

Willow Farm 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 Farm Primary
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	13.9.22
Date on which it will be reviewed	Sept 2022
Statement authorised by	Lindsey Jamson
Pupil premium lead	Sarah Kirkham
Governor / Trustee lead	Catherine Harrold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 29,803
Recovery premium funding allocation this academic year	£ 2,900
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	£32,703

Part A: Pupil premium strategy plan

Statement of intent

Our broad and overarching objective for disadvantaged pupils at Willow Farm is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They very quickly lose any reading attainment deficit they have on entry to school and all leave KS1 as fluent and proficient readers.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.

Challenges

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

Challenge number	Detail of challenge
1	Limited language and vocabulary for PP children compared to non-PP. This has been further exacerbated by the lack of social interaction during the covid pandemic.
2	Many children's writing attainment has been adversely affected by school closures to most pupils. This is particularly true of disadvantaged pupils.
3	Limited early reading experience affect attainment in ks1 and later their progress in ks2
4	Limited early maths experiences affect attainment in ks1 and later their progress in ks2
5	Disadvantaged pupils have lower attendance than non-disadvantages pupils.
6	Limited life experiences and opportunities to join in enrichment activities.

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
<p>Children make at least expected progress in writing. Increased number achieving ARE and HS</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>
<p>Children make at least expected progress in reading. Increased number achieving ARE and HS at end of key stages</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>
<p>Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p>

PP attendance increases to be at least in line with national figures for all pupils.	Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.

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: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff receive on-going CPD in Little Wandle phonics approach.	EEF –Improving Literacy in key stage 1. Strand 3, 8 Improving Literacy in key stage 2. Strand 2, 7	1,2,3
Talk for writing consultant to work with all staff for two years (year 2).	EEF - Improving Literacy in Key Stage 1. Stand 1,5,6 Improving Literacy in Key Stage 2. Strand 1,4,5	1,2,3
NELI	EEF- Improving Literacy in Key Stage 1 strand 1	1
CPD from maths specialist and working with the Maths Hub	EEF-Improving mathematics in early years and KS1 strand 1-5 EEF- Improving mathematics in KS2 and KS3 strand 1-8	4
Mastering number programme	EEF-Improving mathematics in early years and KS1 strand 1-5	4

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

Budgeted cost: £ 7,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
First class@number (small group intervention for 4 pupils run by TA)	Pupils with the lowest prior attainment made <i>seven extra months of progress in comparison to an equivalent subgroup in the control group. The result suggests that 1stClass@Number might be an intervention most</i>	4

	<i>appropriate for pupils with greater difficulty (EEF trial page 53)</i> EEF-Improving mathematics in early years and KS1 strand 5 EEF-Improving mathematics in KS1 and 2 strand 7	
Talk4 number (small group intervention for 4 pupils run by TA)	EEF-Improving mathematics in KS2 and 3 strand 7 Improving Literacy in key stage 2. Strand 1	4, 1
Purchase web-based programmes to be used at home and at school Ed-shed Letterjoin Big cats online books TT rockstars	EEF parental engagement EEF digital technology	2,3,4,5,6
1:1 and small group tutoring for PP children with teacher	EEF small group tuition	1,2,3,4,5

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

Budgeted cost: £ 18 ,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ELSA to support targeted interventions to develop self-esteem, resilience and meet emotional needs of the children	EEF- improving social and emotional learning in primary schools Strand 1,2,3,5	1,2,3,4,5
Actively engage with parents to reinforce skills in the home environment.	EEF- improving social and emotional learning in primary schools Strand 5	5,6
Cultural capital experiences – reduced cost for residential and trips. No cost for in school extra-curricular activities	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils EEF sport participation and outdoor adventure increases engagement, attainment and self-confidence.	5,6
Improve lunchtime provision using OPAL	OPAL reports 80% drop in behaviour and first aid incidences. 20% more	1,5,6

approach. This will support with attendance and wellbeing	afternoon teaching time. Compliance with wellbeing inspection requirements. Increased resilience, collaboration and inclusion.	
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Total budgeted cost: £ 32,703

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.

The table below has been taken from our 2021/22 pupil premium strategy and it identified the targets we set ourselves at the start of the academic year. An evaluation against each target has been added and colour coded to identify performance against the target. It must be remembered that the targets were set at the start of the academic year pre any periods of bubble closures, national lockdown/ remote learning and further bubble closures.

Intended outcome	Success criteria
Children make at least expected progress in writing. An Increased number are achieving ARE and HS	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>14/19 are making at least expected progress.</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>Not achieved</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Data not significant (one child)</p>
Children make at least expected progress in reading. Increased number achieving ARE and HS at end of key stages	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>15/19 are making at least expected progress.</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage</p>

	<p>attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>Not achieved</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Data not significant (one child)</p>
<p>Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages</p>	<p>Pupil premium children make at least expected progress since their last key stage data</p> <p>14/19 are making at least expected progress.</p> <p>The percentage of pupil premium children attaining HS is greater than the percentage attaining HS when we look at their individual writing attainment at the prior key stage.</p> <p>Not achieved</p> <p>End of KS2 progress value for PP pupils is positive which indicates they have made greater progress than other pupils nationally with the same starting point.</p> <p>Data not significant (one child)</p>
<p>PP attendance increases to be at least in line with national figures for all pupils.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Attendance for PP children last year was 88.5%, which is 6.6% lower than non-PP and below national figures which were 91.7%. 38% of PP children were persistently absent. One child is now receiving home-related education (non-attender)Therefore, this will continue to be a priority over the next 3 year cycle.</p>

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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
We worked with the local English hub to evaluate our phonics provision because we have a long term aspiration for every child to be an effective early reader and we want to take our percentage of pupils attaining the phonics screener to be 100% (was always above national previously). This evaluation has helped to inform a key element of our PP strategy for the academic year 2021/22,	Flying High English Hub

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?	

Further information (optional)

See above re. English hub work.