

Pupil premium strategy statement – Willowbrook School

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
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Molly Marlow, Headteacher
Pupil premium lead	Russell Pearson, Deputy Headteacher
Governor / Trustee lead	Samantha Omand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,120
Recovery premium funding allocation this academic year	£17,835
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£193,955

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 have considered the challenges faced by vulnerable pupils at Willowbrook School, and will implement evidence-informed approaches to supporting these children in our setting.

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 also 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;
- systematically monitor and evaluate our approaches as part of the implementation cycle.

Challenges

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

Challenge number	Detail of challenge
1	Early assessments indicate underdeveloped speech and language amongst many disadvantaged pupils. This means that our youngest disadvantaged pupils often start school at a much lower level than their non-PP peers.
2	Both statutory and non-statutory assessments of Writing show that this subject area is where our disadvantaged pupils struggle the most. In particular, they often have weaknesses in phonetic and grammatical knowledge. In addition, since the pandemic, we have also seen an increase in the proportion of disadvantaged children who have underdeveloped fine motor skills.
3	In the past year, the attendance of disadvantaged pupils has been consistently lower than their non-PP peers. A large proportion of disadvantaged pupils are also persistently absent (<90% attendance).
4	Since the pandemic, the attainment gap between PP and non-PP children has widened in all subjects and in all phases. This is most pronounced in Key Stage One , where low numbers of disadvantaged pupils currently reach age-related expectations in any core subject.
5	The progress of disadvantaged pupils is currently less rapid in Key Stage One . In our July 2022 inspection, inspectors stated that our youngest children make a strong start, but this slows in Key Stage One.

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
1. Improved speech and language in youngest disadvantaged pupils.	Over time, we will be able to sign-off disadvantaged pupils from in-house S&L programmes due to them functioning at an age-appropriate level.
2. Narrowing the attainment gap between PP and Non-PP children in writing.	Internal and statutory Writing data will show a narrowing gap over time. Writing outcomes for PP children at the end of KS2 will be in line with the national average for disadvantaged pupils.
3. Attendance for disadvantaged pupils will improve, and persistent absenteeism amongst disadvantaged children will reduce.	Attendance for PP will rise to be at least 94% across the academic year by 2024/25. Persistent absenteeism will reduce from current numbers (47% of PP children are currently PA). Reduce to <15% of PP children by 2024/25.
4. Teaching will be consistently good or better in all phases to ensure PP children make good progress throughout their school journey.	Internal monitoring and LA monitoring will show that teaching is securely good in all age phases, and across all core subjects. Evidence will include data, pupils' work and observations of teaching over time.

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: £60,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Assistant Headteacher (English Lead) will have increased capacity for:</p> <ul style="list-style-type: none"> - Monitoring the standards of teaching in English; - Providing bespoke support where teaching is less strong in the school. <p><i>50% of AHT salary</i></p>	<p>1. Monitoring Recommendation 5 from the 'EEF Implementation Guidance Report' outlines the importance of leaders effectively monitoring the implementation of strategies in order to identify, and act on, barriers to progress.</p> <p>2. Support Recommendation 2 emphasises the importance of creating good leadership environments when implementing change in schools. PP children need consistently high-quality teaching. For this to happen, senior leaders need to have the capacity to provide bespoke support to teachers who need it.</p>	2,4,5
<p>Deputy Headteacher/AHT time to lead on:</p> <ul style="list-style-type: none"> - Continual high-quality CPD for all staff; - Incremental coaching to improve the quality of teaching overall. <p><i>25% of DHT and 30% of AHT (SENDCO)</i></p>	<p>1. Professional development One of the EEF Professional Development recommendations is to <i>"Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice."</i> Our senior leaders map-out and lead on CPD for teachers and TAs which systematically builds both their pedagogical and subject-specific knowledge over time. This is tightly aligned with our SDP.</p> <p>2. Incremental coaching In the EEF's 'Professional Development Summary', the value of follow-on support for teachers is described: <i>"An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes."</i> Our incremental coaching model provides bespoke support for teachers in order to improve all aspects of their practice incrementally over time.</p>	2,4,5
<p>Sounds-Write Phonics training for staff who</p>	<p>EEF Teaching and Learning Toolkit: Phonics</p>	

haven't yet received training.	High impact for very low cost based on very extensive evidence (potential +5 months) Sounds-Write is a validated scheme that is systematic, and based around high expectations for all learners, regardless of their starting points.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £125,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
The successful running of our Learning Hub – an inclusive provision which supports vulnerable PP pupils. These children require bespoke teaching and/or Social, Emotional and Mental Health 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. <i>100% of learning hub teacher's salary + 50% of x2 TA salaries</i>	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: - Behaviour interventions (+3months potential impact) - Social and emotional learning (+4 months potential impact) - Metacognition and self-regulation (+7months potential impact)	2,3,4,5
Targeted speech and language support in Nursery (early intervention) <i>100% of Nursery TA wage</i>	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: EEF: Oral Language interventions (+5months potential impact) EEF: Communication and Language approaches (+6months potential impact)	1
Targeted speech and language support in Reception (early intervention)	EEF: Oral Language interventions (+5months potential impact)	1

100% of Reception TA	EEF: Communication and Language approaches (+6months potential impact)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7656

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased capacity within the admin team to increase the rigour with which attendance issues are addressed. This gives senior leaders swift and accurate information on which they can act in a timely and personalised manner. This will include getting to the root causes of absence for vulnerable families and offering specific support to address these issues.</p> <p>20% of admin wage</p>	<p>The EEF's Rapid Evidence Review of attendance interventions concludes:</p> <p><i>"There is some evidence of promise for several strategies [linked to attendance] including parental engagement approaches and responsive interventions that target the individual causes of low attendance".</i></p>	2,3,4,5
<p>Peripatetic music lessons for some of the most vulnerable PP students.</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>	3,4
<p>Supplementing trips and school residential visits</p>	<p>Without us supplementing the cost of trips/residential visits, many of our disadvantaged pupils would not be able to participate in them.</p> <p>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). 	3,4

	<ul style="list-style-type: none"> - Are beneficial for relationships with teachers, TAs and peers. - Improve attitudes to learning and school. - Have a positive impact on mental wellbeing. <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>	
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Total budgeted cost: £193,551

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

Our internal assessments during 2021/22 continued to show that disadvantaged pupils' progress and attainment were significantly lower than their non-PP peers (particularly in KS1). This fits with an emerging national picture of an increasing disadvantage gap at all age ranges – likely to be – in part - a lasting effect of the pandemic. The gap is smaller in Key Stage Two, but due to children making slower progress in Key Stage One, our PP pupils are entering lower KS2 with lower than expected attainment.

Despite the negative effects of the pandemic on pupil attainment in the core subjects, our monitoring of the wider curriculum has consistently shown that all children, including those from disadvantaged backgrounds, know more and remember more than they did prior to our curriculum implementation. They can talk with more confidence about their learning, and their school work shows that they take pride in all curriculum areas. Our curriculum and PP governors have 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.

Externally provided programmes

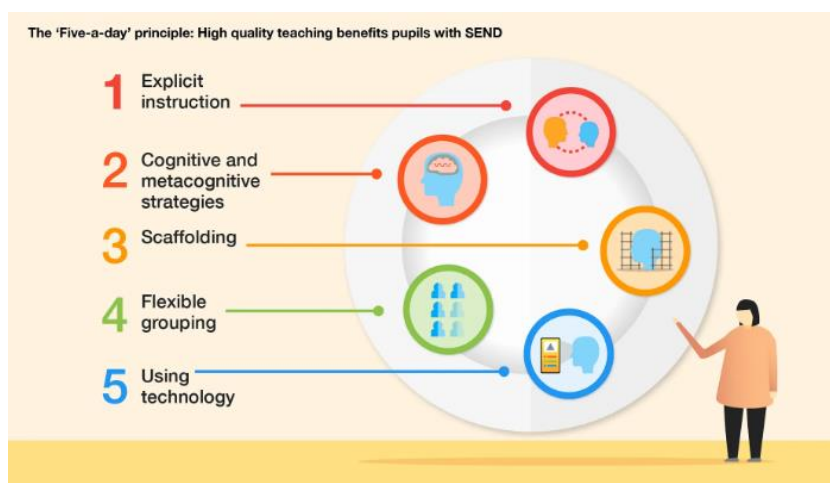
Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Further information

Additional activity

Our pupil premium strategy will be supported by our wider approaches to inclusive practice in the school. These approaches are aligned closely with the EEF's 'Five a Day' principle, which we believe benefit all learners, regardless of whether they have any areas of SEND.



Planning, implementation, and evaluation

In planning our new pupil premium strategy, our Pupil Premium Lead attended Kingsbridge Research School's 'Making the Difference for Disadvantaged Pupils' programme. This supported him in ensuring:

1. Our identification of the underlying issues was rigorous, factual, and rooted in evidence.
2. That our actions/solutions to the problems were rooted in 'best bets' about what was most likely to address the underlying issues. This was informed by EEF guidance.
3. That the implementation of our strategy was delivered from a perspective of collective responsibility from all staff members and leaders in the school. The need to improve outcomes for PP children sits with all staff, and this plan aligns closely with our wider school development plan.

This three-year plan is being implemented with an understanding of the vital importance of accurate and continual evaluation of its impact. Therefore, a robust programme of evaluation has been planned throughout the academic year. This process of evaluation is supported robustly by a lead governor, Samantha Omand, who will provide challenge to the senior leadership team around our implementation of the plan. Adjustments to the plan will, of course, be made in light of further evidence and progress against our aims.