

Pupil premium strategy statement

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

Detail	Data
School name	Willow Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Gill Denham, Executive Head Teacher
Pupil premium lead	David Sinclair, Deputy Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,282
Recovery premium funding allocation this academic year	£15,116.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>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</p>	A total of: £379,430 (£161,398.25 allocated to Willow; 218,031.75 allocated to Marish)

Part A: Pupil premium strategy plan

Statement of intent

We intend to use our Pupil Premium monies to achieve the following overarching principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 70% of any group will be made up of FSM children

At both schools we look at how the money is best spent by considering the individual needs of each child. There are a broad range of uses for the money, but when we consider how best it is to be used, **the only criteria is that it must support the school in raising the child's academic achievement so that they are at least in line with their peers.**

It is our intention to use this money to narrow the gap between the attainment of pupils in receipt of Pupil Premium and their non-Pupil Premium peers. To do this we understand we will have to devote resources to such projects as additional academic tutoring (i.e. academic clubs, 1-1 or small group tuition).

However, we are also aware that if a child is hungry, cold or suffering from some kind of trauma or emotional distress, this too will inhibit progress. We, therefore, will ensure therapeutic support and (where necessary) will look to provide necessities such as food, clothing or transport.

Challenges

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

Challenge number	Detail of challenge
1	lack of aspiration;
2	historically poor attendance;
3	lack of access to mental health, social care and well-being support;
4	inadequate nutrition;
5	inadequate housing;
6	For a significant minority, issues surround and related to addiction within the home/ wider family;
7	Poor model of spoken and/ or written English;
8	On entry to reception, a gap in attainment between Pupil Premium and Non-Pupil Premium children.

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
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<p><i>Pupil Premium (PP) children narrow the attainment gap when compared to their peers</i></p>	<p>Summative teacher judgements, results in national tests, participation in additional support offered (i.e. academic clubs, tuition) to ensure gaps in knowledge are filled. By the end of KS2 (2024) PP children achieve at least At the Expected Standard in Reading, Writing and Maths at the same rate as their non PP peers.</p>
<p>PP children are exposed to similar opportunities for enrichment and cultural capital as their peers</p>	<p>Advantage taken of subsidised/ paid for places on trips/ experiences.</p>
<p>PP children are resilient, equipped with the tools they need to successfully navigate the challenges in their personal lives</p>	<p>PP children exhibit a rich emotional literacy, show an understanding of what resilience is and how it can be applied in their own circumstances.</p>
<p>PP children have barriers to learning removed</p>	<p>provision of work spaces, high quality books, technology and platforms to engage in learning is provided</p>
<p>A sustained and improved attendance for all pupils, including PP and disadvantaged pupils</p>	<p>By 2024, attendance is at least 95% across the school. PP children's attendance is in line with this average.</p> <p>Where there is persistent absence, a dedicated team of staff are specifically targeting support for, not just the child, but the whole family to remove barriers to attendance.</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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>reading recovery</i>	The utilisation of a specialist reading to train other staff in the techniques of reading recovery has helped accelerate the progress	1, 7
<i>English 'booster' and Maths 'booster'</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>We have ensured leaders and experts in the subject are freed to ensure in house experts are able to provide the majority of this support. The fact they are also working alongside class teachers and the pupils themselves ensures that sessions are tailored to specific needs and minimises missed sessions as it provides a more adaptable approach</p>	1, 7, 8
<i>Spelling and phonics scheme (spelling shed)</i>	Purchase of a bespoke spelling scheme to support the development of phonics, spelling, handwriting and grammar across all year groups. Time out for training, monitoring and	1, 7, 8

	supporting staff to ensure consistent delivery	
Spelling and phonics specialist teachers and teaching assistants	Training for staff to deliver the spelling and phonics scheme to a high standard, ensuring consistency across all classrooms in the Trust	1, 7, 8
DfE validated synthetic Phonics scheme	A phonics scheme has been bought in and part of our spend has been focused on training and supporting the understanding of how to deliver the scheme: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	7, 8
training by speech and language therapists (in house) to enable a range of staff to deliver oracy and receptive understanding interventions (including the hiring/ retention of staff who can deliver this support)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) The deficit in availability, combined with the high demand for, speech and language support in our locality has meant that this vital service has been more consistently provided 'in-house'. Progress amongst children who receive this intervention has been accelerated.	1, 7

<p>IPad licenses to increase access to a wide range of intervention programs</p>	<p>A wide range of independent learning opportunities (i.e. Times tables Rockstars, SPAG.COM, MyMaths and Renaissance Learning) are made available that can be independently accessed, adjusted to meet the child's needs. These are also easily monitored to ensure it informs targets, progress and ensures children are pushed on in their learning at the right point</p> <p>Times Table Rock stars £167.90 SPAG.com £156 MyMaths £399 Renaissance Learning: £495.90</p>	<p>1, 3, 7, 8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (Trustwide): £182,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Speech and Language 1:1 sessions</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Progress amongst children who receive this intervention has been accelerated (as seen through formative and summative assessments)</p>	<p>1, 7, 8</p>
<p>School-led tuition: (Specific foci of tuition can be found in the rows below)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The use of 'in-house' staff ensures that there is good communication of needs between pupils, class teachers and tutors. It also ensure relationships are built, enabling disadvantaged pupils to feel more confident in their learning and gives us the adaptability to ensure sessions are never wasted due to illness/ attendance issues:</p>	<p>1, 7, 8</p>

<p>School-led tuition: Saturday school</p>	<p>The gaps from the pandemic has meant that many PP and Non-PP children have missed the opportunity to embed key concepts in the core subjects. For the Spring term (over 12 weeks) Wilow provides a Saturday Day School for Year 6 pupils on site with School staff. Feedback from parents and pupils indicate an increased confidence in learning as well as supporting the filling of gaps as evidenced by KS2 results.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 7</p>
<p>School-led tuition: Phonics interventions</p>	<p>Spellings and phonics interventions and additional 121 for some identified children are delivered by dyslexia and phonics specialist teachers and teaching assistants.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>This approach ensures we can 'backfill' gaps and narrow the gap between disadvantaged children and their peers</p>	<p>1, 2, 7, 8</p>

School-led tuition: English	At Willow, we use several English specialist teachers on our staff team to support yr 6 on a part time basis and also use SLT members to deliver 121 or small group sessions to Children in Year 2, 5 and 6. Moreover, we use some Pupil Premium funding to enable us to pay for additional teaching assistant time so that some children can have reading comprehension or writing intervention, or interventions with a skilled HLTA.	1, 2, 7, 8
School-led Tuition: Reading recovery	Specialist reading recovery teacher to target children who are significantly behind their peers in KS1. Trained staff help support this initiative, expanding the reach and impact.	1, 2, 7, 8
School-led tuition: Maths	We use some pupil premium funding to enable us to employ an additional teacher for year 6 Maths Sets so that the children work in smaller ability groups. We also utilise the skills of several Maths specialists on staff to provide booster for any child not on track for Maths milestones	1, 2, 8

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

Budgeted cost (Trustwide) : £77,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Mini Bus Service:</i> A small number of Pupil Premium children do not attend regularly because they live at a considerable distance from our school or because there is some issue within their family. These children are offered a free place on our minibus, which makes 4 separate pick up rounds to collect them each morning</p>	<p>PP children comprised 34% of the total number of children classed as persistent absentees (17.7% of the school population), a figure that saw a reduction each term of 2021-22. This figure was significantly impacted by the effects of COVID.</p>	<p>1, 2, 3, 5, 6</p>
<p>Extended services-wellbeing provision</p>	<p>Free places in breakfast club and reduced fee places in after school care or holiday provision (or specific support for families in crisis with uniform, shoes, free or subsidised places on school trips/ residential trips or clubs) for identified pupil premium children with attendance or punctuality issues or who are looked after or have social care involvement.</p>	<p>2, 3, 4, 5, 6</p>

<p>Attendance team and Child Protection Team</p>	<p>Children can not progress adequately if they are not in school; or if they are in a vulnerable position in their personal life. The attendance team actively seek to target problem families and explore ways of supporting improved attendance so no child fall through the gaps.</p> <p>In a similar way, the child protection team seek to support all children by ensuring steps are taken to enable a stable and secure personal life.</p> <p>Given the strains and pressures on support services in the local area, the Child Protection team seek to 'fill the gap' of local services to ensure that PP, and other vulnerable children, are able to attend school focused on learning and maximising their potential themselves.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Electric/ Gas</p>	<p>To provide a safe, supportive and engaging environment outside of the standard school day, the school premise was opened to an increased amount of children for half terms and holidays, as well as ensuring safe wrap-around care was provided.</p> <p>This had an impact on the site, with additional facilities being used to cater for children during this time.</p> <p>This ensured that children could attend school fed and warm, as well as providing a safe place for children during the holidays (meeting their emotional needs)</p>	<p>1, 2, 4, 5, 6</p>

<p>therapeutic services (talktime, kidsconnect, bereavement counselling, nurture, play therapy, autism social skills groups, sibling support groups)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning .pdf(educationendowmentfoundation.org.uk)</p> <p>We have two qualified senior play therapists on staff for five days each week who provides intensive support to some children for a short period. These therapists coordinate, and support others, in running a wide range of other therapeutic groups focused on improving resilience, social skills and emotional literacy.</p> <p>In addition we bring in a Bereavement councillor for vulnerable children who have suffered loss.</p>	<p>2, 3, 5, 6</p>
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learning mentors	Marish and Willow have a team of learning mentors who have a variety of backgrounds and dual roles including working as teachers, teaching assistants and sports coaches; (see also Sports premium spend summary sheet). As an attachment aware school, we understand the impact relationships have on a child's ability to learn. Vulnerable children are assigned a designated person who provides support across the academic year. This may be in class, small group or 1:1 support depending on the need of the child. In our experience, when meaningful relationships are formed, a child's potential is unlocked.	1, 3, 6, 7
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 (Trustwide): £381,498

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.

Baseline testing at the end of the 2021-22 academic year (in which children returned to full-time education) pointed to the gap between PP pupils and non-PP pupils being exacerbated by the impact of enforced periods of home learning. This was particularly acute in areas relating to Literacy (namely reading, writing and language acquisition). Hence the focus last year, and in this plan, to address these concerns.

Strong steps towards addressing this have already been seen in our KS1 and KS2 outcomes for 2021-22, particularly when looking at how the gaps have been closed the longer children are with us:

At KS1 55% of the cohort achieved the expected standard in reading. 28% of pupil premium children achieved this, compared to 75% of all children nationally.

10% exceeded the expected standard, with 5% of pupil premium children meeting this standard. This compares with 25% of all children nationally.

For maths (in KS1) 57% achieved the expected standard, with 33% of pupil premium children doing so. This compares with 76% of all children nationally.

7% exceeded the expected standard. This compares with 22% of all children nationally.

In writing, 48% achieved the expected standard, with 28.6% of pupil premium children doing so. This compares with 69% of all children nationally.

7% exceeded the expected standard, with 5% of pupil premium children meeting this standard. This compares with 15% of all children nationally.

At KS2, 96% of the total cohort achieved the expected standard for reading. 89% of pupil premium children achieved this compared to 74% nationally (73% pre-covid).

58% of our children achieved the Exceeding Expected standard with 51.7% of pupil premium children attaining this standard. This compares to 28% nationally.

For maths (in KS2) 91% achieved the expected standard. 84.2% of pupil premium children achieved this standard compared to 71% nationally. Our pupil premium pupils were also able to exceed the national figures pre-covid of 79%.

39% of our children achieved the Exceeding Expected standard. 41.4% of our Pupil Premium children achieved this standard, exceeding the national pre-covid figure of 27% as well as 23% of all pupils nationally in 2022.

For writing (at KS2) 75% achieved the expected standard compared with 69% nationally. However, 68.4% of Pupil Premium children were able to attain this standard.

At the higher standard, 16% of all our pupils achieved Greater Depth, with 10.3% of our pupil premium students achieving this standard. This compares with 13% of all pupil nationally in 2022.

Absences, including persistent absences, have increased on preceding years. Vulnerable pupils are usually described as those who are disadvantaged, under a child protection plan or known to social care. However, at Marish Academy Trust we consider all Persistent Absentees as vulnerable, if only because of their poor attendance, whilst acknowledging that many of them have multiple vulnerabilities. These may include needing a school ECM plan, and those who live out of the catchment area. It can also include children with learning difficulties. This group are particularly likely to have poor attendance because of their home circumstances. This is a key factor in why attendance is such a focus in our current plan.

Ensuring wellbeing of all pupils, particularly in light of the trauma many have experienced in recent times, is also a key priority of our Trust. These issues, many related to COVID-19, were exacerbated for our disadvantaged pupils and the compounding impact of poverty. Pupil Premium funding was strategically deployed to provide holistic support for these pupils. Both parent and pupil feedback indicated the successful impact of these strategies. This was also borne out but reports of class teachers of children receiving this support.

