

# Willow Bank Primary School 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	Willow Bank Primary School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	63%
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	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Julie Carson
Pupil premium lead	Abigail Oldfield/Candice Nembhard
Trustee lead	Nav Sanghara

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,149
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£256,149

# 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 are 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. 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 continue to improve attendance of disadvantaged pupils with last year's being 94.3%. Persistent absence of disadvantaged pupils was also above pre-covid national of 19.3%. 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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve persistent absentees' attendance to be in line with pre-covid national (16.1%)

## 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: £ 71,300

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.  Delivery of CPD, linked to the EEF Effective Professional Development <a href="https://www.eef.org.uk/eef/effective-professional-development">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.  <a href="https://www.eef.org.uk/eef/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.eef.org.uk/eef/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4
Sharing a part time SENCO with another partnership school to support early intervention of identified needs, modelling strategies and providing tailored CPD for EYFS staff and guidance for parents.	Early interventions have a positive impact on low-income families and is effective in narrowing the attainment gap between disadvantaged children and their peers.  <a href="https://www.eef.org.uk/eef/oral-language-interventions">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
CPD for staff on bespoke SEND needs of pupils-class teachers and TAs	Past experiences have shown that staff in their early careers do not always have the skills and information of how to meet the needs of pupils with some different SEND barriers.	1, 2, 3

SEND weekly PPA support where needed to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Planning days	Past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies in place for those children  <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <sup>+</sup>	
Ensure the EYFS team are consistently promoting language development with speaking and listening skills. Workshops for parents in play-based learning and engagement with their child.	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

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

Budgeted cost: £ 139,000

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://www.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.</p>	2,3,4

	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
Senior leaders utilised to provide small group interventions for groups of children identified through data.	Strong evidence outlays the positive impact on pupil progress through small group provision.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
QFT in phonics to ensure pupils make national expected progress in phonics	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Staff use evidence-based individual and whole- class teaching interventions to improve learning outcomes.	Strong evidence outlays the positive impact on pupil progress through small group provision.  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
Identified small group interventions and 1:1 support for individual groups as identified within in-school data with a focus on oracy. HLTA Speech and Language specialist to provide interventions.	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4

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

Budgeted cost: £45,849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group and individual SEMH interventions	There is extensive evidence associating childhood social and	2,5

support the mental health of all learners and removing barriers to learning.	<p>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  <a href="https://www.educationendowmentfoundation.org.uk/Improving-Social-and-Emotional-Learning-in-Primary-Schools">Improving Social and Emotional Learning in Primary Schools   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
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.  <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	2,4,5
Reduce number of suspensions and improve behaviour for learning through exploration of behaviour strategies, including the use of a therapeutic classroom (Inclusion Hub) led by a skilled Behaviour HLTA.	<p>The EEF outlines interventions to improve behaviour through interventions and strategies.  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	5

**Total budgeted cost: £256,149**



## 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 2023 to 2024 academic year.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils remains considerably lower than non-disadvantaged in key areas of the curriculum. However, there has been significant progress made with regards to attainment in the following areas for our disadvantaged children:

- Combined outcomes for disadvantaged children are higher than 22/23 national data – an increase from last year
- Higher standard of combined outcomes is in line with national figures
- Higher standard in reading was above 22/23 national – an increase from last year
- Maths expected outcome is in line with national data
- EYFS disadvantaged outcome is significantly higher than 22/23 national and higher than last year's figures
- Y1 disadvantaged phonics outcome is above national and an increase from last year
- MTC – average attainment score is above national and number of disadvantaged children scoring full marks is significantly above national

Our external assessments at KS2 during 2023/24 suggest that our non- disadvantaged children outperformed our disadvantaged at expected standard in all areas and combined. At GDS standard, non-disadvantaged outperformed disadvantaged particularly in reading and to a lesser extent in maths. Data for both groups was comparable in writing and combined GDS.

	PPG	NPPG
Reading	55%	86%
Reading GDS	21%	52%
Writing	55%	91%
Writing GDS	3%	4%
Maths	58%	86%
Maths GDS	6%	14%
Combined	52%	81%

Combined GDS	3%	5%
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As a school with an exceptionally high percentage of disadvantaged children, forming the majority of our school community, and those not classified as disadvantaged often having NRPF we serve a community impacted acutely by social and economic pressures. As evidenced in schools across the country, previous school closures due to Covid 19, were most detrimental to disadvantaged pupils.

Attendance in 2023/24 continued to be an area of focus for the school, and analysis of this has shown that poor attendance is predominantly linked to families who are experiencing SEND (specifically SEMH) needs, and those with children with EHCPs.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted by previous school closures; the impact was particularly acute for disadvantaged pupils. We continue to utilise pupil premium funding to provide high quality wellbeing support for all pupils, and targeted interventions where required, including access to counselling and play therapy.

Our assessment of the reasons for these outcomes continues to point 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.

Attendance in 2023/24 improved again from the previous year at 95.2%, disadvantaged attendance also improved at 94.3% (previously 92.6%) above 22-23 National disadvantaged figures. Persistent absence for disadvantaged children improved by 5.7% from the previous year to 19.3%. However, the gap between disadvantaged and non-disadvantaged remains large, which is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for our disadvantaged pupils and continues to be so. We continue to utilise pupil premium funding to provide full time wellbeing support for all pupils, and targeted interventions where required, including access to counselling and 1:1 pupil mentors. We continued to build upon that approach by establishing a therapeutic classroom and sensory room in the school in which those children that exhibit extreme distressed behaviours can have timetabled sessions to support and maintain their integration back into classrooms. This has had a significant impact on improving behaviour and reducing incidents across the school although reducing the number of suspensions remains a core priority for the coming year.

## Further information

### 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.
- Subsidising the cost of school trips and workshops to enhance our curriculum offer
- Applying for grants for disadvantaged children from The Tony Trust to support with the cost of the Y6 residential trip.
- Utilising a VRU grant from the Mayor of London <https://www.london.gov.uk/programmes-strategies/communities-and-social-justice/londons-violence-reduction-unit-vru> to provide additional extra-curricular activities and well-being support, as well as a three year Talk Matters oracy programme for the whole school.

### 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.