

Pupil premium strategy statement: 2021-22



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	Willowbrook School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Molly Marlow, Headteacher
Pupil premium lead	Russell Pearson, Deputy Headteacher
Governor	Emma Morse, lead governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,260
Recovery premium funding allocation this academic year	£15,950
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£164,210

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

As part of our strategy, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. At Willowbrook School, we have identified specific year groups and subject areas which have been shown to be most affected by the pandemic. Our strategy aims to address these issues in a multi-pronged way, incorporating both short- and long-term approaches.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate under-developed oral language , and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers.
2	Assessments and book monitoring activities consistently show that many disadvantaged pupils who perform poorly in Writing do so because of under-developed phonetic knowledge.
3	Assessments consistently show that disadvantaged pupils who perform poorly in Reading do so because of having specific weaknesses in either decoding or aspects of fluency.
4	Assessments in the Early Years show that pupils from disadvantaged backgrounds often have a less sophisticated understanding of the world , which makes it more difficult for them to make connections between different aspects of learning, or to understand technical vocabulary used in lessons.
5	Through analysis of behaviour records, we have identified that some of our disadvantaged and vulnerable pupils struggle to focus attentively in lessons . We have recognised that this is often linked to a lack of self-confidence or a difficulty in concentrating due to worries/concerns.

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
Improved oral language and vocabulary among disadvantaged pupils.	Pupil conversations and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including participation in lessons, book scrutiny and ongoing formative assessment.
Improved Writing progress and attainment among disadvantaged pupils.	KS2 Writing outcomes in 2021/22, 2023/23 and 2024/25 will show disadvantaged pupils making good progress from their starting points. Their attainment will be in line (or above) the national average for disadvantaged, as will the gap between PP and Non-PP pupils.
Improved Reading progress and attainment among disadvantaged pupils.	KS2 Reading outcomes in 2021/22, 2023/23 and 2024/25 will show disadvantaged pupils making good progress from their starting points. Their attainment will be in line (or above) the national average for disadvantaged, as will the gap between PP and Non-PP pupils.

<p>To ensure disadvantaged pupils develop a sophisticated knowledge of the world through the successful engagement with a knowledge-rich curriculum.</p>	<p>The robust monitoring of curriculum-impact will show that pupils from disadvantaged backgrounds are successfully accessing our rigorous curriculum. They will:</p> <ul style="list-style-type: none"> - Be able to talk with confidence about what they have learned, using correct terminology. - Be enthused and interested in a wide range of curriculum areas. - Talk about the specific characteristics of subjects and the disciplines associated with them. - Be able to show adults examples of their learning and describe the 'why' behind work they have produced. - Demonstrate good learning behaviours in lessons. - Be able to explain how their learning within a subject builds on previous learning.
<p>Disadvantaged pupils demonstrate consistently good behaviour in lessons and positive attitudes to school.</p>	<p>Pupils from disadvantaged backgrounds will behave well and show improvements in their attitudes to learning over time. Indicators:</p> <ul style="list-style-type: none"> - Reduction in FT exclusions for specific students - Reductions in visits to The Works - Positive behaviour demonstrated in lesson observations - Pupils taking pride in their books as evidenced in monitoring - Pupils talk with enthusiasm and confidence about their learning

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: **£30,876**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds-Write Phonics training for teaching staff</p> <p>£1600</p>	<p>EEF Teaching and Learning Toolkit: Phonics</p> <p>High impact for very low cost based on very extensive evidence (potential +5 months)</p> <p>In the 20-21 academic year, we introduced the Sounds-Write training programme in EYFS/KS1. As part of the ongoing strategy, 2021-22 will see us expand training for all teaching staff, ensuring a robust approach to the teaching of Phonics throughout the school. Sounds-Write is a validated scheme that is systematic, and based around high expectations for all learners, regardless of their starting points.</p>	<p>2 & 3</p>
<p>Two Assistant Headteachers (equivalent 1.2 AHT) to lead on improvements to teaching and curriculum design. This role will also enable the implementation of an incremental coaching programme focused on improving the quality of teaching in the school.</p> <p>£24,176 – 20% of two PT AHT's salaries</p>	<p>Recommendation 2 from the 'EEF Implementation Guidance Report' emphasises the importance of creating good leadership environments when implementing change in schools.</p> <p>PP children need high-quality teaching. For this to happen, leaders of all levels need to implement strategic changes effectively in a way that leads to teaching improving. The AHT role gives the school additional capacity to make such changes. The senior team lead on an incremental coaching model based on this Ambition Institute report: www.shorturl.at/deuD3</p>	<p>1,3,4,5</p>
<p>Deputy Headteacher and Assistant Heads to provide high-quality training for middle leaders who play a vital role</p>	<p>Recommendations 2, 4 and 5 from 'EEF Implementation Guidance Report' all emphasise the importance in leadership in raising standards. These recommendations also emphasise the importance of a clear</p>	<p>1,3,4,5</p>

<p>in supporting with teachers' planning and ensuring high standards.</p> <p>£750 for a full day of AHT+DHT time preparing and leading middle-leader training</p>	<p>strategic plan with adequate resources allocated to the implementation process. The high-quality training of middle leaders is about ensuring the support that our staff receive is of the highest standard and that there is capacity to support colleagues where needed.</p>	
<p>Weekly bespoke training for Teaching Assistants</p> <p>£350 (Equivalent to 1 additional AHT day each year for TA training preparation/delivery)</p>	<p>EEF: Teaching Assistants</p> <p>The evidence is clear that the effectiveness of TAs in helping to improve standards can be highly varied, and depends heavily on the expertise and deployment of these staff. Our training sessions ensure TAs are well-trained and able to support learning effectively.</p>	1,3,4,5
<p>Release time to enable subject leads to drive improvements in the delivery of our knowledge-rich curriculum</p> <p>£4000</p>	<p>Recommendations 2, 4 and 5 from 'EEF Implementation Guidance Report' all emphasise the importance in leadership in raising standards. These recommendations also emphasise the importance of a clear strategic plan with adequate resources allocated to the implementation process. In the years ahead, we need to ensure that our knowledge-rich curriculum is carefully monitored so that we can make necessary adjustments and improvements in a timely manner. This distributed leadership model is key to developing collective responsibility amongst the whole teaching team for the outcomes of disadvantaged pupils.</p>	1 & 4

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

Budgeted cost: **£123,654**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEN support TA (qualified teacher) to provide targeted support to specific PP pupils to enable them to access whole-class provision.</p>	<p>EEF: Small group tuition (+4months potential impact)</p> <p>When given intense support within the classroom, this enables SEND/PP learners to access mainstream provision and the</p>	1,4,5

<p>£6,798 - 50% of TA salary allocated</p>	<p>ambitious curriculum we have in place for all learners.</p>	
<p>The successful running of our Learning Hub – an inclusive provision which supports vulnerable PP pupils. These children require bespoke teaching and/or SEMH support to access school successfully. Without this access to the Learning Hub, these pupils would not access mainstream provision successfully. QFT strategies are exhausted before children access the Hub. The Learning Hub staff also do extensive outreach work, supporting vulnerable and disadvantaged pupils throughout the school.</p> <p>£72,835 - 100% of learning hub teacher's salary + 50% of x2 TA salaries</p>	<p>The Learning Hub enables children to access appropriate learning content in a way that is more manageable. The approaches we use in the Learning Hub are underpinned by various EEF evidence bases:</p> <ul style="list-style-type: none"> - Behaviour interventions (+3months potential impact) - Social and emotional learning (+4 months potential impact) - Metacognition and self-regulation (+7months potential impact) 	<p>1,2,3,4,5</p>
<p>Targeted speech and language support in Nursery (early intervention)</p> <p>£22,524 – 100% of Nursery TA wage</p>	<p>Disadvantaged pupils at Willowbrook School typically join us with much poorer language development than their peers. There are strong evidence based for early intervention in these areas:</p> <p>EEF: Oral Language interventions (+5months potential impact)</p> <p>EEF: Communication and Language approaches (+6months potential impact)</p>	<p>1 & 4</p>
<p>Targeted speech and language support in Reception (early intervention)</p> <p>£16,692 – 100% of Reception TA</p>	<p>EEF: Oral Language interventions (+5months potential impact)</p> <p>EEF: Communication and Language approaches (+6months potential impact)</p>	<p>1 & 4</p>
<p>Accelerated Reader subscription. Part of a wider strategy to</p>	<p>There is strong evidence for the effectiveness of tools that support engagement with</p>	<p>3</p>

<p>improve reading fluency and pupil-engagement with reading.</p> <p>£1,305 (1/3 of subscription cost)</p>	<p>Reading, and that enable children to regularly apply comprehension skills.</p> <p>EEF: Reading comprehension strategies (+6months potential impact)</p> <p>EEF: Accelerated Reader project (FSM: +5months potential progress)</p>	
<p>1 week Summer-School</p> <p>£3500 (2 teachers and 2 TAs)</p>	<p>The EEF guidance on summer schools states that they can have a +3months potential progress impact when delivered well, with an academically rigorous element to them, and led by adults children know. We plan to identify specific pupils who would benefit from this intense support ahead of the Autumn term.</p>	1,3,4,5

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

Budgeted cost: **£9,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peripatetic music lessons for some of the most vulnerable PP students.</p> <p>£2300</p>	<p>EEF: Arts participation (+2months potential impact)</p> <p>Research demonstrates arts participation can be very effective at re-engaging older pupils, which is partly how this funding is used. Research also indicated that the improvements seen in Arts participation are most pronounced in younger children, which is where the majority of this money is spent.</p>	
<p>Pastoral mentoring for vulnerable/disadvantaged pupils.</p> <p>£2000</p>	<p>The EEF guidance on mentoring states that when a pupil is matched carefully to an appropriate mentor, it can have a positive impact on their experience of school life: “studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” We use mentoring at Willowbrook for very specific</p>	5

	cases, where pupils need emotional support in order to feel more safe and secure in the school environment.	
Supplementing trips and school residential visits £6000	<p>Without us supplementing the cost of trips/residential visits, many of our disadvantaged pupils would not be able to participate in them. We believe these experiences:</p> <ul style="list-style-type: none"> - Build pupils' broader knowledge of places and people beyond their lived experiences (and therefore develop cultural capital). - Are beneficial for relationships with teachers, TAs and peers. - Improve attitudes to learning and school. - Have a positive impact on mental well-being. <p>The EEF guidance on Outdoor Adventure Learning experiences says "Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation...The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."</p>	1,4,5
Before school/After school clubs for vulnerable pupils £190	Through analysis of attendance data we have identified pupils who would benefit access to our before school/after school clubs in order that they miss no time in school.	1 & 5

Total budgeted cost: £164,330

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.

Our internal assessments during 2020/21 suggested that the performance of many disadvantaged pupils was significantly impacted by the pandemic – in particular in the subject of English and in Year Groups 1-4. For this reason, specific issues around reading, writing and phonics remain central to our future plans.

Despite the negative effects of the pandemic, our monitoring of our work on the wider curriculum has consistently shown that all children, including those from disadvantaged backgrounds, now know more and remember more than they once did. They can talk with more confidence about their learning, and their school work shows that they take pride in all curriculum areas. Our curriculum governor has been proactive in supporting the evaluation of our curriculum work and in helping leaders to remain focused on their ambitious aims for all learners, regardless of their backgrounds.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and many of these children were not able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online lessons and teaching that was informed by training for staff about effective online provision. We have also made careful adaptations to our curriculum for the following year, especially with regards to the teaching of Phonics and Mathematics.

Our assessments and observations throughout 2020-21 indicated that some disadvantaged pupils were very anxious upon their return to full-time education. However, due to a carefully planned return with clear guidance for staff, children adapted back to school incredibly successfully and swiftly. A small number of vulnerable pupils found it harder to adjust, but were supported well with clear, bespoke transition plans. Our evaluation of behaviour and attitudes in 2020-21 was that this was a particular strength of the school. Children made good progress in the summer term upon return to full-time, in person education.