

Pupil premium strategy statement

School overview

Metric	Data
School name	The Willows
Pupils in school	175
Proportion of disadvantaged pupils	73 (42%)
Pupil premium allocation this academic year	£65285 (2020/2021) Awaiting 2021/2022
Academic year or years covered by statement	2021/2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	Rachael Booth
Pupil premium lead	Catherine Martin
Governor lead	Ann Gyte

Strategy Statement

Our Pupil Premium Strategy aims to maintain at least the same level of progress of Pupil Premium children as non-Pupil Premium children in school. Our strategy relies heavily on interventions in English and Maths alongside bespoke interventions from our Pupil Support Team. These strategies work well to ensure the gap between Pupil Premium children and non-Pupil Premium children is as narrow as possible. Our strategy is based on research by the EEF. The situation over the last 2 years has affected the way we can look at the impact of our Pupil Premium spending. Support was offered in different ways during lockdowns. Some of the budget was used to provide packages to our children and our staff continued to provide support for families that need it either virtually, phone calls or through visits in person.

Our impact will be measured from Sept 2019 – July 2021.

Disadvantaged pupil barriers to success

Reading and overall literacy levels are low, not allowing access to simple text, affecting engagement and restricting independence across the curriculum.

Low levels of basic number skills restricting independence and application of numbers in real life contexts.

Poor social and emotional well-being which affects behaviour, health and engagement across the curriculum.

Low parental engagement which affects attendance and then in turn impacts learning.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupil premium children to improve in all aspects of literacy.	The B squared data for pupil premium children will show at least the same level of progress as non-pupil premium children in all areas of literacy. Pupil premium children will make at least the same levels of progress in reading bands as non-pupil premium children.	July 2022
Pupil premium children to make at least equal progress to non-pupil premium children in numeracy.	The B squared data for pupil premium children will show at least the same level of progress as non-pupil premium children in all areas of Numeracy.	July 2022
Pupil premium children in post 16 to make at least equal progress to non-pupil premium children.	Post 16 children will gain the relevant qualifications in English and Maths and ASDAN.	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Increased opportunities for Pupil Premium children to attend after-school clubs, holiday clubs and other enrichment activities (e.g Duke of Edinburgh, forest schools, music therapy and outdoor learning) and interventions that are delivered through the Pupil Support Team such as theraplay. Improved behaviour and wellbeing of pupil premium children throughout school.	Overall Pupil Premium children have a similar number of behaviour events on CPOMS to non-Pupil Premium children. Pupil premium children to continue to be offered and engage in bespoke support through interventions. Pupil premium children to be offered enrichment activities where appropriate.	July 2022 Ongoing

Increased interaction with parents/carers of Pupil Premium children.	More parents interacting through Class Dojo. Where appropriate more parents to be involved in face to face activities in school (Covid cases may affect this throughout the year)	Ongoing throughout 2021/2022
Increased attendance for Pupil Premium children.	The attendance of Pupil Premium to be level with that of non-Pupil Premium children. Attendance could continue to be significantly affected by Covid.	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Literacy interventions offered to Pupil Premium children where needed, led by HTLA. All staff given training on dyslexia and to work in line with dyslexia friendly status. Applied English lessons delivered to all children. Continued promotion of Language for Learning throughout school. All staff deliver high quality teaching and learning to aid the development of literacy skills across the curriculum.
Priority 2	Numeracy interventions offered to Pupil Premium children where needed, led by HTLA. Applied Maths lessons delivered to all children. All staff deliver high quality teaching and learning to aid the development of numeracy skills across the curriculum.
Barriers to learning these priorities address	Reading, literacy and numeracy levels are low which restricts independence and confidence across the curriculum.
Projected spending	£15,285

Wider strategies for current academic year

Measure	Activity
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Priority 1	Increased levels of attendance. Attendance officer to continue to work closely with families who need support. Attendance continually monitored throughout the year.
Priority 2	Increase in wellbeing and behaviour of Pupil Premium children. Interventions available, regular updates on children who may need extra support or different behaviour strategies.
Barriers to learning these priorities address	Poor parental engagement which affects attendance and then in turn impacts learning. Poor social and emotional well-being which affects behaviour, health and engagement across the curriculum.
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time for staff training on dyslexia. Time for Maths and English leads to work with HTLAs and other staff delivering their subject to moderate data.	Dyslexia training after school to teaching and non-teaching staff. Renewal of dyslexia friendly status. Regular meeting of English and Maths leads with HTLA's. Development of the use of B squared assessment data.
Targeted support	Interventions closely monitored and assessed.	All students to have reading levels re assessed in order to develop areas for intervention. Time for HTLA and Maths lead to assess and target interventions.
Wider strategies	Attendance closely monitored by support manager and contact made with families. The challenge this year will be increased due to the Covid situation. Good communication with families is essential. Students to be identified for bespoke interventions. Support for children who are struggling with moving around school again due to no longer needing class bubbles.	Regular contact with families regarding attendance, especially students prone to absence. Termly monitoring of the CPOMS behaviour events. Pupil Support Team responding to behaviour issues that arise due to moving around school.

	<p>Opportunities for extracurricular clubs.</p> <p>Opportunities for curriculum enrichment.</p>	<p>Extra training to be provided for staff (morning drop in sessions for trauma v child). Renewal of behaviour and handling plans where required. Updates on children's situation and any changes to behaviour plans communicated with staff.</p> <p>Interventions to be implemented as needed; Forest school, Freddie the therapy dog, music therapy, vocational, speaking and listening and bespoke interventions offered by Pupil Support Team.</p> <p>Our usual extra curricular club program should be able to take place this year (although this may change if covid cases rise). Clubs such as ICT, art, film and various sports are usually on offer.</p> <p>Staff are encouraged to take children out on a variety of trips across the curriculum to help raise their cultural capital and gain experiences they wouldn't normally have. Residential trips should go ahead this year along with Duke of Edinburgh.</p>
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Review: last year's aims and outcomes

Due to the current situation, the data available is in core subjects for the Summer term July 2021. This was the first data capture since March 2020 and needs to take into account the length of time children have had out of school.

Aim	Outcome
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Pupil Premium children to progress in Literacy	Data from B squared to be added once available.
Pupil Premium children to progress in Numeracy	Data from B squared to be added once available.
Pupil Premium children to have improved attendance.	DATA TO BE ADDED.
Pupil Premium children to have improved mental wellbeing	DATA/COMMENTS TO BE ADDED.
Improved levels of parental engagement.	<p>Throughout Spring 2021 lockdown 100% of parents/carers were contacted by phone each week. Data is shown on the school spreadsheet.</p> <p>Improved use of google classroom for online learning during Spring 1 and 2 lockdown.</p> <p>Increased access to online learning.</p> <p>Increased use of class dojo to communicate with parents both during lockdown and throughout the year.</p>