

## 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 Bank Primary School       |
| Number of pupils in school  | 342                              |
| Proportion (%) of pupil premium eligible pupils   | 61%                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 – 2024/25                |
| Date this statement was published   | December 2021                    |
| Date on which it will be reviewed   | July 2022                        |
| Statement authorised by   | Julie Carson                     |
| Pupil premium lead  | Carla Ferla/<br>Abigail Oldfield |
| Trustee lead  | Nav Sanghara                     |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £291,000 |
| Recovery premium funding allocation this academic year  | £31,465  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £5,000   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £291,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, 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 through challenge 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.

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 intervention teachers 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                | To ensure teaching and learning techniques are consistently used to improve pupil outcomes and tailored to the individual needs of all learners and are aligned to recommendations provided by outside professionals. |
| 2                | To ensure diagnostic assessments are used to identify gaps in learning and ensure learning provision is appropriate to individual needs based   |

|   |   |
|---|---|
|   | on these findings. AFL is used within all learning opportunities and misconceptions are addressed within lessons.   |
| 3 | Ensure interventions are in place to support the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.   |
| 4 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 5 | Provide additional SEMH support for groups and individual children who have been impacted by school closures and reduced social interactions with peers.  |
| 6 | To improve attendance of disadvantaged pupils with last years being below pre-covid national at 92.1%. Persistent absence of disadvantaged pupils was also above pre-covid national of 16%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.  |

## 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   |
|--|--|
| Improved oral language skills and vocabulary among disadvantaged pupils from Reception to Year 6.              | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, individual care plans and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 are at least in line with national average progress scores in Reading (0)  |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024/25 are at least in line with national average progress scores in Maths (0)  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Pupil voice groups</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Pupil surveys</li> <li>• Increased number of children attending extra-curricular after school clubs</li> <li>• Reduced number of children supported through SEMH intervention groups</li> </ul> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Improve persistent absentees attendance to be in line with pre-covid national (16.1)</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 |
|---|---|-------------------------------|
| All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good across all year groups. | CPD for staff is pivotal in ensuring whole school improvement.<br><br>Delivery of CPD, linked to the EEF Effective Professional Development<br><a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>   | 1                             |
| Planned opportunities for staff to observe outstanding practice which includes marking and feedback and planning support.               | There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all.<br><br><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://www.educationendowmentfoundation.org.uk">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a> | 1,2, 4                        |
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1, 2, 4                       |

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

Budgeted cost: £ 110,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Identified staff members delivering maths and English interventions for identified groups.                   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>EEF outline Making Best Use of Teaching Assistants for interventions. <a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> | 2,3,4                         |
| Senior leaders utilised to provide small group interventions for groups of children identified through data. | <p>Strong evidence outlays the positive impact on pupil progress through small group provision.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1,2,3,4                       |
| QFT in phonics to ensure pupils make national expected progress in phonics                                   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1,2,4                         |
| Staff use evidence-based individual and whole- class teaching interventions to improve learning outcomes.    | <p>Strong evidence outlays the positive impact on pupil progress through small group provision.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1,2,3,4                       |
| Identified small group interventions and 1:1 support for individual groups as identified within in-          | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>  | 1,2,3,4                       |

|                                    |   |  |
|------------------------------------|---|--|
| school data with a focus on oracy. | <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> |  |
|------------------------------------|---|--|

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

Budgeted cost: £61,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Group and individual SEMH interventions support the mental health of all learners and removing barriers to learning.                                  | <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>Improving social and emotional learning<br/> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a><br/> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> | 2,5                           |
| Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need in order to improve attendance. | <p>Strong evidence highlights the impact of attendance on pupil outcomes and strategies available to schools.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p>  | 2,4,5                         |
| Reduce number of FTE and improve behaviour for learning through exploration of behaviour strategies.  | <p>The EEF outlines interventions to improve behaviour through interventions and strategies.</p> <p><a href="#">Behaviour interventions   EEF</a><br/> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>  | 5                             |

**Total budgeted cost: £ 291,000**

## 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.

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. 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, despite continuing to develop our curriculum and providing continuous professional development for our staff to develop pedagogy.

The impact was mitigated by our resolution to maintain a high quality curriculum throughout the year, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, and the investment in educational technology to ensure that our most disadvantaged children could access on-line learning if they were not in school.

Attendance in 2020/21 was lower than in the preceding years with higher persistent absentee rates than previously. Analysis of this has shown that it is predominantly due to Covid-19. Persistent absence of disadvantaged children was significantly higher than non-disadvantaged children (23% for disadvantaged, 15% for non-disadvantaged). This gap is larger than in previous years, 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, including access to counselling. We are continuing to build on that approach this year.

### 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 |
|-----------|----------|
|           |          |



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## 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

### **Additional activity**

- Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

### **Planning, implementation, and evaluation**

- We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
- We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.