

Pupil Premium Strategy Statement

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 Brook Primary School
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	01.10.21
Date on which it will be reviewed	01.10.22
Statement authorised by	Lucie Dawn
Pupil premium lead	Scott Hartley
Governor / Trustee lead	Anne Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year.	£256,205
Recovery premium funding allocation this academic year.	£28,855
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.	£285,060

Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives are:

- ✓ to eradicate the attainment gap between disadvantaged and their peers in all subject areas (including in attainment at greater depth);
- ✓ to ensure disadvantaged pupils access high quality educational experiences;
- ✓ to provide families with the tools that they need to support their child's learning in school;
- ✓ to support the emotional and mental well-being of disadvantaged pupils;
- ✓ to inspire learning in environments that are both nurturing and aspirational.

We aim to do this by:

- ensuring that pupils have access to an expertly planned curriculum taught by highly skilled practitioners;
- matching the teaching and learning opportunities to precisely meet the needs of all the pupils;
- working with a range of external agencies and accessing resources to provide a meaningful early help offer;
- ensuring disadvantaged children are able to recover from the effects of the Covid-19 pandemic through an extensive and targeted programme of academic, well-being and mental health support;
- ensuring the needs of disadvantaged pupils are analysed by teachers and addressed during frequent progress meetings.

The Key Principles underpinning our strategy are:

- the need for reading to underpin learning in all areas of the curriculum. The sooner pupils are able to decode, the better it is for their progress and their confidence as learners;
- the knowledge that a precisely planned curriculum, expertly delivered is proven to have the greatest impact on pupil progress;
- disadvantaged pupils have different needs and detailed assessments are essential in planning for success;
- national trends show that the attainment and social mobility gap has widened significantly as a result of Covid –related issues.

As a Griffin School, we endeavour to ensure that all our children, especially those who are disadvantaged, are equipped with the tools they need to take their place in society. It is part of the Griffin promise that all members of our school community work together to deploy all resources, be it financial, human or physical strategically, to ensure that our most disadvantaged children can take the next step in their lifelong learning journey.

Limited access to cultural experiences, poor language and communication skills and varied degrees of support at home are common barriers for disadvantaged pupils. There may also be complex family situations which include historic disengagement with educational opportunities. Each child faces different challenges and therefore individualised support is vital. The building of positive relationships with families is a key element in providing support that meets the needs of each child.

Pupil Premium Strategy Statement

Challenges

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

Challenge number	Detail of challenge
1	The ongoing impact of Covid-19 on children's mental health and well-being.
2	Disadvantaged pupils face a lack of access to cultural capital due to social and economic factors and increased social isolation. Pupils typically enter Willow Brook performing well below age related expectations.
3	The demographic is characterised by high levels of mobility, housing issues, including high rates of overcrowded living conditions. This affects pupils health, well-being and access to safe spaces to play and learn.
4	Some families are historically disengaged and disaffected with educational opportunities.
5	The need to continually assess the on-going impact of Covid-19 and social disadvantage on children's academic achievements.

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
Disadvantaged pupils achieve at least age-related expectations in reading, writing and maths.	<ul style="list-style-type: none"> Assessments show gaps in attainment narrow, and are eradicated as pupils progress through the school.
Achievement for disadvantaged pupils at age related and greater depth is at least in line with non-disadvantaged pupils across the wider curriculum.	<ul style="list-style-type: none"> Half-termly raising achievement meetings show gaps are closing rapidly. Assessments are highly accurate and enable teachers to precisely plan next steps in learning. Targeted and timely interventions have ensured accelerated progress for disadvantaged pupils.
Pupils well-being is prioritised to develop high levels of confidence and resilience: <ul style="list-style-type: none"> Children are happy to come to school; levels of attendance and punctuality and above national expectations; Children show high levels of engagement and demonstrate a sense of success across all areas of the curriculum; Children have access to high quality counselling, therapy and well-being support groups; 	<ul style="list-style-type: none"> Lost learning time has been reduced as a result of excellent attendance. Quality first teaching and high impact intervention groups has led to accelerated progress. Precise curriculum targets have led to increased attainment. The impact of well-being interventions are significant, tracked using Leaven scales.
<ul style="list-style-type: none"> A very high percentage of disadvantaged pupils who are also identified as SEND, have made strong progress. 	<ul style="list-style-type: none"> Data analysis shows accelerated progress from initial starting points. Targets are aspirational and are regularly evaluated against EHCP and

Pupil Premium Strategy Statement

	individualised learning plans to ensure success.
--	--

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.

1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 112, 230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teaching is used to target the learning needs of disadvantaged pupils.	Research shows that mastery learning approaches have consistently positive impacts on primary pupils, particularly in Maths.	5
The curriculum is precisely planned to increase the cultural capital of disadvantaged children.	The impact of arts participation on all areas of academic learning is positive as well as having a positive impact on pupil well-being.	2, 5
The ratio of highly experienced teachers to ECTs is strategically managed to ensure all pupils achieve excellent outcomes.	Ofsted research review states that, 'New teachers commonly experience 'practice shock' when beginning to teach and need collegial support to help them acclimatise to the reality of work in schools.'	5
Specialist teachers for Art, Music, and Drama and P.E. contribute to the climate of excellence and aspiration.	Wider benefits such as more positive attitudes to learning and increased well-being have been consistently reported in relation to exposure to the arts and sports.	1
Early reading strategy is underpinned by the RWI programme. Development days focus on strategies to support disadvantaged pupils.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	5

Pupil Premium Strategy Statement

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

Budgeted cost: £ 81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Teachers, HLTAs and LSAs are highly trained and skilled in delivering targeted interventions.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,5
One to one tuition in core subjects to be made available to key year groups.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,5
Additional HLTAs and teachers to drive learning for targeted groups.	High level one to one teaching reduces gaps swiftly for disadvantaged pupils and increases attainment and therefore ability to achieve	1,5
PP pupils are targeted to attend Saturday School Provision and before and after school sessions.	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1,4,5
School/home support including home learning resources and support for parents include; Purple Mash software and the Willow Brook home learning site.	Improved parental awareness of expectations and capability to support at home with the tools and support to enable them to do so.	3,4,5
Distribution and maintenance of personal devices for disadvantaged pupils to support home learning.	Children who have access to working devices are more likely to access online provisions set by teachers and this increases progress.	3,4,5
TAs run specific intervention for Pupil Premium pupils, using excellent online learning resources.	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcome.	1,5
Targeted wrap around care via academic tuition groups is provided by trained practitioners.	Targeted deployment, where teaching staff deliver an intervention to small groups or individuals has a high impact.	1,3,4,5

Pupil Premium Strategy Statement

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

Budgeted cost: £ 94,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils benefit from wrap around care via nature connection and outdoor learning groups.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	1,3,4,5
Specialist PE teachers are highly trained to deliver an outstanding offer, to increase physical activity and improve health and well-being.	Sport and movement increases the feeling of well-being and keeps us fit and healthy.	1,3,
Integrative Child Counsellor offers regular sessions of support.	Families who are disengaged with educational systems need support to enable them to develop trust within the school system, therefore enabling them to allow schools to support with family issues.	1,2,3,4,5
Educational Psychologist provides specialist support, including training and diagnostic reports.	Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship.	1,2,3,4,5
Free Breakfast Club places are offered to PP pupils.	Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship.	1,2,3,4
Learn talk Ltd, Speech Development ensures early identification and support for PP pupils needing specialist support.	Early identification and intervention ensures children receive specialist support as early as possible.	1,2,3,4,5
Child counsellor: CAMHS Triage offers highly specialized support.	Previous high attainment supported by high level of relationships and personal development; pastoral support to engage difficult to reach pupils and families experiencing hardship.	1,2,3,4,5
Residential trips and curriculum visits are free and ensure the widest	All pupils are offered a wide range of experiences and opportunities throughout the school year. This forms a crucial part	1,2,3,4



Pupil Premium Strategy Statement

range of experiences for pupils. No pupil has to worry about whether they can afford to go on a trip.	of the Wide Horizons and Proud Traditions agenda which form a fundamental part of the school's and the Griffin Trusts vision. Funding is used to ensure that all pupils have full access to broad educational experiences. These include residential courses, school trips and visits, access to visitors to school who enhance the curriculum, access to music tuition, access to after school clubs and involvement in sports events. Whole school trips have proven to be very successful and now form an important part of our Proud Traditions.	
Environmental Provision (includes themed break out learning spaces, Artist themed library spaces, Inclusion room for child therapy sessions and Social and emotional well-being sessions).	Environment compensates for poor home environments and raises expectations; enterprise provides aspiration for future and develops deeper thinking skills.	1,2,3,4,5
Pastoral support includes well-being interventions.	Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship	1,2,3,4,5
Free musical instrument tuition is offered to all pupils.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	1,2,3,4,5
Attendance Support is targeted at any pupil who is at risk at missing out on learning time.	Previous high attainment supported by high level of relationships and personal development; Pastoral support to engage difficult to reach pupils and families experiencing hardship. Improved attendance results in higher attainment.	1,2,3,4,5
Early Help Support.	Early intervention and support targets disadvantaged families and ensures that vital support is accessed rapidly. This ensures children are supported to achieve in both academically and pastorally.	1,2,3,4,5

Total budgeted cost: £ 287,430

Pupil Premium Strategy Statement

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.

Moderation and teacher assessment show that the allocation of funding to support disadvantaged pupils academically has had a clear impact. Pupil premium attainment is consistently high across all year groups in the school. This is triangulated through a range of evidence and evaluated half termly during raising achievement meetings.

Engagement with pastoral support, including the child counsellor, has resulted in increased levels of well-being for disadvantaged children. This has been evidenced by children moving through well-being programmes successfully and with sustained impact.

Our high quality remote learning offer, which consisted of a full timetable of daily live lessons, resulted in maintained academic achievements for disadvantaged groups.

The regular contact that was maintained during this time by the school and external agencies ensured that all children were safe, supported and engaged with learning opportunities. Assessments have been used to rapidly identify any gaps in learning and to plan for quality first teaching and interventions.

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
Third Space Maths Hub	Third Space
Purple Mash	2 Simple
Read Write Inc	Ruth Miskin
Nessy	Nessy Learning Literacy Programme
Oxford Owl	Oxford University Press

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (optional)