Pupil Premium Strategy Statement

PART TWO 2022-2023

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
School name	Willow Tree Primary
Number of pupils in school	474
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021– 2022 **2022-2023** 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	R.L.Munro (Headteacher)
Pupil premium lead	K.Lyons (Deputy Headteacher)
Governor / Trustee lead	Wayne Whitling (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280 834
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£295 334

Part A: Pupil premium strategy plan

Statement of intent

51.8% of children in the ward of Langworthy are living in poverty after housing costs. We know that deprivation consists of more than just poverty. Poverty is related to not having enough money to live on, whereas deprivation refers to a much broader lack of resources and opportunities.

It is our intent of our school to dispel the gap between disadvantaged and their non-disadvantage peers.

Overcoming barriers to learning is at the heart of our Pupil Premium Strategy and we will identify the barrier to be addressed and allocate a budget accordingly

- *Ensure all pupils receive Quality First teaching*
- *Close the attainment gap between disadvantaged pupils and their peers*
- *Provide targeted academic support and intervention in a timely manner for those children not making expected progress*
- *Address non-academic barriers to attainment such as attendance*
- *Ensure the Pupil Premium Strategy reaches those who need it most*

At Willow Tree primary school we recognise that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

At Willow Tree we have high expectations for all our pupils, irrespective of their background or the challenges they face. Our intention is that all pupils 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children need the most support. We believe that all our pupils should benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. To ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

We know that children learn best when they attend school regularly. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families and by providing exciting learning. Our learning mentor's actively engage with families to encourage and support good attendance in school.

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.

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 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped **oral language skills and vocabulary** gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils (including increasing numbers of EAL) than their peers.
2 Phonics/Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as **readers** and writers.
3 Maths	Internal and external (where available) assessments indicate that **math's** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4 Attendance	Our **attendance** data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5- 6% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 2020 PP 90% NPP 95% Previous year PP 90% NPP 95%
5 Writing	Internal and external assessments indicate that **writing** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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
1. Improve **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 external consultant's Talk Audit, pupil voice, and engagement in lessons, book scrutiny and ongoing formative assessment, including Wellcomm assessments in EYFS. **Starting point 21-22** 	Wellcomm	Sept '21	July '22	July '23	 	---	---	---	---	 	Year N (All- 60)	24%	61%	51%	
2. The attainment gap between disadvantaged and non-disadvantaged will be diminished in **Phonics** Screen Check (PSC) Improved **reading** attainment among disadvantaged pupils.	KS1 PSC outcomes in 2024/25 show disadvantaged pupils are in line with the expected national standard. 85% 2019 **Starting point 21-22** 	PSC	Sept 21	July '22	July '23	 	---	---	---	---	 	Year 2 (All pupils: 58)	76%	70%	90%	 	Year 2 (D pupils: 28)	39%	56%	85%	 KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard. **Starting point 21-22** 	KS2 reading test	Sept 21	July '22	July '23	 	---	---	---	---	 	Year 6(All pupils: 57)	52%	68%	60%	 	Year 6 (D pupils: 30)	33%	66%	40%	
3. Improved **maths** attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard. **Starting point 21-22** 	KS2 maths test	Sept 21	July '22	July '23	 	---	---	---	---	 	Year 6(All pupils: 57)	54%	67%	60%	 	Year 6 (D pupils: 30)	17%	79%	47%	
4. To continue to ensure the **attendance** of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	Sustained high attendance from 2024/25 demonstrated by: • Closing the gap between whole school attendance and • Pupils in receipt of pupil premium funding. • (Currently 5%) Reduction of 3%. • Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.

	Starting point 21-22			
	Attendance	**Sept 21**	**July '22**	**July '23**
	All	93.6%	93%	94%
	D pupils	91%	90%	91.2%
	PA		20%	21%
5. Improved **writing** attendance for disadvantaged pupils at the end of KS2	**KS2 writing**	**Sept 21**	**July '22**	**July '23**
	Year 6(All pupils: 57)		68%	60%
	Year 6 (D pupils: 30)		67%	47%

Note: Row 5 label reads "Improved **writing** attainment for disadvantaged pupils at the end of KS2"

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of	1,2,3,5,

	teaching. The EEF ['Cognitive Science Approaches in the Classroom: A Review of the Evidence'](#) summarises the evidence for teachers.	
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the Best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The [EEF Toolkit](#) and [guidance reports](#). • The EEF's ['Effective Professional Development'](#) guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as ['Considering a balanced design'](#), and more [here](#).	1,2,3,5
Mentoring and coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the ['Effective Mechanisms of PD'](#) - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	2,3,5
Technology and other resources focussed on supporting high quality teaching and learning	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: • The EEF's ['Using Digital Technology to Improve Learning'](#) offers the best evidence available and	1,2,5

	includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.	

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

Budgeted cost: £60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1,2
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	1,2,3,,5
Teaching assistant deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:	1,2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	- The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. - The EEF Toolkit has a strand on teaching assistant interventions.	
One to one and small group tuition	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: - The EEF Toolkit has a strand on one to one tuition and small group tuition.	1,2,3, 5

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

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: - The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. - The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies.	4

	The EEF Toolkit has a strand on [social and emotional learning](#) and [behaviour interventions](#)	
Supporting attendance	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on ['Working with Parents to Support Children's Learning'](#) includes a focus on offering more intensive support, which can include approaches to support attendance	4
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on [arts participation.](#)	4
Breakfast clubs and meal provision	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the [Magic Breakfast programme](#).	4,
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on [parental engagement.](#) • The EEF guidance report on ['Working with Parents to Support Children's Learning'](#) offers practical approaches and insights for communicating and supporting parents.	1,2,3,4,5

Total budgeted cost: £ 280 000

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 **2021 to 2022** academic year.

Challenge 1: underdeveloped **oral language skills and vocabulary** gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils (including increasing numbers of EAL) than their peers.
Success Criteria:
The numbers of children gaining the expected standard in reading and writing are in line with national by the end of Year 6 in 2024/25

Starting point 21-22

Wellcomm	Sept '21	July '22
Year N (All- 60)	24%	61%
Year R (All- 60)	46%	87%

Comment: Wellcomm data shows that children show good improvement over time.

Challenge 2: Evidence suggest disadvantaged pupils generally have greater difficulties with **phonics** than their peers. This negatively impacts their development as **readers** and writers
Phonics:
Success Criteria:
KS1 PSC outcomes in 2024/25 show disadvantaged pupils are in line with the expected national standard. 85% 2019

Starting point 21-22

PSC	Autumn 1	July '22
Year 2 (All pupils: 58)	76%	70%
Year 2 (D pupils: 28)	39%	56%

Comment: The Year 2 cohort has been affected by the mobility of the cohort. The data shows a slight decline but there has been improvement in the scores for disadvantaged pupils

Reading:
Success Criteria:
KS2 outcomes in 2024/2025 show disadvantaged pupils are in line with the expected national standard.

Starting point 21-22

KS2 reading test	Autumn 1	July '22
Year 6(All pupils: 90)	52%	68%
Year 6 (D pupils: 42)	33%	66%

Comment: KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard which is slightly below the national expected standard

Challenge3: Internal and external (where available) assessments indicate that **math's** attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

Success Criteria:

KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard

Starting point 21-22

KS2 maths test	Autumn 1	July '22
Year 6(All pupils: 90)	54%	67%
Year 6 (D pupils: 42)	17%	79%

Comment: End of key stage 2 data shows that disadvantaged pupils performed better than non-disadvantaged pupil in the end of Key Stage 2 tests

Challenge 4: evidence suggests that the **education and wellbeing** of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.

Success Criteria:

Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

Attendance target 96%

See Outcome 5

Comment: Attendance of all children for the academic year 2020 /21 was 92.7%. The attendance of disadvantaged children was 91.3%.

Challenge 5: Our **attendance** data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5- 6% lower than for non-disadvantaged pupils.

Success Criteria:

 Sustained high attendance from 2024/25 demonstrated by:

- Closing the gap between whole school attendance and
- Pupils in receipt of pupil premium funding.
- (Currently 5%) Reduction of 3%.
- Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.

Starting point 21-22

Attendance	Autumn 21	Summer 22
All	93.6%	93%
D pupils	91%	90%
PA		
All	24%	20%
D pupils	14%	14%

Comment:: Attendance of all children for the academic year 2020 /21 was 92.7%. The attendance of disadvantaged children was 91.3%.

A significant percentage of the attendance of disadvantaged pupils is classes as persistent.

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
Place2Be	Place2Be https://www.place2be.org.uk/about-us/impact-and-evidence/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A