

Willow Brook Primary School Pupil Premium Strategy Statement

This statement build on the 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 is the second year in a three-year strategy.

The statement 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 Brook
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	This plan is part of a 3-year strategy. 2023 is the second year. The plan will include 2023 - 2024
Date this statement was published	1 st January 2023
Date on which it will be reviewed	1 st January 2024
Statement authorised by	Louise Ballard
Pupil premium lead	Deb Armitage
Governor / Trustee lead	Vicky McEwan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,130
Other intervention funding allocation this academic year	£1,753
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	£23,880

Part A: Pupil premium strategy plan

Statement of intent

Willow Brook's ultimate objectives for our disadvantaged pupils

Our intention is that Willow Brook pupils, irrespective of their background or the challenges they face at home and in school, are supported in their endeavours to reach their potential. Our ultimate goal is to ensure that any barriers – be they financial, emotional, academic, or due to specific educational needs are surmounted with ambition and support.

We will recognise the on-going challenges faced by Willow Brook pupils who are post-LAC or who are currently in the care of a social worker. We include a strategy to address their progress, whether or not they are disadvantaged and regardless of their academic ability.

Key principles of our current strategy plan in achieving those objectives

Staff at Willow Brook understand the importance of quality first teaching and the impact of employing outstanding strategies during lessons and intervention work. Research provides a strong evidence base to show that this is a key driver when it comes to closing the gap that exists between disadvantaged pupils and their peers. At the heart of our strategy is our intention to employ and equip experienced teachers and tutors to deliver high quality, personalised learning that is guaranteed to make a difference and secure the best outcomes for all.

In a process where Covid recovery has added to the demands of our work, we understand the need to target additional support carefully, using the resources to hand with careful consideration. After initially securing assistance from the National tutoring Programme last summer, we now employ the most effective staff who work alongside our teachers more strategically to secure the best possible academic outcomes and cultural opportunities for our individuals. Willow Brook understands that to achieve their potential a young person must have the same access to opportunities as their peers.

Senior leaders will continue to oversee this strategy to ensure that work is tailored, effective and ambitious. They will monitor progress regularly and provide a forum where professional dialogue continues to drive the provision. The school will discuss this strategy as part of the staff meeting agenda every term so that the whole staff remain accountable. The PPG lead (Deb Armitage) will be responsible for liaising with the headteacher and class teachers to ensure that the working plans stay on track.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance/Lateness – developing emotional resilience and accessing the school day.</p> <p><i>Monitoring and engagement with children and families provides evidence that this has direct impact on 36% of children our children in receipt of PPG. This has sharply risen since schools returned full time in March and is becoming increasingly more demanding on SLT/SENDCo’s time and resources.</i></p>
2	<p>Academic achievement – securing expected standard /addressing under-performance in English and maths</p> <p><i>Internal tracking data and regular low-stakes assessment shows that a significant number of our disadvantaged pupils work below expected standard in reading and maths and progress year on year is slow.</i></p> <p><i>(Included in the 2023 plan – academic support/resources and 1:1 time for a Year 4 child from Ukraine.)</i></p>
3	<p>Engagement in reading</p> <p><i>Observations and frequent monitoring of reading at home shows a decline in participation, particularly amongst our disadvantaged pupils. NFER data has evidenced a negative impact on reading progress and the enthusiasm to engage.</i></p>
4	<p>Enrichment and wellbeing</p> <p><i>An increase of parental anxiety and staff concerns underline the fact that social and financial pressures during school closures have resulted in a decline in enthusiasm and wellbeing. With an increasing number of children referred to ELSA and Family Health services, ensuring that nurture and enrichment opportunities remain accessible, affordable and inspiring.</i></p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
a. Improve focus and stamina in independent tasks, thus improving the quality of/attainment in writing.	Work scrutiny shows an overall improved standard that reflects progress in individual targets. End of year assessments evidence pupil progress.

<p>b. Improve attainment in reading through book support and home/school reading communication.</p>	<p>Reading records reflect clear engagement and improved reading habits. Pupil reading Survey evidences an improved attitude and interaction/knowledge of books. End of year assessment data evidences progress and sees a rise in disadvantaged/underperforming pupils achieving expected standard. (Target of PPG at EXP 60%) Research: DFE reading framework: teaching the foundations of Literacy</p>
<p>c. Achieve and sustain greater sense of wellbeing and engagement through individualised programmes of support and 1:1 intervention.</p>	<p>Successful engagement in class learning and reactive 1:1 intervention to pre-teach/revise key targets leads to a lower number of recorded behaviour incidents. The progress of key pupils is seen in books and on-going assessments. (Nottinghamshire Restorative Behaviour Toolkit: Understanding Behaviour in Schools Toolkit (3).pdf</p>
<p>d. To improve attendance and punctuality so that children build resilience and develop a positive attitude to school and learning.</p>	<p>Effective strategies should meet the needs of children www.gov.uk/government/publications/school-attendance</p>
<p>e. To encourage and fund enrichment opportunities for disadvantaged students, including enrichment clubs, residential, wraparound provision and breakfast to support working parents and vulnerable pupils.</p>	<p>Evidence and experience points to the strong connection between social and emotional skills and opportunities and improved academic outcomes. Ensuring that the school is inclusive and provides rich opportunities is at the heart of this target. EEF Social and Emotional Learning research</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: £4,100 + £5,580 = £3,850 = £13,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment</p> <p><i>Additional teacher hours to support PPG pupil who, without 1:1 support, will not engage effectively in whole class learning. With teacher release time for TA 1 day a week to engage in action plan and promote parent inclusion. (SB)</i></p> <p><i>Classroom support to boost strategies and inclusion for KS2 PPG pupils with SEMH barriers for four mornings a week (AH)</i></p> <p><i>1:1 support for LAC PPG child to support behaviour and inclusion in EYFS</i></p>	<p>EEF improving behaviour in schools – six principles for establishing effective learning behaviour</p>	<p>1, 2</p>

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

Budgeted cost = £3,150 + £4,820 + £1,000 = £8,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly tutoring from skilled teacher to build English/maths basic skills with (up to) 1:6 group. With additional in-class lesson support (DM)</i></p>	<p>EEF research on small group intensive tuition research underpins our approach. Practice follows Ofsted's Removing the Barriers to Literacy.</p>	<p>2, 3</p>
<p><i>Weekly 1:1 sessions with skilled teacher to address individual PPG targets and provide structured academic intervention/personalised learning and emotional support. (DA)</i></p>		

<i>Purchase of spring and summer NFER standardised tests. Release time for SLT staff member to provide analysis and track progress in maths.</i>	Providing a more rigorous assessment process to secure a sharper understanding of gaps in learning and to monitor progress more effectively. EEF Assessing learning in the new academic year	2, 3
<i>CPD/Training of new staff for systematic phonics teaching and intervention. Skilled teacher providing daily input to children not achieving the standard.</i>	Ensuring that our EYFS/Y1 disadvantaged pupils have strong teaching and focused phonics intervention to secure word reading skills. EEF research supports the importance of building word skills during the early reading phase.	2, 3

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

Budgeted cost: **£1,380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast club care and before school small group activity funded by school to ease transition into the building and address issues around attachment and school refusal.</i>	Clear evidence from the increase in attendance, punctuality, family support and contact – all of which underpin a positive school day and improve home-school communication boosting engagement.	1
<i>After school care funded for three pupils to assist parents and carers with childcare. Provides homework and reading support as well as social interaction.</i>		1
<i>Fund music tuition and enrichment activities - including school residentials and trips</i>	gov.uk/research 'To understand successful approaches to supporting the most academically able disadvantaged pupils'	4
<i>Contingency fund (used to provide ad hoc equipment/uniform)</i>	Request made by staff and parents during the year are becoming more necessary and frequent. Research shows that providing school essentials adds emotional and economic stress to families lse.ac.uk/politicsandpolicy/uniform	All

Total cost: £23,880

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.

Key successes of our PPG spend at the end of the first year of our three-year plan saw many individual successes. Due to the small number of PPG children, details of interventions that might identify specific pupils are not included here.

One PPG pupil achieved significant gains in Year 6 SATs assessments. Moving from WTS in maths to a secure expected standard. Progress in writing was a sig+ 5.89 points and reading moved to expected standard (+2.37 progress points)

1:1 intervention work in phonics enabled a Year 1 pupil to make rapid progress across Year 1 and achieve the expected standard in the phonics screening check.

1:1 support in class for a post LAC pupil has given her the resilience and strategies to take an independent and positive approach to Year 6. We hope that continued tailored support will secure a successful transition to KS3.

Work delivered by our PPG lead enabled pupils in Years 3, 4 and 5 to achieve academic targets in English and Maths. Emotional support in the classroom given to two pupils who were experiencing anxiety/school refusal ensured that these children had successful starts to their day. This support continues, enabling one pupil to raise attendance to 98% at the end of the academic year. Funding Breakfast Club places for two pupils has also facilitated an improvement in attendance and a positive start to the school day.

One Year 5 pupil secured a place in September to attend a Forest School initiative delivered by the Rushcliffe Behaviour Team. Funding/committing a qualified teacher/TA to accompany him secured his place. This provision has made a significant difference to his attendance, resilience and social interaction.

An ambitious plan is in place to support the academic achievement of two pupils now in Year 6. Intervention through 1:1 maths tutoring continues. It is hoped that one pupil will move on to achieve the expected standard in May and the other is targeted to achieve greater depth.

All PPG pupils accessed residentials and trips to support curriculum learning. The school also funded theatre visits and music tuition.

The school did not purchase any non-DfE programmes.