

Willow Tree Federation Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 2024

| Detail | Data |
|---|--------------------------------------|
| School name | Willow Lane Community Primary School |
| Number of pupils in school | 201 |
| Proportion (%) of pupil premium eligible pupils | 82 (41%) |
| School name | Appletree Nursery School |
| Number of pupils in school | 50 |
| Proportion (%) of pupil premium eligible pupils | 16 (32%) |
| Academic year/years that our current pupil premium strategy plan covers | 24-25 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 (termly) |
| Statement authorised by | Lucy Naylor |
| Pupil premium lead | Kirsty Banks |
| Governor / Trustee lead | Nick Harrison |

Funding overview

Appletree Nursery School

| Detail | Amount (termly) |
|---|--|
| Pupil premium funding allocation this academic year | 2 year olds Summer- £1,193.40 2 year olds Autumn and Spring- £2,295 3 year olds Summer £2,386.80 |

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|--|---------------------------------------|
| | 3 year olds Autumn and Spring- £4,590 |
|--|---------------------------------------|

Willow Lane CP School

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £118,400 |
| 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 | £118,400 |

Part A: Pupil premium strategy plan

Statement of intent

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

When making any decisions regarding the school, we consider the context of the school and the subsequent challenges faced. Pupils come from a mix of socio-economic backgrounds although the school's postcode shows that our Federation is based in an area which stands in the 2nd decile for deprivation, 1st decile for Health and 4th decile for crime. 41% of pupils are eligible for Pupil Premium at Willow Lane and 32% at Appletree Nursery (this is a number that has increased in recent years). Both of these are higher than Lancashire and National averages. This comes with its challenges as many families face low incomes, poor housing and lack of access to resources.

Common barriers to learning for our children eligible for pupil premium can be lack of parental engagement and support, weak vocabulary knowledge, poor communication skills, lack of knowledge and understanding of the world and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. These challenges are varied and many children also who are not in receipt of PPG also have a wide range of challenges as we have many low income families too.

Our ultimate objective is to ensure that all children living in what is seen as 'deprivation' get the same experiences, support and education as children who are not so that the attainment gap is narrowed and children have a well-rounded start to their lives.

Challenges

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

| Challenge number | Detail of challenge |
|---------------------------------|--|
| 1 Communication and Interaction | The number of pupils entering Reception at below age-related expectations is higher due to speech and language needs and |

| | |
|---------------------|--|
| EYFS- impact beyond | social interaction and communication. This can have a long term impact on a child's future success. |
| 2 Outcomes | Children may come to us with lower starting points throughout the school who are in receipt of PPG and these children need targeting to support them. Reading ages are often lower and children may not have access to reading/ books at home. |
| 3 Pastoral | Pupils emotional well-being, physiological, social and behavioural needs affect children being in a position to make progress and their ability to learn. |
| 4 SEND | SEND 50% of the pupils who qualify for Pupil Premium funding have specific SEND needs. This has an impact on PPG achievement due to the nature of the SEND needs. Good progress needs to be made for all SEND/ PPG children. |

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 |
|---|--|
| To reduce the communication and language gap in the early years. | Children achieve well across EYFS in Communication and Language and PSED. They make excellent progress from their starting points. Year 1 phonics test pass to be above 75%. |
| To increase reading opportunities and early intervention for children in receipt of pupil premium. | Every child is reading daily. Reading ages are assessed and improving. Children move to the next stages with a functional reading age. Children enjoy reading. |
| To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to help 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 progress across the full curriculum. | Good or above progress for pupils in receipt of pupil premium across the curriculum. Children with SEND have a secure understanding of the foundational outcomes of the school curriculum. Adaptive teaching in place in all classrooms with a focus on metacognition. |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>CPD for all teachers on adaptive teaching and subject leadership to ensure high quality first wave teaching and learning.</p> <p>Subject leaders to work alongside SENDCO to Foundation subjects to have been streamlined to ensure there is a focus on core learning being mindful of cognitive load with strong retrieval practice being evident.</p> <p>English maps to have been reviewed to ensure links are made where appropriate and cross curricular writing is mapped out purposefully.</p> <p>SEND overviews to be produced suggesting adaptations for each subject and year group.</p> <p>Subject overviews to include meaningful outdoor learning opportunities for each year group.</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1727625741</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 2/4 |
| <p>Focus on early literacy skills across Early years and direct teaching of Early Reading. All staff to receive up to date phonics training across the school. Development of phonics based books and self choosing system for children that relies on</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1727629355</p> | 1, 2 |

| | | |
|--|--|--|
| <p>overlearning of phonics stages.</p> <p>Regular phonics assessments in place-monitored by subject leaders.</p> | | |
| | | |

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

Budgeted cost: £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Pastoral TA time to support the additional pastoral needs of children identified by staff.</p> | <p>% of our PPG children have had more than one ACE. This has a direct impact on their ability to learn and stay focused.</p> <p>Lower level social and emotional skills are associated with lower academic achievement (EEF)</p> <p>By working with families and children through Early Help and whole school approaches, we can help reduce the impact of ACEs on these children.</p> | <p>2,3</p> |
| | | |

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

Budgeted cost: £110000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Non-teaching Pupil Support Manager.</p> <p>Non-teaching SENDCO</p> <p>Early Help to ensure access to universal services through teacher awareness and pastoral support.</p> | <p>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.</p> <p>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.</p> | <p>1,2,3,4</p> |

| | | |
|---|---|--|
| <p>TA in each class to help support the pastoral needs and attachment needs of children in addition to educational gaps.</p> | <p>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.</p> <p>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.</p> | |
| | | |
| <p>Continuation of:</p> <ul style="list-style-type: none"> • 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. | <p>Key evidence from The Link Between Public health and Wellbeing:</p> <p>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.</p> <p>The percentage of time girls spent in moderate to vigorous physical activity at age 11 predicted increased science scores at 11 and 16 years.</p> <p>Pupils engaging in self-development activities (including sport, physical activity) achieved 10-20% higher GCSEs</p> <p>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.</p> | |
| - | | |
| <p>Ensure that all children have their needs met at the point of access such as clothing, resources, access to school.</p> | <p>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.</p> <p>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.</p> | |



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.

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?

The strategy allowed for updating the PSHE curriculum with local material and a focus on the behaviour policy and routines to focus on relationships.

The nursery focused greatly on language acquisition and training for staff. Key vocabulary was mapped out across the curriculum and implemented in planned sessions and across provision to enhance language development. Observations show a language rich environment.

60 children received Pastoral intervention from September as part of targeted support.

This has included groups that have focused on:

Friendship

Zones of regulation

Seasons for Growth (bereavement)

1:1 catch ups and emotional support

Attendance

Home visits

Meeting and greeting children in the mornings

Break out time for children- playtimes

Speaking to children at the point of need as incidents happen

Children who found it hard coming in to school were coming in on time or attending.

Behaviour improved for all the children that were involved in pastoral groups.

Children are more able to regulate themselves through their work on the zones of regulation.

Children who have been through bereavement opened up about how they were feeling. .

6 children were involved in Early Help Assessments

5 children were part of strategy assessments.

11 children were part of 6 Operation Encompass' (13 in previous year)

2 families had support under child protection

24 children were focused on in attendance agreements/ meetings

17 referrals were sent to specialist services since September for SEND.

6 EHC Applications were sent in since September. Awaiting outcomes.

£7837.50 has been written off to cover WOOSH and trip payments for PPG children/ low income families

Priority access to After School Teacher led and external agency clubs.

£6000 gone to:

Music tuition for PPG children

Young Voices

Bikeability
School Uniform
Cultural Books and PSED books for Early Years
Food Parcels

Breakfast bar continues to take place each morning with around 50 in attendance.
Healthy snack is delivered weekly for KS1 and children are all accessing these.
Milk is free for reception children and part of their snack carousel.
Weekly order of healthy snacks and cultural foods/ adaptations are in place for nursery.
Children are trying a wider range of foods.
All children have up to 60 mins of active time. This is through regular movement breaks, active lessons and active playtimes. We continue to achieve School Games Gold Award.
See sports premium overview

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 |
|----------------------------|-----------------|
| 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 |

