

Pupil Premium Strategy Statement

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 Brook Primary School
Number of pupils in school	624
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	31 October 2022
Date on which it will be reviewed	31 October 2023
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	£274,230
Recovery premium funding allocation this academic year	£29,435
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	£303,665

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Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all” approach. 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.

Common factors affecting pupil premium pupils include: limited access to cultural experiences, poor language and communication skills and varied degrees of support at home. There may also be complexed family situations which include historical disengagement with educational opportunities.

Our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- To provide families with the tools that they need to support their child’s learning in school
- To facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments
- To support the emotional and mental well-being of disadvantaged pupils
- To create inspirational learning environments to enable children to thrive and flourish.

We aim to do this through:

- Ensuring that high quality teaching and learning opportunities meet the needs of all disadvantaged pupils
- Providing access to an aspirational curriculum that is sequenced for success, therefore building the self-esteem and confidence of disadvantaged children
- 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 well-being and mental health support
- Providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of this plan are to secure high educational achievement for disadvantaged children and to overcome the challenges which may have been exacerbated by the pandemic. National trends show that the attainment and social mobility gap has widened significantly during this time. As a Griffin School, we ensure that all our children, especially those who are disadvantaged, are equipped with the tools they need to take their place in society. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success and artistic endeavours. We do this by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

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Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and well-being needs are often not being met at home and therefore pupils find it a challenge to express themselves and to focus in lessons. This has a negative impact on their personal well-being and on their achievement.
2	Many disadvantaged pupils do not have the same rich and varied life experiences as non-disadvantaged pupils resulting in a limited knowledge and understanding of the world. Without school support, disadvantaged pupils have limited opportunities to develop cultural capital.
3	The school serves a demographic with high levels of mobility and inadequate housing, including overcrowding. Many families need support to manage socio-economic factors.
4	Many families are disengaged and disaffected and need support to access educational opportunities and resources.
5	There is a widening gap between disadvantaged pupils and other pupils nationally, as a result of the pandemic. Disadvantaged pupils do not typically read as widely as pupils from non-disadvantaged backgrounds.

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
Raised attainment of disadvantaged pupils in reading, writing and maths so that pupils achieve age-related and greater depth expectations.	<ul style="list-style-type: none"> Gap analysis shows reduced gaps in combined attainment at ARE and at greater depth.
Attainment for disadvantaged pupils at age related expectations and greater depth is in line with non-disadvantaged, across all curriculum areas.	<ul style="list-style-type: none"> Raising achievement meetings support the identification of gaps and ensure accelerated progress. Pupils are tracked against the curriculum expectations to inform next steps. Targeted and timely interventions ensure accelerated progress for disadvantaged pupils, particularly in reading.
Achieve and sustain improved well-being and personal development, including high levels of confidence and motivation: <ul style="list-style-type: none"> Children are happy to come to school with high levels of attendance and punctuality; Children show high levels of engagement and demonstrate a sense of success across all areas of the curriculum; 	<ul style="list-style-type: none"> Attendance for Pupil Premium pupils is raised and is line with national expectations. Leaven scales used to track and monitor impact of well-being interventions. Evaluation of pupil conferences and work scrutiny shows that targeted groups make accelerated progress. Sustained high levels of well-being demonstrated by qualitative data



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<ul style="list-style-type: none"> Children have access to targeted, high quality counselling, therapy and well-being sessions. 	from student voice, student surveys, parent surveys and teacher observations.
Raised achievement for disadvantaged with SEND and/ or complex needs.	<ul style="list-style-type: none"> Data analysis shows accelerated progress from initial starting points. Crisp and clear targets regularly evaluated against EHCP and individualised learning plan.

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: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching led by excellent practitioners to address the learning needs of disadvantaged pupils across the school.	Evidence indicates that high quality teaching is the most important lever school have to improve pupil attainment, including for disadvantaged pupils.	2,4
Inclusion Matrix prioritises SEND/PP children and ensures their specific needs are targeted and planned for effectively.	Disadvantaged children with SEND have the greatest need for excellent teaching.	2
The precisely sequenced curriculum is led by expert practitioners.	The impact of arts participation on other areas of academic learning is positive as well as having a positive impact on pupil well-being.	2, 5
Teacher Training is prioritised to ensure all teachers are supported to be excellent practitioners, including ECTs.	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
Leaders prioritise the development of all staff, supporting them to deliver a high quality curriculum.	Positive attitudes to learning and increased well-being have been consistently reported in relation to the delivery of a precisely planned and motivating curriculum.	1
Early reading strategy, underpinned by RWI programme, includes training on specific 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
High quality training and resources enable all leaders to support	Schools should focus on building teacher knowledge and pedagogical	4

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curriculum development and accurately assess and moderate. External moderation used to ensure accuracy.	expertise, curriculum development and a purposeful use of assessment.	
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2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist HLTA and LSA provision for targeted interventions, including for disadvantaged pupils.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Strategic deployment of support staff is important to ensure priority pupils are supported.	1,5
One to one tuition in core subjects to be made available to targeted pupils/ 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 year group HLTAs and teachers to drive achievement of key groups.	High level 121 teaching reduces gaps swiftly for disadvantaged pupils and increases attainment and therefore ability to achieve.	1,5
Before school, after school and Saturday School Provision.	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: Purple Mash software 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
Targeted development of LSAs to gain high level qualifications to develop their subject knowledge, enabling them to expertly support our most disadvantaged pupils.	Strategic deployment of TAs is important to ensure priority pupils are supported.	
LSAs run specific intervention for PP pupils using online learning.	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	1,5

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	environments has not been shown to have a positive impact on learner outcome.	
Targeted wrap around care via academic tuition groups.	Targeted deployment, where teaching staff deliver an intervention to small groups or individuals has a high impact.	1,3,4,5

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being and emotional regulation prioritised within the playground supported by relationship with OPAL.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	1,3,4,5
Further professional development of school dog and handler to maximise impact of well-being sessions.	Social and emotional skills are linked to effective learning and are linked to positive outcomes in later life.	1,3
Shared spaces within the building are used to prioritise the whole school strategy for well-being and social emotional regulation.	Strategic and targeted whole school approach to wellbeing and emotional regulation has been shown to support the most disadvantaged and increase positive outcome sin later life.	2
Integrative Child Counsellor to supported targeted pupils.	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 deployed to support early identification and intervention and staff training.	Early identification and intervention ensures children receive specialist support as early as possible.	1,2,3,4,5
Subsidised Breakfast Clubs	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	Early identification and intervention ensures children receive specialist support as early as possible.	1,2,3,4,5
Child counsellor: CAMHS Triage	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



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Residential trips and curriculum visits	All pupils are offered a wide range of experiences and opportunities throughout the school year. This forms a crucial part 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.	1,2,3,4
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 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	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	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: £ 325,000

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Part B: Review of Outcomes in the Previous Academic Year

Pupil premium strategy outcomes

Moderation and teacher assessment show that the allocation of funding to support disadvantaged children 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. SLTs commitment to wider community engagement is evidenced through increased participation and an increased amount of families accessing support. Pupil voice and external validation evidences that pupils know that Willow Brook is a safe place to be. Continued positive relationships have been formed and will continue to be prioritised with 'hard to reach' families. Leaders and teachers listen to families and actively work to change the views of those who might have historically been disengaged with educational opportunities.

2022 Key Stage 2:

- 95% of Pupil Premium Children achieved ARE in Reading, Writing and Maths
- 51% of Pupil Premium Children achieved Greater Depth in Reading, Writing and Maths

2022 Key Stage 1:

- 83% of Pupil Premium Children achieved ARE in Reading, Writing and Maths
- 57% of Pupil Premium Children achieved Greater Depth in Reading, Writing and Maths

Externally provided programmes

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