# Willow Tree Federation 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- October 2022

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| Detail | Data |
| School name | Willow Lane Community Primary School |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 79 (40%) |
| School name | Appletree Nursery School |
| Number of pupils in school | 49 |
| Proportion (%) of pupil premium eligible pupils | 10 (21%) |
| Academic year/years that our current pupil premium strategy plan covers | 23-24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 (termly) |
| Statement authorised by | Lucy Naylor |
| Pupil premium lead | Kirsty Banks |
| Governor / Trustee lead | Nick Harrison |

**Funding overview**

**Appletree Nursery School**

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| **Detail** | **Amount (termly)** |
| Pupil premium funding allocation this academic year | £1692.60 (Summer-14 pupils)  £1302 (Autumn-10 pupils) |

**Willow Lane CP School**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 126,810 |
| Recovery premium funding allocation this academic year | £12,760 |
| 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 | £139, 570 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.***  We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group (90%) is slightly lower than the attendance of those not in receipt of pupil premium (94%). In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school. We also have a pastoral team available to monitor attendance and carry out home visits. Last year over a 200 home visits took place.  ***To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.***  Almost 30% of our pupils in receipt of pupil premium have identified special educational needs and 50% of the children with SEND are in receipt of pupil premium. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy.  ***To ensure pupil premium children widen their experiences and knowledge in order to support their cultural understanding and development.***  The Willow Tree Federation has a White-British majority. 87% of children in receipt of PPG funding at Willow Lane are White British and 100% at Appletree Nursery are. Compared to 80% of the whole school and 70% at Appletree Nursery whole school population. We have a range of different cultures across the federation from 13 different ethnic backgrounds that our children should be educated about in addition to other religions and cultures that they will need to understand and respect in order to develop as responsible citizens. We know that children from disadvantaged areas to not have the same access to funds in order to experience wider opportunities to support cultural understanding. Therefore, it is important we, as a federation, provide these through our curriculum and enrichment.  ***To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to enable them to access curriculum.***  If a child’s basic needs are not met, then they will not be able to learn. If their self confidence is low, there resilience and ability to do their best, will be affected. Therefore, it is important that we support children with a range of barriers such as- low confidence, bereavement, behavioural changes, family and relationship difficulties, etc. In addition to supporting children at risk of not experiencing the same opportunities or access to resources/environment due to financial difficulties. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 Attendance | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. |
| 2 Outcomes | There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. |
| 3 Pastoral | Pastoral Pupils emotional well-being, social and behavioural needs affecting children being in a position to make progress and their readiness to learn. |
| 4 SEND | SEND 50% of the pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention. |

## 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.

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| Intended outcome | Success criteria |
| ***To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers.*** | Pupil premium funded attendance above 95% |
| ***To ensure pupil premium children widen their experiences and knowledge in order to support their cultural understanding and development.*** | All pupil premium funded children access the wider curriculum offer.  Pupil premium funded children have a range of cultural experiences and achieve well through the PSHE and RE programme. |
| ***To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to enable them to access curriculum.*** | Pupil premium funded pupils are prioritised for pastoral support, lifts, clothing, food and home visits leading to well-being needs being met. |
| ***To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.*** | Good or above progress for pupils n receipt of pupil premium across the curriculum. |

## 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: £9000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PSHE curriculum- SCARF  RE- cultural enrichment  SCARF material  PSHE courses | The PSHE curriculum is our chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.  This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope  From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.  This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success. | 2,3,4 |
| **Evaluation 2024** | | |
| Language development in EYFS- CPD  Early Years Professional Development programme and release for staff for EYPD course  A focus on language development across the early years to help close the gap. Training for staff through the EYPD and research to ensure that staff have the language understanding and next steps through quality interactions.  Time to map out key vocabulary through the EYFS curriculum. | Language skills are critical for academic, cognitive and socioemotional functioning (Hulme, Nash, Gooch, Lervag, & Snowling, 2015; Johnson, Beitch-man, & Brownlie, 2010; Petersen et al., 2013). It is therefore not surprising that children who begin school with language impairments are at significantly increased risk for long-term academic under-achievement (Durkin, Mok, & Conti-Ramsden, 2015;Stothard, Snowling, Bishop, Chipchase, & Kaplan,1998), social-emotional disorder (Yew & O’Kearney,2013) and poorer employment outcomes (Johnson et al., 2010).  Research indicates that 50% 0f children in disadvantaged areas start school with language difficulties. With the right support many of these children will be successful (Locke et al 2002). | 2 |
| **Evaluation 2024** | | |

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

Budgeted cost: £17989

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral TA time to support the additional pastoral needs of children identified by staff. | % of our PPG children have had more than one ACE. This has a direct impact on their ability to learn and stay focused.  Lower level social and emotional skills are associated with lower academic achievement (EEF)  By working with families and children through Early Help and whole school approaches, we can help reduce the impact of ACEs on these children. | 1,3 |
| Evaluation 2024 | | |

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

Budgeted cost: £110000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Non-teaching Pupil Support Manager.  Non-teaching SENDCO  Early Help to ensure access to universal services through teacher awareness and pastoral support.  TA in each class to help support the pastoral needs and attachment needs of children in addition to educational gaps. | 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.  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  In additional to the pastoral needs of the families many of the children are on the SEND register. Many of these children are also PP. The use of the out of class SENDCO means that time can be allocated to ensure requests for guidance and support are made at the point of need. This early intervention helps to reduce the widening gaps for SEND children later in their schooling. | 1,2,3,4 |
| **Evaluation 2024** | | |
| Continuation of:   * Increase of physical activity for all. * Priority access to after school clubs. Paid clubs through school. * Provision of breakfast bar for all at Willow Lane Primary School. * Milk/ fruit/ snacks for all in EYFS stage. * Healthy snack for all in KS1. | Key evidence from The Link Between Public health and Wellbeing:  a UK study identified that the amount of moderate to vigorous physical activity pupils engaged with at age 11 had an effect on academic performance across English, maths and science at age 11, 13 and final GCSE exam results.  The percentage of time girls spent in moderate to vigorous physical activity at age 11 predicted increased science scores at 11 and 16 years.  Pupils engaging in self-development activities (including sport, physical activity) achieved 10-20% higher GCSEs  A whole-school approach to healthy school meals, universally implemented for all pupils, has shown improvements in academic attainment at key stages 1 and 2, especially for pupils with lower prior attainment. | 3 |
| **Evaluation 2024** | | |
| Ensure that all children have their needs met at the point of access such as clothing, resources, access to school. | Many of our children and families have experienced financial hardship. Being within an area of social deprivation, means that children may not have the resources to access school, such as clothing, homework resources and food.  Many of families need extra support with this to ensure children continue to have aspirations as part of the school community and that they can focus more closely on their learning. | 1,3 |
| **Evaluation 2024** | | |

**Total budgeted cost: £ 1**

# 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.

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| *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  *Despite the obvious hurdles of the last year, the pupil premium strategy has meant that many aspects of the provision put in place last year has been a success.*   * *New curriculum has shown good foundational knowledge for all with a focus on schema building and vocabulary.* * *Children at need have accessed 1:1 tuition and support from Teaching Assistant. Maths tuition had a direct impact on the SATs outcomes.* * *Pastoral support has been essential in ensuring contact and support for families and keeping children in school.* * All the children have managed to go on an extra-curricular Learning Experience. * Children all got their secondary school places- 25% grammar from tuition. * Language development through WellCom shows good progress in EYFS. |

## 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*

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| Programme | Provider |
| Bugclub | Active Learn |
| White Rose Maths | White Rose |
| Tapestry | Tapestry |
| TT Rockstars | TT Rockstars |
| Testbase Merit | Testbase |
| No Nonsense Spelling | Nelson |
| Red Rose Phonics | Lancashire CC |
| Lancashire Sports Passport | SSN |