

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Willows Primary
Number of pupils in school	685
Proportion (%) of pupil premium eligible pupils	147 (21.46%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	Termly and October 2024
Statement authorised by	S Thursfield
Pupil premium lead	C Beltran
Chair of Governors	J Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,205.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£226,205.00

Part A: Pupil premium strategy plan

Statement of intent

The Willows is a busy and vibrant school with a hardworking, enthusiastic and dedicated staff. We have a very well established and experienced Senior Leadership Team and a school ethos that endorses a 'happy and safe' mantra. We have high expectations and a strong ethos of inclusion, with a compassionate approach towards engaging and supporting our children and their families. We aim to develop the child as a whole through an ambitious curriculum and a wide range of visits and experiences. All children are supported, irrespective of background, however, we know that some common barriers to learning for disadvantaged children can be less support at home, weaker language and communication skills, lack of confidence, more frequent behaviour for learning difficulties and social and emotional needs. There may also be complex family situations that prevent children from flourishing, the challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At The Willows we adopt the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. The Strategy Statement is fully in line with the School Development Plan for 2023-2024,

There is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students.

We aim to do this through:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- ✓ Ensuring 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.
- ✓ When 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.

- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ To allocate Teaching Assistants to each Year Group - providing small group across year groups focussed on overcoming gaps in learning.
- ✓ Additional teaching and learning opportunities provided internally or through external agencies.
- ✓ All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- ✓ Additional learning and pastoral support.
- ✓ Support towards residential.
- ✓ Behaviour and wellbeing support.

Challenges

This details the key challenges to The Willows Primary School

Challenge number	Detail of challenge
1 To further develop a language framework in the Early Years.	<i>This underpins all areas of the curriculum and will positively influence children's end of year outcomes and Good Level of Development (GLD).</i> The development of early language is a crucial pillar of a child's personal growth. However, according to research by Speech and Language UK, at least 1.7 million children in this country are behind with talking and understanding of words. Wider research and data confirm this picture. The percentage of pupils formally identified as having a primary special need in speech, language and communication is steadily rising - up to 22.5% in 2021, compared with 18.8% in 2015. The EEF have identified that based on moderate evidence, language and communication approaches have high impact. Communication and language is a prime area of learning and development in the Statutory Framework for the Early Years Foundation Stage. Due to the increased number of children in the Early Years, and Key Stage 1, who require speech and language therapy, we have identified that this is an area requiring further support.
2 To implement strategies to increase participation in reading for pleasure.	Reading for pleasure provides a mechanism for social justice that offers the potential to change life chances. If we can enable all children to learn to read and to choose to read frequently for pleasure, then we can change the course of their lives. Furthermore, evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) and reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,

	2002). We aim to improve our reading progress data whilst increasing children's love of reading to benefit the outcomes for our pupils.
3 To further support the behaviour of children with social and emotional needs.	We have identified that an increasing number of pupils are struggling to regulate their emotions, and behaviour in some classes is becoming increasingly challenging. Therefore, it has never been more important to train staff to consistency manage pupil behaviour across the school. Furthermore, social and emotional learning needs to take place in all classrooms so our pupils develop lasting relationships, are able to express their emotions, and have strategies to self-regulate their behaviour.
4 To further develop the implementation of, and evaluate the impact of, The Willows' Explore Dream Discover Curriculum.	<i>EEF (https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.</i> To implement a systematic toolkit (using Alex Bedford's Pupil Book Study) to enable school leaders and teachers to focus on evaluating their curriculum, and teaching and learning in the classrooms. The aim is to find evidence to inform curriculum design, effective teaching methods and tasks that generate learning.

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
To further develop a language framework in the Early Years – one which underpins all areas of the curriculum and will positively influence children's end of year outcomes and Good Level of Development (GLD)	<p>Early Years and KS1 staff will have a practical pedagogical understanding of both typical language development and also how to support pupils who are struggling with language acquisition.</p> <ul style="list-style-type: none"> Children struggling with language acquisition will be clearly identified and targeted. School and home will work closely together to support language development in partnership. There will be a progressive Early Years curriculum underpinned by a language framework which takes account of children's communication skills and builds on them. The Early Years curriculum will provide enrichment opportunities and revisit knowledge on a number of occasions. All Early Years staff will be able to question children to support their language development. Communication and language will be carefully planned for to ensure progression in all children. Communication screen data analysis will evidence the impact of the action plan. Early Years children will improve their retrieval practice. Physical development and sensory integration will be planned for in order to support communication development.

	<ul style="list-style-type: none"> • Story times will be used effectively to improve language development. • Children starting school will enter with improved communication skills and broader vocabulary.
To implement strategies to increase participation in reading for pleasure	<p>Subject leaders demonstrate an increased confidence leading their subject due to enhanced subject knowledge.</p> <ul style="list-style-type: none"> • Due to their credibility, staff approach subject leaders frequently to develop their own knowledge and understanding. • Use of Little Sutton training opportunities from EYF upwards. • Continue to update from SDP.
To further support the behaviour of children with social and emotional needs.	<p>Pupils understand the school rules and the behaviour expected of them.</p> <ul style="list-style-type: none"> • ALL staff follow the school behaviour policy consistently. • Staff know pupils individually and understand their influences and motivation. • Pupils with 'high needs' report that they feel supported & have developed strategies to address their individual needs. • Individuals with high behaviour needs receive tailored support. • Fewer pupils are involved in behavioural incidents. • Pupil survey shows that pupils feel supported by and connected to The Willows. • Embedded provision for high-needs pupils means more pupils remain in class with few fixed-term exclusions.
To further develop the implementation of, and evaluate the impact of, The Willows' Explore Dream Discover Curriculum.	<p>Subject leaders and SLT have an accurate understanding of curriculum provision; the effect of teaching; and depth, retention and connection of learning.</p> <ul style="list-style-type: none"> • Strengths are identified and shared; limitations are improved, and teachers are able to grow professionally.

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: £119,057.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on quality first teaching - UPS teacher targeted to work within Y6 (3 days per week)</i>	<p>EEF Moving Forwards, Making a Difference 2022-2023) High quality daily teaching; the five day approach:</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive and metacognitive strategies 	3, 4

	3. Scaffolding 4. Flexible grouping 5. Using technology This strategy has a positive impact as maths and English in the Y6 cohort can taught by 4 experienced teachers.	
<i>Quality first teaching of 'keep up, catch up' interventions. Full time TAs supporting class teachers in the afternoons so that KUCU can be delivered by class teachers.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Making Best Use of Teaching Assistants (November 2021)	3, 4
<i>EYFS Leader to attend sessions of Little Sutton's Supporting Early Language Development Programme. Complete gap tasks and disseminate info to EY/KS1 staff. Analyse communication screen data in the Early Years and identify vulnerable children. All Early Years staff to share communication screen scores with all parents at parent consultations.</i>	https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language https://www.lsenglishhub.org.uk/ EYFS Leader to share the ShREC approach, outlined by the Education Endowment Foundation (2022) with all Early Years staff to shape provision and conversations.	1, 2, 4

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

Budgeted cost: £15,512.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for EAL learners and staff in EYFS, predominantly supporting speaking and listening, pre-cuing activities (prepositions, outdoor learning, and forest school).</i>	The EEF Early Years Toolkit - 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. There is consistent evidence that reading to young	1, 3, 4

	children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.	
<i>Workshops for Nursery parents build relationships, provide informal support and give families a chance to take part in activities with their children.</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit Communication and Language, Parental engagement. 1. Sow the Seed to Read – This workshop will offer ideas on how to develop a love of reading. 2. Songs and Rhyme Make Talking Time – This workshop will offer ideas on how to develop language through song and rhyme. 3. Take it out so I'll speak out – If you have a child that still has a dummy this is definitely the workshop for you.	1, 2
<i>Identified children have access to 'Drawing and Talking Therapy' sessions with a trained member of staff.</i> TSA trained to use Jungian approach to healing through art (Mental Health Hub)	https://kunstterapi.dk/wp-content/uploads/Clinical_methodology_in_Jungian_art_therapy.pdf An important part of Art Therapy is building the bond between therapist and student. By doing so, this will improve children's social skills as well as modelling how to form positive relationships for life outside of the therapy sessions. <i>Drawing and Talking Therapy works beyond our often limited cognitive functions, or logical and sequential processing, to support the healing of trauma. Working in the realm of the unconscious often has a profound impact on a person's life both socially and emotionally, by giving us space to process emotional pain safely and gently, a non-directive approach.</i>	3

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

Budgeted cost: £91,636.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral Team support; Safeguarding Officer, Pastoral and Safeguarding Assistant (including support for Looked After Children) – supporting children, families and staff. Daily behaviour support, signposting, first day response home visits, 'meet and greet', CPI, movement break strategies, Boxall profiles, parent support, Young Carers, Early Helps, CIN meetings, monitoring MyConcern, Operation Encompass notifications, liaising with New Era, play therapist.</i></p> <p><i>Our Pastoral Team provide a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These are tracked continuously and are fluid in their approach.</i></p>	<p>EEF Evidence 'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>EEF toolkit – Parental engagement</p> <p>Relationships AND Resources – Relationships as drivers of human development: Positive supportive contexts (Osher et al, 2019)</p> <p>Relationships between and among children and adults are a primary process through which biological and contextual factors influence and mutually reinforce each other. Relationships that are reciprocal, attuned, culturally responsive and trustful are a positive developmental force between children and their physical and social contexts. Such relationships help to establish idiographic developmental pathways that serve as the foundation for lifelong learning, adaptation, the integration of social, affective, emotional, cognitive processes and will, over time, make qualitative changes to a child's genetic makeup.</p> <p>Bornstein & Leventhal, 2015; Bronfenbrenner & Morris, 2006</p>	3
<p><i>Boxall Profile online system</i></p>	<p>www.boxallprofile.org</p> <p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD. Using the Boxall Profile® is the best</p>	

	way to identify and address these hidden issues, to ensure that every child and young person gets the support they need to engage fully with their education.	
<i>Staywell support for the year. Varied and appropriate workshops and interventions.</i>	https://www.changes.org.uk/stay-well-cyp/ 'Stay Well recognises that everyone is different. We understand that young people have different mental health needs and, therefore, require different kinds of services.'	
<i>Play therapy - child led sessions alongside a trained therapist.</i>	https://playtherapy.org.uk/ Play therapy is a form of therapy primarily geared towards children. In this form of therapy, a therapist encourages a child to explore life events that may have an effect on current circumstances, in a manner and pace of the child's choosing, primarily through play but also through language.	1, 3
<i>AAT sessions with the therapy dog.</i>	https://www.equipttherapy.com/animal-assisted-play-therapy Petting a dog enhances mood and increases a sense of wellbeing. Dogs are one of the few species that does not generally exhibit xenophobia – fear of strangers. Animals play an integral role in a process that is aimed at improving cognitive, social, emotional and physical functions, which can take place in a range of facilities, such as schools, hospitals, prisons and farms. AAT does not align with any specific theoretical modality and has been successfully used with a variety of different therapeutic approaches. The therapeutic environment becomes less threatening and friendlier when an animal is involved. Children bond naturally with animals.	3
<i>Cultural capital experiences promoted in the curriculum through e.g day visits, residential, W.O.W (forest</i>	Learning is contextualised in concrete experiences and language rich environments.	3, 4

<p><i>school), representing the school, ambassador visits and events.</i></p> <p><i>Residential visits costs greatly reduced:</i></p> <p><i>Y6 – The Lake District</i></p> <p><i>Y5 – Condover Hall</i></p> <p><i>Y4 – Standon Bowers</i></p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	
<p><i>Contingency fund to support participation in extra-curricular and enrichment activities, or to support acute need.</i></p>	<p>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 and to support with funding of enrichment activities to widen the cultural capital of disadvantaged students eg educational visits, curricular activities, instrumental tuition.</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £226,205.00