# Willow Farm Primary Pupil Premium Strategy Statement 2024-2025

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

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| Detail | Data |
| Number of pupils in school  | 216 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | 2.9.24 |
| Date on which it will be reviewed | Sep 2025 |
| Statement authorised by | Lindsey Jamson |
| Pupil premium lead | Sarah Kirkham |
| Governor / Trustee lead | Catherine Harrold |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (23/24)  | £ 44,410 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £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* | £44,410 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.
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## Challenges

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

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| 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.

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| Intended outcome | Success criteria |
| Children make at least expected progress in writing. Increased number achieving ARE and HS  | Pupil premium children make at least expected progress since their last key stage data  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.   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.  |
| Children make at least expected progress in reading. Increased number achieving ARE and HS at end of key stages  | Pupil premium children make at least expected progress since their last key stage data   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.   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.  |
| Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages  | Pupil premium children make at least expected progress since their last key stage data   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.   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.  |
| 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: £10, 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Training around Maths interventions including ‘first class at number’* | EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8 | 4 |
| *Mastering number training* | EEF- Improving mathematics in early years and KS1 strand 1-5 | 4 |
| *Maths Hub support from Maths Lead* | EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8 | 4 |
| *Writing moderation and further Talk 4 Writing training.**Training on Greater Depth Writing.* | EEF – improving literacy KS1- strand 1,5,6Improving Literacy KS2 strand- 1,4,5 | 1,2,3 |

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

Budgeted cost: £15, 500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *First class Number Interventions*  | EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8 | 4 |
| *Little Wandle Catch up Interventions*  | EEF – improving literacy KS1- strand 1,5,6Improving Literacy KS2 strand- 1,4,5 | 1,2,3 |
| *Herts Literacy Intervention*  | EEF improving literacy strand 1, 4, 5,  | 1, 4, 5 |
| *Lexia literacy intervention*  | EEF improving literacy strand- KS1 1, 5, 6Improving Literacy Strand- KS2 1, 4, 5,  | 1, 5, 61, 4, 5 |
| *Pre teach and post teach interventions to support learning gaps* | EEF – improving literacy KS1- strand 1,5,6Improving Literacy KS2 strand- 1,4,5EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8 | 1,2,34 |
| *Precision teaching for individual pupils to support with reading, spelling, maths.* | EEF – improving literacy KS1- strand 1,5,6Improving Literacy KS2 strand- 1,4,5EEF- evidence suggests seven months of improvement. Improving Maths in early years and KS1- strand 1-5/ LS2 and KS3- strand 1-8 | 1, 2, 3,4 |

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

Budgeted cost: £18, 910

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| 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 children.*  | EEF improving social and emotional learning in primary schoolsStrand 1, 2, 3, 5 | 1, 2, 3, 4, 5 |
| *Cultural Capital experiences- reduced cost for school visits and residentials. No cost in school extra- curricular activities.* | EEF improving social and emotional learning in primary schools Stand 5 | 5, 6 |
| *Sports mentoring/ forest school to support with emotional resilience, behaviour and wellbeing,* | EEF improving social and emotional learning in primary schoolsStrand 1, 2, 3, 5 | 1, 2, 3, 4, 5, |

**Total budgeted cost: £** *44,410*

# 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 2023-24 academic year.**

*The table below has been taken from our 3 year 2022-25 pupil premium strategy and it identifies the targets we set ourselves for the end of the 3 yr strategy.*

*This end of 2022-23 evaluation so the end of the second year of our three year strategy.*

*An evaluation against each target has been added and colour coded to identify performance against the target.*

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| **Intended outcome**  | **Success criteria**  |
| Children make at least expected progress in writing. An Increased number are achieving ARE and HS  | Pupil premium children make at least typical progress since their last key stage data  EXS+= 13/24 = 53%GDS= 1/24= 4%19/24 pupils made typical or better progress. 5/24 pupils made better than typical progress. |
| Children make at least expected progress in reading. Increased number achieving ARE and HS at end of key stages  | Pupil premium children make at least expected progress since their last key stage data  EXS+= 17/24= 71%GDS= 3/24= 13% 22/24 pupils made typical or better progress. 4/24 pupils made better than typical progress. |
| Children make at least expected progress in maths. Increased number achieving ARE and HS at end of key stages  | Pupil premium children make at least expected progress since their last key stage data  EXS+= 15/24= 67%HS- 4/24= 17%21/24 pupils made typical or better progress. 4/24 pupils made better than typical progress. |
| 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.  Compared to National for FSM children which stands at 91.8 % our children who are FSM6 stand at 92.4% which is better than national. However, national all was 94.3% and Willow Farm all was 94.9%  |

## 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*

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| **Programme**  | **Provider**  |
| We continue to work with the local English hub to continue to evaluate and develop our phonics and reading 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).  | Flying High English Hub  |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| **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 |

Further information (optional)

*See above re. English hub work.*