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 School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year
Date this statement was published	17/12/21
Date on which it will be reviewed	7/07/22
Statement authorised by	
Pupil premium lead	Emma Dilworth
Governor / Trustee lead	Linda Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360
Recovery premium funding allocation this academic year	£ 12760.00
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	£131,120

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Willow Tree, 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 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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. 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

Challenges

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

Challenge number	Detail of challenge
1	**Narrowing the attainment gap across Reading and Maths in KS1 and KS2** Internal and external (where available) assessments indicate that maths and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is indicated in the baseline data for September 2022.
2	**Narrowing the attainment gap in literacy in reception** Analysis of our baseline indicates that 37% of disadvantaged pupils are working at ARE compared to 67% of non-disadvantaged pupils.
3	**Attendance-** Our attendance data over the last year indicates that attendance among disadvantaged pupils was 93.7% lower than for non-disadvantaged pupils which was 96%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	**Enrichment opportunities** Life experiences- Our observations indicate that a large number of our disadvantaged children have limited experiences outside of their local vicinity. This therefore limits their first hand experiences, related vocabulary and enrichment opportunities.
5	Families valuing the importance of education and their contribution in supporting this. Our observations of parent events and attendance to parents' evenings indicate that the parents of our disadvantaged pupils are least likely to engage. We have recognised that we need to continue to break down barriers and support families in engaging with school.
6	Supporting reading at home. Observation and data analysis indicates that our lowest 20% of readers are mainly pupils in receipt of the pupil premium grant.

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

Progress in Reading	To make at least good progress from their starting points in September 2021
Progress in Mathematics	To make at least good progress from their starting points in September 2021
Progress in Literacy	To make at least good progress from their starting points in September 2021
Progress in Y1 phonics	Achieve national average in Y1 phonic screening check
Other	Ensure attendance of disadvantaged pupils is 95% or above
Other	Pupils receive enrichment opportunities

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: £ 63, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Availability for high quality online CPD for all teachers. ECM training	**The Sutton Trust Report (2011) states that,** *ensuring an effective teacher/s in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any Pupil Premium spend.* Regular CPD through courses, INSET, coaching, etc is informed by performance management reviews, monitoring and school improvement priorities ensuring that standards of teaching are always good or better.	1, 2, 3, 4

	'Closing the Attainment Gap' states that what happens in the classroom makes the biggest difference and improving teacher quality leads to greater improvements at lower cost than structural changes. **Education Endowment Foundation** *The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. The quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective development of teachers through training has been found to have a positive impact.* **Education Endowment Foundation**	
CPD for teachers on planning and facilitating co-operative learning structures within their lessons.	EFE (+5) 1. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. 2. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities. 3. Tasks and activities need to be designed carefully so that working together is effective and efficient, otherwise some pupils may struggle to participate or try to work on their own. It is important to ensure that all pupils talk and articulate their thinking in collaborative tasks to ensure they benefit fully. 4. Competition between groups can be used to support pupils in working together more effectively. However, overemphasis on competition can cause learners to focus on winning rather than succeeding in their learning. 5. The most promising collaborative learning approaches tend to have group sizes between 3 and 5 pupils and have a shared outcome or goal. **Education Endowment Foundation**	1 ,2, 3, 4
Appoint TA's across all classes to add value to what teachers do.	EFE- Guidance report Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead	1 ,2, 3, 4

5 TA's cost = £63,960	concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. **Education Endowment Foundation**	

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

Budgeted cost: £ 29, 404.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (first £9517 NTP funded) £2, 379.25 from Catch Up Funding 47 children to receive 1:1 catch up provision from NTP	EEF (+4) Small group tuition is defined as one teacher or professional educator work-ing with three pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a sepa-rate classroom or working area. Inten-sive tuition in small groups is often pro-vided to support lower attaining learn-ers or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts assess-ment data we have identified groups of children across KS2 who will be tar-geted in either reading, writing or maths depending on the highest need. **Education Endowment Foundation**	1
Teaching Assistant in EYFS to support children with their early literacy skills using the EFE Early Literacy Approach *Cost = £22,025.50*	EEF (+4) • *Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:* • *storytelling and group reading;*	2

	• *activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and* • *introductions to different kinds of writing.* **Education Endowment Foundation**	
Deployment of Teaching Assistants to deliver RWI	EFE (+5) 1.Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. **Education Endowment Foundation**	3
Deployment of Teaching Assistants to support reading comprehension across KS2 *Catch up funding £5,000*	EFE (+6) 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying	1

	possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	
	4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	
	5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. . **Education Endowment Foundation**	

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

Budgeted cost: £35,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor appointed to work with vulnerable families and improve attendance and family engagement *Learning Mentor to work alongside class teachers in providing workshops for families* *Learning Mentor to provide Early Helps for families in crisis.* Learning Mentor = £32,609.50 *Attendance Officer appointed to work ½ day a week to analyse attendance and contact low*	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1, 2 and 4 .

attenders. Lto complete First Day Call and support families to raise attendance / punctuality. *(£1,750 per annum)*	**Education Endowment Foundation** **SSF states that,** *in some cases, schools will need to address absences directly, whilst sensitively exploring parents' and pupils' concerns that may be inhibiting school attendance. Helping pupils re-engage with school—feeling safe and ready to learn—will be at the forefront of school leaders' plans* The link between attendance/punctuality and achievement is well documented. Attainment cannot be improved for pupils if they are not attending school. *NFER briefing for school leaders identifies addressing attendance as a key step.* Learning lost through non-attendance cannot be regained/caught up. **The Department for Education (DfE) published research in 2016 which found that:** *The higher the overall absence rate across Key Stage 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.* There's a clear link between poor attendance and lower academic achievement. **Advice from the <u>National Strategies</u> (hosted on the National Archives) says that:** *The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.*	

Provide educational and enrichment experiences in school for Pupil Premium pupils, which improve their knowledge and language skills, and promote positive life experiences. **Pupil Premium pupils are provided the same opportunities and learning experiences as non-Pupil Premium pupils regardless of disadvantage.** **Further enhance the school curriculum through visits and visitors to school.** **Increase the cultural capital of children in receipt of pupil premium and reduce the impact of economic disadvantage.** *£500 from funding plus additional money allocated to each Key Stage as required.*	Research has highlighted that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. *Enriching education has intrinsic benefits (sometimes referred to as "arts for arts sake"). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g. improving Maths by playing Chess; develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.* **Education Endowment Foundation** Outdoor learning has been shown to build self-esteem and health, as well as increasing cultural capital. *Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes, such as self-confidence. The evidence suggests that the impact is greater for more vulnerable pupils.* **Education Endowment Foundation** The **Education Endowment Foundation** previously funded	5

	a smaller trial of Children's University, which found *positive impacts on Key Stage 2 Maths and Reading results equivalent to about +2 months' additional progress. Small improvements were also seen for a range of other outcomes, such as teamwork, social responsibility, and aspirations.*	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.