

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	Willow Brook Primary
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£ 245, 895
Recovery premium funding allocation this academic year	£ 25, 230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
School led tutoring grant	£ 11, 543
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	£ 282, 668

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Part A: Pupil Premium Strategy Plan

Statement of intent

The challenges facing under-resourced 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 under-resourced pupils and their peers 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 under-resourced pupils
- Providing access to an aspirational curriculum that is sequenced for success, therefore building the self-esteem and confidence of under-resourced children
- Working with a range of external agencies and accessing resources to provide a meaningful early help offer
- Ensuring under-resourced 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 under-resourced 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 under-resourced, 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.

Challenges

This details the key challenges to achievement that we have identified among our under-resourced 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

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	lessons. This has a negative impact on their personal well-being and on their achievement.
2	Many under-resourced pupils do not have the same rich and varied life experiences as pupils more resourced families resulting in a limited knowledge and understanding of the world. Without school support, under-resourced 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 by education and need support to access educational opportunities and resources and to see these as highly beneficial to their children and wider family.
5	There is a widening gap between under-resourced pupils and other pupils nationally, as a result of the pandemic. Under-resourced pupils do not typically read as widely as pupils from resourced backgrounds.

Intended outcomes

Intended outcome	Success criteria
Raised attainment of under-resourced pupils in reading, writing and maths so that pupils exceed age-related and consistently achieve 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 under-resourced pupils at age related expectations and greater depth is in line with resourced children, 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 under-resourced 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; Children have access to targeted, high quality counselling, therapy and well-being sessions. 	<ul style="list-style-type: none"> Attendance for Pupil Premium pupils is raised and is in 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 from student voice, student surveys, parent surveys and teacher observations.
Raised achievement for under-resourced children 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.

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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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: £ 82, 668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Teaching led by excellent practitioners to address the learning needs of under-resourced pupils across the school.	Evidence indicates that high quality teaching is the most important lever that a school has in terms of driving forward progress in pupil attainment. This is particularly pertinent for children from under-resourced families.	2, 4
Inclusion Matrix prioritises SEND/PP children and ensures their specific needs are targeted and planned for.	Under-resourced children with SEND have the greatest need for excellent teaching.	2
The precisely sequenced curriculum is led by expert practitioners.	The impact of the wider subjects, in particular those in the arts, on other areas of academic learning is positive. This also contributes to a wider sense of self-esteem and wellbeing.	2, 5
Teacher training and bespoke CPD is prioritised to ensure all teaching staff are supported to be excellent practitioners. This includes ECTs.	Ofsted research review has noted that new teachers can experience 'practice shock' at the beginning of their career and need wider collegial support to help them acclimatise to the reality of working 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 well-taught curriculum.	1
Early Reading strategy, underpinned by RWI programme includes training on specific strategies to support disadvantaged pupils.	Higher reading proficiency is proven to directly correlate with high achieving outcomes over a persons lifetime. Early phonic intervention and knowledge ensures that strong fluency for reading is developed over time. This allows for targeted teaching of comprehension which has on average a 6+ month impact on extending the reading ages of children.	5
High quality training and resources enable all leaders to support curriculum development. This underpins effective assessment and wider moderation.	Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and a purposeful use of assessment.	4

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist HLTA and LSA provision for targeted interventions, including for under-resourced 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 under-resourced 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 under-resourced pupils.	Strategic deployment of LSAs is important to ensure priority pupils are supported.	1, 5
LSAs and subject specialists deliver targeted interventions and learning opportunities for under-resourced pupils.	Targeted deployment, where LSAs/teaching staff are trained to deliver an intervention to small groups or individuals has a higher impact, whereas generic deployment in everyday classroom environments has not been shown to have a positive impact on learner outcome.	1, 5

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

Budgeted cost: £ 90,000

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
Alternative playground provision for under-resourced children with SEMH needs	A targeted, responsive and strategic approach to pastoral care within school settings has been found to have direct correlation in narrowing the attainment gap between under-resourced pupils and their peers.	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 under-resourced families and increase positive outcomes in later life.	2
Integrative Child Counsellor to support 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, 5
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
Residential trips and curriculum visits	All pupils are offered a wide range of experiences and opportunities	1,2,3,4

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	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.	
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 under-resourced 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 families who are under-resourced 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: £ 282, 668

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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantage pupils

Strategic use of the Pupil Premium funding has been a key lever in Willow Brook bringing the wider vision of the Griffin Schools Trust to a bold reality. Guided by the three pillars of Proud Traditions, Wide Horizons and High Achievement, this funding has been carefully managed to ensure that the most under-resourced children within our school community benefit from an exceptional offer that guarantees to prepare them to take their place in society.

Moderation and teacher assessments consistently highlight the positive impact of targeted funding for under-resourced children on their academic performance and overall well-being. Pupil premium attainment remains consistently high across all school year groups, contributing significantly to the establishment of a school-wide culture committed to achieving excellence—a commitment proudly reflected in our 100% achievement culture. This achievement is substantiated through a comprehensive range of evidence and is systematically evaluated during regular termly raising achievement meetings.

Not only is attainment consistently high, but due to a persistent focus on the pastoral and holistic needs of our under-resourced families, attendance is consistently high with families seeing the deep and intrinsic value that having a high-quality education holds. This directly refutes a reality that is pertinent and persistent in other areas of socio-economic deprivation in the United Kingdom.

Engagement with pastoral support, including the services provided by a dedicated child counsellor, has resulted in measurable enhancements in the well-being of under-resourced pupils and their families. This progress is evident through the successful completion of well-being programs, allowing students to effectively apply acquired strategies and maintain pace with their more advantaged peers. This resilience and sustained well-being underscore the efficacy of our interventions. The Senior Leadership Team has a steadfast commitment to broader community engagement and this is evidenced by increased participation in and a growing number of families accessing our support services.

Pupil voice and external validation consistently affirm Willow Brook as a safe and warm environment for everyone. The establishment of and the ongoing cultivation of positive relationships, particularly with 'hard-to-reach' families, continues to be prioritised with our leaders and teachers actively listening to the concerns and perspectives of these families, diligently working to reshape historical disengagement with educational opportunities.

KS2 Outcomes 22/23

Pupils in receipt of Pupil Premium meeting expected standard in reading, writing and maths

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.

Pupils **exceeding** the expected standard in reading, writing and maths

Pupils are considered to be exceeding the expected standard if they achieve a scaled score of 110 or more in their reading and maths tests, and their teacher assesses them as 'achieving a higher standard' in writing.

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	Willow Brook	Local Authority	National
Pupil Premium children achieving the expected standard in Reading, Writing and Maths combined.	85%	75%	66%
Pupil Premium children exceeding the expected standard in Reading, Writing and Maths combined.	25%	17%	10%

KS1 Outcomes 22/23

Pupils meeting the expected standard in reading, writing and maths.

Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better Reading, and Maths. Teachers assess writing and decides whether a child is working at ARE or above.

	Reading	Writing	Maths
Willow Brook KS1	87%	87%	87%
Pupil Premium	88%	88%	88%
National Average	68%	60%	60%

Externally provided programmes

Programme	Provider
Early Reading/Phonics Program	ReadWriteInc
Purple Mash	2 Simple
Oxford Owl	Oxford University Press
Nessy	Nessy Learning Programme
Rights Respecting Schools	UNICEF
Curriculum Support (CPD)	KAPOW
Maths programme	White Rose
The Literacy Shed	The Literacy Shed LTD
Kapow – Curriculum Support	Kapow Primary LTD