

Pupil premium strategy statement 2021/22



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 Wood Community Nursery & Primary School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	49% (123)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Martin Bell Headteacher
Pupil premium lead	Katie Ullein Deputy Headteacher
Governor / Trustee lead	Georgia Winstanley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,435
Recovery premium funding allocation this academic year	£13,724.25 + £13,365 tuition funding
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	£193,524.25

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 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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 the National Tutoring Programme 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	Children entering school with poor Oracy and Communication skills. Access to language and communication. Majority have general language difficulties (delayed language development). EAL children with additional language needs.
2	Reading gaps in learning: EYFS – lower range of vocabulary (evidenced on-entry data to school); less frequent daily individual reading at home; greater difficulty in retaining and applying phonics (evidenced on Tapestry). KS1 – lower range of vocabulary, less frequent daily individual reading at home; weaker inference skills; reading common exception words; application of phonics to read fluently (evidenced in teacher assessments) KS2 – lower range of vocabulary, less frequent daily individual reading at home; inference skills, make comparison, summarise main ideas (evidenced in ASP QLA).
3	Writing gaps in learning: EYFS – lower range of vocabulary (evidenced on-entry data to school); greater difficulty applying phonics and writing simple sentences (evidenced on Tapestry). KS1 – lower range of vocabulary; letter formation; stamina for writing;(evidenced in teacher assessments). KS2 – grammar knowledge in own writing; (evidenced in teacher assessments). Vocabulary, combining words, phrases and clauses, verb forms – tense and consistency, grammatical terms and word classes, punctuation, standard English and formality (evidenced in ASP QLA).
4	Maths gaps in learning: EYFS – lower range of mathematical vocabulary (evidenced on-entry data to school); mathematical problem solving and reasoning skills; recording (evidenced on Tapestry). KS1 – lower range of mathematical vocabulary; weaker place value, multiplication and addition and subtraction skills (evidenced in teacher assessments). KS2 – fractions, decimals and percentages, ratio and proportion, measurement (evidenced in ASP QLA).
5	Low attendance and punctuality (2020-21 All pupils- 93.2% / PP pupils – 91.81% / Non PP pupils 93.73%)
6	Emotional well-being of pupils – security and attachment, impulse control, resilience and determination, school readiness, value placed on education (evidenced in observations, FSW case load).
7	Narrower life experiences and lack of stimulus to use within their learning (fewer memorable enriching experiences).
8	Ability to support and consolidate learning outside of school (homework completion, frequency of reading).

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.	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 and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that there is no significant gap. the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils has been narrowed so that there is no significant gap to non-disadvantaged pupils.
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"> qualitative data from student voice, student and parent surveys and teacher observations a reduction in FSW caseload a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Recovery: To plug any gaps in pupils learning, that are evident due to the pandemic.	<ul style="list-style-type: none"> Book scrutiny, pupil voice and mini- assessments show that gaps in children's knowledge and understanding have been plugged.

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (including additional related books)</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><u>Budget: £3000</u></p>	<p>1, 2, 3</p>
<p>First4Maths Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p><u>Budget: £4000</u></p>	<p>4</p>
<p>The purchase of a scheme of work in History and Geography to support the development of the wider curriculum and teacher knowledge. Additional CPD (including linked to the Geography quality mark and History quality mark)</p>	<p>Ofsted are clear that a well-constructed and sequential curriculum, that has well considered building blocks of progress is an element of effective history teaching in outstanding primary schools. https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/</p> <p>Ofsted also state - A successful geography curriculum reflects teachers' careful thinking and rationale behind what is taught, the sequencing of learning and the relationships between the forms of knowledge. https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography</p> <p><u>Budget £4000</u></p>	<p>7</p>

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

Budgeted cost: £ 133,732

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language sessions (TA led) Welcomm/Nelli	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF [Oral Language Interventions] <u>Budget: £4759 (TA) +£5965 (0.2 teacher)</u>	1
Speech and Language Therapist led 1:1	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF [Oral Language Interventions] <u>Budget: £3648</u>	1
Basic Skills Interventions English (TA Led) Fresh Start Guided reading Phonics	EEF - Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF [Teaching Assistant Interventions] <u>Budget: £83,970 (4.5 grade 5 TAs)</u>	2, 3
Basic Skills Interventions Maths (Teacher/TA Led)	EEF - Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. EEF [Teaching Assistant Interventions] <u>Budget: £18,660</u>	4
Increase parental engagement in supporting learning at home (specifically reading)	EEF - The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children. EEF (Parental engagement) <u>£2000</u>	8
Small group tuition for identified Year 2 pupils (maths and English)	EEF -The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. EEF (Small group tuition) <u>£15,000 (0.5 FTE teacher)</u>	1,2,3,4

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

Budgeted cost: £ 63,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>Budget: £2000</u>	5
Family support workers	Needs driven – identified barrier. TAF/iART/MARFs/CiN/CP plans. <u>Budget: £51,909</u>	6
Breakfast club	EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year. EEF[Breakfast Clubs]	5, 6, 8
ELSA	EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF [Social & Emotional Learning]	6
Wider opportunities (The Arts, including an arts based residential visit for year 3/4)	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF [Arts Participation] <u>Budget £5000</u>	7
SMSC opportunities (trips/visits)	Previous school level data evidences very high impact. Previous pupil voice evidences impact. <u>Budget: £5000</u>	7

Total budgeted cost: £ 208,911

Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite improved attainment in phonics, reading and writing, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in the 2022/23 strategy.