

# Pupil premium strategy statement 2023/24



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
<b>School name</b>	Willow Wood Community Nursery & Primary School
<b>Number of pupils in school</b>	279
<b>Proportion (%) of pupil premium eligible pupils</b>	42.9% (130)
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	2021/2022 to 2024/2025
<b>Date this statement was published</b>	December 2023
<b>Date on which it will be reviewed</b>	December 2024
<b>Statement authorised by</b>	Martin Bell Headteacher
<b>Pupil premium lead</b>	Katie Ullein Deputy Headteacher
<b>Governor / Trustee lead</b>	Georgia Winstanley

## Funding overview

Detail	Amount
<b>Pupil premium funding allocation this academic year</b>	£187,605
<b>Recovery premium funding allocation this academic year</b>	£13,957 + £9,849 tuition funding
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	£0
<b>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</b>	£211,411

# 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
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	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.
<b>Improved reading attainment among disadvantaged pupils.</b>	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
<b>Improved writing attainment among disadvantaged pupils.</b>	KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a reduction in FSW caseload</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<b>Recovery: To plug any gaps in pupils learning, that are evident due to the pandemic.</b>	<ul style="list-style-type: none"> <li>Book scrutiny, pupil voice and mini- assessments show that gaps in children's knowledge and understanding have been plugged.</li> </ul>

## 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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>To continue to purchase resources for the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (including additional related books)</b> £2,000</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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p><b>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</b></p> <p><b>White Rose materials &amp; access to online resources</b> £4,000</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: <a href="#">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>	4
<p><b>The purchase of a scheme of work in Grammar, Punctuation and Spelling to support the progression of GPAS through school and to support teacher knowledge.</b> <b>Skills builder</b> £1,066</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. <a href="https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history">https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history</a> <a href="https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/">https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/</a></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. <a href="https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography">https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography</a></p>	7

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

Budgeted cost: £ 121,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Speech and Language sessions (TA led) Welcomm/Nelli</b>	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <a href="#">EEF [Oral Language Interventions]</a>	1
<b>Speech and Language Therapist led 1:1</b>	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. <a href="#">EEF [Oral Language Interventions]</a>	1
<b>Basic Skills Interventions English (TA Led) Fresh Start Guided reading Phonics</b>	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. <a href="#">EEF [Teaching Assistant Interventions]</a>	2, 3
<b>Basic Skills Interventions Maths (Teacher/TA Led)</b>	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. <a href="#">EEF [Teaching Assistant Interventions]</a>	4
<b>Increase parental engagement in supporting learning at home (specifically reading)</b>	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. <a href="#">EEF (Parental engagement)</a>	8
<b>Small group tuition for identified Year 1-4 pupils for reading and identified Y5/6 pupils for maths</b>	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. <a href="#">EEF (Small group tuition)</a>	1,2,3,4

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

Budgeted cost: £ 61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</b>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<b>Family support workers</b>	Needs driven – identified barrier. TAF/iART/MARFs/CiN/CP plans.	6
<b>Breakfast club</b>	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. <a href="#">EEF[Breakfast Clubs]</a>	5, 6, 8
<b>ELSA</b>	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. <a href="#">EEF [Social &amp; Emotional Learning]</a>	6
<b>Wider opportunities (The Arts, including musical instrument lessons &amp; Arts based residential)</b>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">EEF [Arts Participation]</a>	7
<b>SMSC opportunities (trips/visits)</b>	Previous school level data evidences very high impact. Previous pupil voice evidences impact.	7

**Total budgeted cost: £ 190,921**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of key stage 2 (year 6) pupil premium pupils achieved slightly lower than their non-disadvantaged peers in all areas except GPS where pupil premium pupils achieved slightly higher when achieving the higher standard.

Year 1 pupil premium pupils achieved higher than their non-disadvantaged peers.

#### *End of KS2 (Y6) data for 2023-24*

	Pupils in receipt of PP who achieved expected standard	Pupils in receipt of PP who achieved the higher standard	Not PP pupils achieving the expected standard	Not PP pupils achieving the higher standard
Reading	58%	4%	64%	7%
Writing	65%	8%	79%	14%
Maths	58%	12%	64%	14%
GPS	46%	23%	57%	21%
RWM Combined	42%	0%	50%	7%

#### *Year 1 Phonics data for 2023-24*

	Pupil in receipt of PP who achieved expected standard	Not PP pupils achieving expected standard
Phonics	83%	75%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that in years 3 and 5 that PP pupils achieve higher than their non-disadvantaged peers in reading. In years 5 and 4 PP pupils achieve higher than their non-disadvantaged peers in writing. In year 4 PP pupils achieve higher than their non-disadvantaged peers in maths. In all other year groups and subjects, non-disadvantaged children achieve better than the PP children. Therefore, teachers and SLT will carefully track and analyse baseline and termly assessments for children to ensure



intervention and appropriate support is in place for children to make accelerated progress with the aim to closing the gap between PP and non-PP children.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

*Attendance 2023-24*

	Attend- ance PP	Attend- ance non PP	Unauthor- ised ab- sences PP	Unauthor- ised ab- sences non PP	Persistent absence PP	Persistent absence non PP
23-24	91.6%	94.8%	2.2%	1.3%	12%	10.7%

The data demonstrated that overall, attendance and unauthorised absences has improved since last year for the whole school however PP pupils attendance is still lower than their non-disadvantaged peers. Persistent absentees who are disadvantaged is slightly higher than their non-disadvantaged peers. Staff and SLT have made this a priority for next year and have identified further support that can be offered to help children improve their punctuality and attendance. Attendance leads will work closely with parents and families to facilitate this.

Based on all the information above, the performance of our disadvantaged pupils met expectations in some subjects/areas and we are at present on course to achieve some but not all of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the following are particular strengths:

- delivery and impact of phonics scheme.
- breakfast for our pupils supported well-being and readiness to learn.
- subsidising residential visits and trips to raise cultural capital was well attended across school.
- the support offered to families including pastoral support provided by the school's family support workers, nurture support for parents and children, food parcels, access to services.
- varied rich experiences to improve cultural capital with a particular focus on music.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Please see the Pupil Premium Strategy Statement for 2024/25.