted cost: £209,666**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum and the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. In KS1 and KS2 whilst reading was least affected both Maths and particularly Writing were both impacted significantly. In FS2 Reading and Writing were both impacted more than Maths. 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding two years at 95.5% this does not include covid absence which was significant. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.8% higher than their peers. These gaps are larger than we would expect, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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. We are building on that approach with the activities detailed in this plan particularly in the development of our approach to behaviour through self-regulation and restorative practice.

## 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*

Programme	Provider

